

2018-19 Grade Eight ELA Curriculum Map

First Six Weeks: August 3-September 14

Resources	Reading Informational/Literary Text	Writing	Speaking/Listening	Language
<p>Texts: “The Phoenix,” “This I Believe,” “Superman & Me,” <i>The Absolutely True Diary of a Part-Time Indian</i>, assorted</p> <p>Articles of the Week Independent Book Reading</p> <p>Writing:</p> <ul style="list-style-type: none"> • My Superpower • This I Believe • Six-Word Memoirs • Reflections on readings <p>Vocabulary: Greek/Latin Roots</p> <p>Parts of Speech review</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Bad Grammar memes • M.U.G. Shots • “Fun Facts” <p>Instructional Focus & Activities:</p> <ul style="list-style-type: none"> • Daily Reading Passage • Cornell Note-Taking • Figurative Language • Sentence Types/Practice • Dead Verbs <p>Student-Led Conference Preparation</p>	<p>RL.KID.1, RL.KID.2, RL.KID.3 RL.CS.4, RL.CS.6, RL.RRTC.10</p> <p>RI.KID.1, RI. KID.2, RI.KID.3, RI.CS.4, RI.CS.6RI.IKI.9, RI.RRTC.10</p>	<p>W.TTP.2, W.TTP.3, W.PDW.4, W.PDW.5</p> <p>W.TTP.1, W.TTP.2, W. TTP.4, W.TTP.5</p>	<p>SL.CC.1, SL.CC.2</p> <p>SL.PKI.4, SL.PKI.5, SL.PKI.6</p>	<p>L.VAU.4.a,c,d L.VAU.5 L.VAU.6</p> <p>L.CSE.1, L.CSE.2, L.KL.3, L.VAU.6</p> <p>L.VAU.4.a-d, L.VAU.6</p> <p>L.CSE.1</p> <p>L.CSE.1.a-d, L.CSE.2</p> <p>all of the above</p>

2018-19 Grade Eight ELA Curriculum Map

Second Six Weeks

Resources	Reading Informational/Literary Text	Writing	Speaking/Listening	Language
<p>Texts: “The Cask of Amontillado” “The Raven” and assorted other poems</p> <p>Assorted from “Articles of the Week,” NewsELA, Freckle, etc.</p> <p>Independent Book Reading</p> <p>Writing:</p> <ul style="list-style-type: none"> • Essay based on “My Superpower” or “This I Believe” • Essay based on article readings • Reflections on readings • Snowball Writing <p>Vocabulary: Greek/Latin Roots</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Bad Grammar memes • M.U.G. Shots • “Fun Facts” <p>Instructional Focus & Activities:</p> <ul style="list-style-type: none"> • Daily Reading Passage • Literature Circles • Socratic Dialogue • Cornell Note-Taking • Figurative Language • Sentence Types/Practice 	<p>RL.KID.1, RL.KID.2, RL.KID.3 RL.CS.4, RL.CS.5, RL.CS.6, RL.IKI.7, RL.RRTC.10</p> <p>RI.KID.1, RI. KID.2, RI.KID.3, RI.CS.4, RI.CS.5, RI.CS.6, RI.IKI.7, RI.RRTC.10</p>	<p>W.TTP.2, W.TTP.3, W.PDW.4, W.PDW.5, W.PDW.6, W.RBPK.9, W.RW.10</p>	<p>SL.CC.1, SL.CC.2</p> <p>SL.CC.1, SL.CC.2, SL.CC.3, SL.PKI.4</p>	<p>L.VAU.4.a,c,d L.VAU.5 L.VAU.6</p> <p>L.CSE.1, L.CSE.2, L.KL.3, L.VAU.6</p> <p>L.VAU.4.a-d, L.VAU.6</p> <p>L.CSE.1.a-d, L.CSE.2</p> <p>all of the above</p>

2018-19 Grade Eight ELA Curriculum Map

Third Six Weeks

Resources	Reading Informational/Literary Text	Writing	Speaking/Listening	Language
<p>Texts: <i>Night</i></p> <p>Articles/excerpts to pair with <i>Night</i> e.g., <i>The Brown Suitcase</i></p> <p>Independent Book Reading</p> <p>Writing: essay on <i>Night</i></p> <p>Reflections on readings</p> <p>Vocabulary: Greek/Latin Roots</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Bad Grammar memes • M.U.G. Shots • “Fun Facts” <p>Instructional Focus & Activities:</p> <ul style="list-style-type: none"> • Daily Reading Passage • Figurative Language • Literature Circles • Argument 	<p>RI.KID.1, RI. KID.2, RI.KID.3, RI.CS.4,</p> <p>RI.CS.5,RI.CS.6 RI.IKI.7, RI.IKI.8, RI.IKI.9, RI.RRTC.10</p>	<p>W.TTP.1, W.TTP.2, W.PDW.4, W.PDW.5, W.PDW.6, W.RBPL.7, W.RBPK.8, W.RBPK.9, W.RBPK.10</p>	<p>SL.CC.1, SL.CC.2, SL.CC.3, SL.PKI.4, SL.PKI.5</p>	<p>L.CSE.1a-e L.VAU.4.a,c,d L.VAU.5 L.VAU.6</p> <p>L.CSE.1, L.CSE.2, L.KL.3, L.VAU.6</p> <p>L.VAU.4.a-d, L.VAU.6</p> <p>L.CSE.1.a-d, L.CSE.2</p> <p>all of the above</p>

2018-19 Grade Eight ELA Curriculum Map

Fourth Six Weeks

Resources	Reading Informational/Literary Text	Writing	Speaking/Listening	Language
<p>Texts: Multiple short stories: “The Monkey’s Paw,” “A Rose for Emily,” “The Lottery,” “Occurrence at Owl Creek,” “The Lady or the Tiger”</p> <p>Articles of the Week Independent Book Reading</p> <p>Writing:</p> <ul style="list-style-type: none"> argument analyses on stories practice essays for TNReady <p>Vocabulary: Greek/Latin Roots</p> <p>Grammar:</p> <ul style="list-style-type: none"> Bad Grammar memes M.U.G. Shots “Fun Facts” “Phunny Stuff” <p>Instructional Focus & Activities:</p> <ul style="list-style-type: none"> Sentence Types/Practice Literature Circles Progressive Dinner Argument Socratic Dialogue TNReady practice 	<p>RL.KID.1, RL.KID.2, RL.KID.3 RL.CS.4, RL.CS.5, RL.CS.6, RL.IKI.7, RL.RRTC.10</p> <p>RI.KID.1, RI. KID.2, RI.KID.3, RI.CS.4, RI.CS.6RI.IKI.9, RI.RRTC.10</p>	<p>w.TTP.1, W.TTP.2, W.PDW.4, W.PDW.5 W.PDW.6, W.RBPL.7, W.RBPK.8, W.RBPK.9, W.RBPK.10</p>	<p>SL.CC.1, SL.CC.2</p> <p>SL.CC.1, SL.CC.2, SL.CC.3, SL.PKI.4</p>	<p>L.VAU.4.a,c,d L.VAU.5 L.VAU.6</p> <p>L.CSE.1, L.CSE.2, L.KL.3, L.VAU.6</p> <p>L.VAU.4.a-d, L.VAU.6</p> <p>L.CSE.1.a-d, L.CSE.2</p> <p>all of the above</p>

2018-19 Grade Eight ELA Curriculum Map

Fifth Six Weeks

Resources	Reading Informational/Literary Text	Writing	Speaking/Listening	Language
<p>Texts: <i>To Kill a Mockingbird</i></p> <p>Articles of the Week Independent Book Reading</p> <p>Writing:</p> <ul style="list-style-type: none"> research findings for <i>TKAM</i> practice essays for TNReady <p>Grammar:</p> <ul style="list-style-type: none"> Bad Grammar memes M.U.G. Shots "Fun Facts" "Phunny Stuff" <p>Instructional Focus & Activities:</p> <ul style="list-style-type: none"> Literature Circles Progressive Dinner Argument TNReady practice 	<p>RL.KID.1, RL.KID.2, RL.KID.3 RL.CS.4, RL.CS.5, RL.CS.6, RL.IKI.7, RL.RRTC.10</p> <p>RI.KID.1, RI. KID.2, RI.KID.3, RI.CS.4, RI.CS.6RI.IKI.9, RI.RRTC.10</p>	<p>W.TTP.1, W.TTP.2, W.PDW.4, W.PDW.5 W.PDW.6, W.RBPL.7, W.RBPK.8, W.RBPK.9, W.RBPK.10</p>	<p>SL.CC.1, SL.CC.2</p> <p>SL.CC.1, SL.CC.2, SL.CC.3, SL.PKI.4</p>	<p>L.VAU.4.a,c,d L.VAU.5 L.VAU.6</p> <p>L.CSE.1, L.CSE.2, L.KL.3, L.VAU.6</p> <p>L.CSE.1.a-d, L.CSE.2</p> <p>all of the above</p>

2018-19 Grade Eight ELA Curriculum Map

Sixth Six Weeks

Resources	Reading Informational/Literary Text	Writing	Speaking/Listening	Language
<p>Texts: <i>To Kill a Mockingbird</i></p> <p>Articles of the Week Research materials for Greek Project</p> <p>Writing:</p> <ul style="list-style-type: none"> Argument Essay on <i>TKAM</i> Greek Project essay <p>Grammar:</p> <ul style="list-style-type: none"> Bad Grammar memes M.U.G. Shots "Fun Facts" "Phunny Stuff" <p>Instructional Focus & Activities:</p> <ul style="list-style-type: none"> oral & visual presentations on research findings analysis of difference between novel & movie 	<p>RL.KID.1, RL.KID.2, RL.KID.3 RL.CS.4, RL.CS.5, RL.CS.6, RL.IKI.7, RL.RRTC.10</p> <p>RI.KID.1, RI. KID.2, RI.KID.3, RI.CS.4, RI.CS.6RI.IKI.9, RI.RRTC.10</p>	<p>W.TTP.1, W.TTP.2, W.PDW.4, W.PDW.5 W.PDW.6, W.RBPL.7, W.RBPK.8, W.RBPK.9, W.RBPK.10</p>	<p>SL.CC.1, SL.CC.2</p> <p>SL.CC.1, SL.CC.2, SL.CC.3, SL.PKI.4</p>	<p>L.VAU.4.a,c,d L.VAU.5 L.VAU.6</p> <p>L.CSE.1, L.CSE.2, L.KL.3, L.VAU.6</p> <p>L.CSE.1.a-d, L.CSE.2</p> <p>all of the above</p>

RLA STANDARDS for GRADE 8
STRAND 1: LANGUAGE

Conventions of Standard English

8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.

- a. When reading or listening, analyze the use of phrases and clauses within a larger text.
- b. When reading or listening, explain the function of verbs.
- c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.
- d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
- e. When writing or speaking, produce and use varied voice and mood of verbs.

8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.

Knowledge of Language

8.L.KL.3 When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

Vocabulary Acquisition and Usage

8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or a phrase.
- b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

8.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

8.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND 2: READING

LITERATURE

8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

8.RL.KID.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.

8.RL.KID.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.

8.RL.CS.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RL.CS.6 Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.

8.RL.IKI.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.

Does not apply to literary texts

8.RL.IKI.9 Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works,

INFORMATION

8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

8.RI.KID.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.

8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

8.RI.CS.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 a specific word choice on meaning and tone, including analogies and allusions to other texts.

8.RI.CS.5 Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.

8.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

8.RI.IKI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.

8.RI.IKI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

myths, or religious texts; describe how traditional elements are rendered anew.

Range of Reading and Text Complexity

8.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.

8.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

STRAND 3: SPEAKING & LISTENING

Comprehension and Collaboration

8.SL.CC.1 Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

8.SL.CC.2 Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.

8.SL.CC.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

8.SL.PKI.4 Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8.SL.PKI.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and to add interest.

8.SL.PKI.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

STRAND 4: WRITING

Text Types and Protocol

8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s).
- b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).
- c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
- d. Use credible sources and demonstrate an understanding of the topic or source material.
- e. Craft an effective and relevant conclusion that supports the argument presented.
- f. Use precise language and content-specific vocabulary.
- g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- h. Use varied sentence structure to enhance meaning and reader interest.
- i. Establish and maintain a formal style.

8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
- b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
- e. Craft an effective and relevant conclusion.
- f. Include formatting, graphics, and multimedia when appropriate.
- g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- h. Use precise language and domain-specific vocabulary.
- i. Use varied sentence structure to enhance meaning and reader interest.
- j. Establish and maintain a formal style.

8.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, 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 participants/characters.
- b. Organize an event sequence that unfolds naturally and logically.
- c. Create a smooth progression of experiences or events.
- d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.
- e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
- f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
- g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Production and Distribution of Writing

8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

8.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

Research to Build and Present Knowledge

8.W.RBPK.7 Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

Range of Writing

8.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.