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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  8th Grade ELA Curriculum Map – 4th Quarter | **Vocabulary** | **Resources** |
| **Reading Literature** | **Integration of Knowledge and Ideas** | RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | \* I can identify how modern works of fiction draws on themes, patterns of events, or character types from older literature (such as myths, traditional stories, religious works like the Bible). \* I can describe how the older material has been "made" new by a current author's interpretation or depiction. | theme, modern work  of fiction, compare, contrast, render, allusion (mythological, biblical) |  |
| **Range of Reading & Text Complexity** | RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. | \* I can closely read complex grade level texts. \* I can reread a text to find more information to clarify ideas. \* I can use reading strategies to help me understand difficult complex text. | reading strategy, comprehension |  |
| **Reading – Informational Text** | **Range of Reading & Level of Text Complexity** | RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | \* I can closely read complex grade level texts. \* I can reread a text to find more information to clarify ideas. \* I can use reading strategies to help me understand difficult complex text. | reading strategy, comprehension |  |
| **Writing** | **Text Types and Purposes** | W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | \* I can write arguments that  support my claims providing clear reasons and relevant evidence. \* I can clearly introduce my claim. \* I can set my claim apart (distinguish it) from other or opposing claims. \* I can organize my reasons and evidence logically. | debate, counterclaim, transition, argument, evidence, claim, credible source, distiguish, introduce |  |
| W.8.1 Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasoning and, relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | \* I can support my claim (s)  with logical reasoning and relevant evidence. \* I can distinguish between credible and non-credible sources. \* I can choose credible sources to support my argument. \* My writing shows that I understand the topic or text. | debate, counterclaim, transition, argument, evidence, claim, credible source, non-credible source. Distinguish. |  |
| **Writing** | **Text Types and Purposes** | W.8.1 Write arguments to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | \* I can use words or phrases to: - create cohesion - clarify relationships among claims, counterclaims, reasons, and evidence. | cohesion, clarify, claims,  counterclaims, reasons, evidence. |  |
| W.8.1 Write arguments to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style. | \* I can write with a formal style  (vs. informal style). | formal style,  informal style |  |
| W.8.1 Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from and supports the argument presented. | \* I can write a concluding  statement or section that follows from and supports the argument presented. | concluding statement,  concluding section |  |
| W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | \* I can write narratives to develop real or imagined experiences or events. \* I can engage and orient the  reader by: - establishing a context - establishing a point of view - introducing a narrator and/or characters - organizing my events so that they unfold naturally and logically. | narrative, plot structure,  context, point of view, narrator, characters, engage, orient |  |
| **Writing** | **Text Types and Purposes** | W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | \* I can use narrative techniques to develop experiences, events, and/or characters. (e.g., dialogue, pacing, and description)\ | narrative techniques,  dialogue, pacing, description |  |
| W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | \*I can use a variety of transition  words, phrases, and clauses to: - convey sequence - signal shifts from one time frame or setting to another. | transition words,  transition phrases,  transition clauses, convey sequence, signal shifts, time frame, setting |  |
| W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | \* I can capture the action and  convey experience and events by: - using precise words and phrases - using relevant descriptive detail - using sensory language | capture the action,  covey experiences, precise, relevant, descriptive detail, sensory language |  |
| W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | \* I can provide a conclusion that follows from and reflects on the narrated experiences or events. | conclusion, reflects |  |

**!!! Please remember that most ELA standards are on-going and revisit them as you teach!!!**