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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**8th Grade ELA Curriculum Map – 3rd Quarter | **Vocabulary** | **Resources** |
| **Reading - Literature** | **Key Ideas and Details** | RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | \* I can determine the theme of a text.\*I can analyze the development of the theme throughout a text.  \* I can analyze the relationship of the theme to the characters, setting, and plot of a text. \* I can give an objective summary of a text. | theme, summary, objective, central idea, opinion |  |
| **Craft and Structure** | RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure ofeach text contributes to its meaning and style. | \* I can compare and contrast the structure of two or more texts. \* I can analyze how the form or structure of a text contributes to its meaning and style. | compare, contrast, text structure, infer |  |
| **Reading – Informational Text** | **Key Ideas and Details** | RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | \*I can determine two or more central ideas.\* I can analyze how the central ideas are developed over the course of the text, including how supporting ideas are used. \* I can give an objective summary of the text. | central idea, supporting idea, summary, objective |  |
| **Craft and Structure** | RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone,including analogies or allusions to other texts. | \* I can determine the ﬁgurative, connotative, or technical meaning of words or phrases in a grade 8 text.\* I can analyze how the words the author chooses aﬀects the meaning or tone of the text. | figurative language, literal language, denotative/ connotative/technical meaning, tone, mood, analogy, allusion |  |
| **Reading – Informational Text** | **Craft & Structure** | RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particularsentences in developing and refining a key concept. | \* I can analyze the structure of a speciﬁc paragraph of text, telling how each sentence is important in the development of the concept. | analyze, structure, development, concept |  |
| RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges andresponds to conflicting evidence or viewpoints. | \* I can determine the author’s point of view in a text. \* I can determine the author’s purpose for writing a text. \* I can analyze how an author acknowledges/responds to conﬂicting viewpoints or evidence. | point of view, purpose, analyze |  |
| **Integration of Knowledge and Ideas** | RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | \* I can evaluate the advantages/disadvantages of using a particular medium to present a speciﬁc topic. | medium, analyze, evaluate |  |
| RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic andidentify where the texts disagree on matters of fact or interpretation. | \* I can analyze a time when two text present information about a topic that conﬂicts. \* I can determine whether the problem is with facts or interpretation of the ideas. | point of view, compare, contrast, interpretation, evidence |  |
| **Writing** | **Text Types and Purposes** | W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informationthrough the selection, organization, and analysis of relevant content.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, andinformation into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **On-Going** | \* I can write an informative piece which examines a topic and convey ideas.\* I can introduce a topic clearly.\* I can organize ideas with appropriate structure and include:- formatting,- graphics- multimedia when useful to aid comprehension. | organizational structures, formatting structures, transitions, cohesion |  |
| **Writing** | **Text Types and Purposes** | W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informationthrough the selection, organization, and analysis of relevant content.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations,or other information and examples. **On-Going** | \* I can use well-chosen facts, deﬁnitions, details, and quotations, or other information and examples to develop the topic  | organizational structures, formatting structures, transitions, cohesion, develop |  |
| W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informationthrough the selection, organization, and analysis of relevant content.c. Use appropriate and varied transitions to create cohesion and clarify the relationships amongideas and concepts. **On-Going** | \* I can use appropriate transitions to create cohesion and clarify relationships. | organizational structures, formatting structures, transitions, cohesion, clarify |  |
| W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informationthrough the selection, organization, and analysis of relevant content.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **On-Going** | \* I can use precise language and vocabulary to explain the topic. | organizational structures, formatting structures, transitions, cohesion, precise language |  |
| W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informationthrough the selection, organization, and analysis of relevant content.e. Establish and maintain a formal style. **On-Going** | \* I can establish and maintain a formal style. | formal style, informal style |  |
| **Writing** | **Text Types and Purposes** | W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and informationthrough the selection, organization, and analysis of relevant content.f. Provide a concluding statement or section that follows from and supports the information orexplanation presented. **On-Going** | \* I can provide a concluding statement or section that supports the information 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 eventsequence 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 |  |
| 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 techniquesto develop experiences, events, and/or characters.(e.g., dialogue, pacing, and description)\ | narrative techniques, dialogue, pacing, description |  |
| **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.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 experiencesand 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 conclusionthat follows from and reflects on the narrated experiences or events. | conclusion, reflects |  |
| **Speaking & Listening** | **Comprehension and Collaboration** | SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually,quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | \* I can analyze the purpose of information expressed in diverse media and formats (visually, quantitatively, orally) and evaluate the motives (commercial, social, political) behind the presentation. | media, formats, purpose, motive |  |
| **Speaking & Listening** | **Comprehension and Collaboration** | SL.5.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence andidentifying when irrelevant evidence is introduced. **On-Going** | \* I can identify a speaker’s argument and speciﬁc claims. \* I can evaluate the soundness of reasoning and relevance/sufficiency of evidence presented. \* I can identify when irrelevant evidence is introduced. | argument, credibility, claim, fact, opinion, relevant/irrelevant evidence, delineate |  |
| **Language** | **Conventions of Standard English** | L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writingor speaking.a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | \* I can explain the function of verbals. | gerund, participle, infinitive, active/passive voice, mood: indicative, imperative, interrogative, conditional, subjunctive |  |

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