

[illegible]

Course/Subject: Language Arts		CURRICULUM MAP			Grade: 8
	<p><b>-Read age-appropriate material aloud with fluency and accuracy.</b></p> <p><b>CC.8.RI.1</b> <b>CC.8.RI.2</b></p> <p><b>CC.8.RI.3</b> <b>CC.8.RI.4</b></p> <p><b>CC.8.RI.5</b> <b>CC.8.RI.6</b></p> <p><b>CC.8.RI.7</b></p> <p><b>CC.8.RI.8</b> <b>CC.8.RI.9</b> <b>CC.8.RI.10</b></p> <p><b>CC.8.RL.3</b></p> <p><b>CC.8.RL.4</b></p> <p><b>CC.8.RL.5</b></p> <p><b>CC.8.RL.6</b></p>	<p>-textual evidence -central ideas/summary</p> <p>-text connections -meanings of words / phrases</p> <p>-paragraph structure -point of view/author's purpose</p> <p>-topic/idea</p> <p>-arguments/claims -multiple sources -on level text</p> <p>-dialogue/plot</p> <p>-meanings of words/phrases</p> <p>-text structure</p> <p>-POV</p>	<p>-cite evidence/inferences -determine central ideas and analyze its dev. -analyze text connections -determine the meanings of words and analyze the impact of word choice</p> <p>-analyze paragraph structure -determine/analyze POV/purpose</p> <p>-using different mediums to present -delineate/evaluate -analyze conflicting info -read/comprehend independently</p> <p>-analyze dialogue/plot and how it moves the story forward -Demonstrate knowledge of the five conflicts. 1. Character vs. Character 2. Character vs. Self 3. Character vs. Society 4. Character vs. Fate 5. Character vs. Nature</p> <p>-determine the meanings of words and analyze the impact of word choice -compare/contrast text structure and analyze how the differing structure contributes to its meaning and style -analyze how differences POV create effects such as suspense or humor Response.</p>	<p>Anthology: <i>The Baker Heater League</i> Anthology: <i>The 11:59</i> Anthology: <i>Raymond's Run</i> Anthology: <i>A Retrieved Reformation</i> Anthology: <i>Gentlemen of Rio En Medio</i> Anthology: <i>Cub Pilot on the Mississippi</i> Anthology: <i>Travels with Charley</i> Anthology: <i>The American Dream</i> (District adopted novels for Guided Reading T.B.A.)</p>	<p>Teacher observation, Pearson Tests/Quizzes, teacher made tests/quizzes, projects, group presentations, notebook collection, discussion, Extended Response Essays, CBM, Exit Slips, Illustrations.</p>

Course/Subject: Language Arts		CURRICULUM MAP			Grade: 8
	<p>CC.8.RL.1 CC.8.W.4</p> <p>CC.8.W.5</p> <p>CC.8.W.9a-b CC.8.W.10</p> <p>CC.8.L.1a</p> <p>CC.8.L.1b CC.8.L.1c</p> <p>CC.8.L.1d</p> <p>CC.8.L.2a</p> <p>CC.8.L.2b</p> <p>CC.8.L.2c</p> <p>CC.8.L.3</p>	<p>-Components of extended response</p> <p>-textual evidence -dev/organization</p> <p>-publication</p> <p>-research - writing</p> <p>-verbals (gerunds, infinitives, participles)  -active and passive voice  -indicative, imperative, interrogative, conditional, subjunctive mood -verb voice and mood</p> <p>-conventions</p> <p>-language/conventions</p>	<p>-cite evidence/inferences -produce clear/coherent writing appropriate to task, purpose, and audience</p> <p>-planning, revising, editing, rewriting, or trying a new approach</p> <p>-draw evidence from literary or informational texts -write routinely over extended and short time frames.</p> <p>-explain function</p> <p>-form and use verbs</p> <p>-form and use verbs</p> <p>-recognize and correct inappropriate shifts</p> <p>-use punctuation to indicate a pause or break</p> <p>- use a ellipsis to indicate an omission</p> <p>-spell correctly</p> <p>-use verbs to achieve particular effects</p>	<p>-QTIPS used for Extended Response 1. <b>Q</b>-Question Restated 2. <b>T</b>-Text Reference 3. <b>I</b>-Interpretation 4. <b>P</b>-Personal Connection 5. <b>S</b>-Summary -Blue Extended Response Cards</p> <p>Anthology: <i>The Baker Heater League</i> Anthology: <i>The 11:59</i> Anthology: <i>Raymond's Run</i> Anthology: <i>A Retrieved Reformation</i> Anthology: <i>Gentlemen of Rio En Medio</i> Anthology: <i>Cub Pilot on the Mississippi</i> Anthology: <i>Travels with Charley</i> Anthology: <i>The American Dream</i> (District adopted novels for Guided Reading T.B.A.)</p>	<p>Extended Response essays, peer revising/editing, teacher/student conferences</p> <p>-Pearson Tests/quizzes -Teacher made tests/quizzes - Rubric - 6+1 TRAITS materials</p>

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	<p>CC.8.RL.2</p> <p>CC.8.RL.9 CC.8.L.5a CC.8.L.5b</p> <p>CC.8.L.5c</p>	<p>-theme/central idea</p> <p>-stories in same genre -figures of speech -relationship between words</p> <p>-connotation/denotation</p>	<p>determine/analyze/summarize text</p> <p>-compare/contrast -interpret in context -use relationship to understand meaning of words</p> <p>-distinguish between</p>	<p>Anthology: <i>The Baker Heater League</i> Anthology: <i>The 11:59</i> Anthology: <i>Raymond's Run</i> Anthology: <i>A Retrieved Reformation</i> Anthology: <i>Gentlemen of Rio En Medio</i> Anthology: <i>Cub Pilot on the Mississippi</i> Anthology: <i>Travels with Charley</i> Anthology: <i>The American Dream</i> (District adopted novels for Guided Reading T.B.A.) -Model papers</p>	<p>-Teacher observation -Pearson Tests/quizzes -Teacher made tests/quizzes</p>
	<p>CC.8.RL.2</p> <p>CC.8.RL.3</p> <p>CC.8.RI. 1 CC.8.RI. 2</p> <p>CC.8.RI. 3 CC.8.RI. 4</p> <p>CC.8.RI. 5 CC.8.RI. 6</p> <p>CC.8.RI. 7</p> <p>CC.8.RI. 8 CC.8.RI. 9 CC.8.RI.10</p>	<p>-theme/central idea</p> <p>-dialogue/plot</p> <p>-textual evidence -central ideas/summary</p> <p>-text connections -meanings of words / phrases</p> <p>-paragraph structure -point of view/author's purpose</p> <p>-topic/idea</p> <p>-arguments/claims -multiple sources</p>	<p>determine/analyze/summarize text</p> <p>-analyze how it propel action forward, reveals character, or provokes decision</p> <p>-cite evidence/inferences -determine central ideas and analyze its dev. -analyze text connections -determine the meanings of words and analyze the impact of word choice</p> <p>-analyze paragraph structure -determine/analyze POV/purpose</p> <p>-using different mediums to present -delineate/evaluate -analyze conflicting info</p>	<p>Anthology: <i>The Baker Heater League</i> Anthology: <i>The 11:59</i> Anthology: <i>Raymond's Run</i> Anthology: <i>A Retrieved Reformation</i> Anthology: <i>Gentlemen of Rio En Medio</i> Anthology: <i>Cub Pilot on the Mississippi</i> Anthology: <i>Travels with Charley</i> Anthology: <i>The American Dream</i> (District adopted novels for Guided Reading T.B.A.)</p>	<p>-Teacher observation -Pearson Tests/quizzes -Teacher made tests/quizzes</p>

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	CC.8.RL.2	<p>-on level text</p> <p>-central ideas/summary</p>	<p>-read/comprehend independently</p> <p>-determine central ideas and analyze its dev. including its relationship to char., setting and plot</p>	<p>-Elements of Writing. Publisher: Holt, Reinhart, Winston.            Anthology: <i>The Baker Heater League</i>            Anthology: <i>The 11:59</i>            Anthology: <i>Raymond's Run</i>            Anthology: <i>A Retrieved Reformation</i>            Anthology: <i>Gentlemen of Rio En Medio</i>            Anthology: <i>Cub Pilot on the Mississippi</i>            Anthology: <i>Travels with Charley</i>            Anthology: <i>The American Dream</i>            (District adopted novels for Guided Reading T.B.A.)            -Editor in Chief. Publisher: Critical Thinking Books and Software.            -Daily Oral Language Plus. Publisher: Great Source            -Sentence patterns packet.</p>	<p>-Teacher made tests/quizzes            -Editor in Chief tests            -Holt, Reinhart, Winston tests            -Great Source tests            -Identify and employ sentence types.</p>
	CC.8.SL.1 a	-collaborative discussion	- refer to evidence on topic, text, or issue to probe and reflect on ideas		
	CC.8.SL.1 b		-follow rules, track progress towards goals and define ind. roles(lit group)		
	CC.8.SL.1 c		-pose questions that connect ideas and respond to other's questions/comments with relevant evidence, observation, and ideas		
	CC.8.SL. 1 d		-acknowledge other's responses and justify own views		

Course/Subject: Language Arts		CURRICULUM MAP			Grade: 8
	CC.8.W.2.a	-expository writing	- introduce a topic clearly; organize ideas, concepts, and information into broader categories; include formatting and multimedia when useful	- Writing activities from Unit 1  Anthology: <i>The Baker Heater League</i> Anthology: <i>The 11:59</i> Anthology: <i>Raymond's Run</i> Anthology: <i>A Retrieved Reformation</i> Anthology: <i>Gentlemen of Rio En Medio</i> Anthology: <i>Cub Pilot on the Mississippi</i> Anthology: <i>Travels with Charley</i> Anthology: <i>The American Dream</i> -Expository packet showing proper format - Anchor expository essays to analyze format and components -Individual work -Small group work -6+1 Traits materials - CC claim. evidence, warrant -Sentence pattern packet	-Informal teacher observation of group work. -Expository rubric -6+1 Traits materials -CC claim, evidence, warrant -Conventions -Word choice -Organization -Sentence fluency -Voice
	CC.8.W.2.b		-develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.		
	CC.8.W.2.c		- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
	CC.8.W.2.d		- Use precise language and domain-specific vocabulary to inform about or explain the topic.		
	CC.8.W.2.e		- Establish and maintain a formal style.		
	CC.8.W.2.f		- Provide a concluding statement or section that follows form and supports the information or explanation presented.		
	CC.8.W.4	-dev/organization	-produce clear/coherent writing appropriate to task, purpose, and audience		
	CC.8.W.5	-publication	-planning, revising, editing, rewriting, or trying a new approach		
	CC.8.W.7	-expository topic			

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	CC.8.W.9a CC.8.W.9b  CC.8.W.10	-research -research  - writing	-research to answer questions  -draw evidence from literary or informational texts  -write routinely over extended and short time frames.		
	CC.8.SL.1.a	collaborative discussion	- refer to evidence on topic, text, or issue to probe and reflect on ideas		-Teacher made rubrics. -Informal: Teacher observation -Peer review -Self Assessment -Teacher made tests/quizzes -Pearson materials
	CC.8.SL.1b		-follow rules, track progress towards goals and define ind. roles(lit group)		
	CC.8.SL.1c		-pose questions that connect ideas and respond to other's questions/comments with relevant evidence, observation, and ideas	-Orally present information: -Radio broadcast, role play, Read-Pair-Share -Teacher modeling -class/ discussion -literature groups -guided reading groups	
	CC.8.SL.1d		-acknowledge other's responses and justify own views		
	CC.8.SL.2	-Purpose/ motives	-analyze of information presented in diverse media and formats and evaluate motive.		-Informal: Teacher observation -Peer review -Self Assessment -Teacher made tests/quizzes -Pearson materials -Teacher made rubric to assess quality of speech
	CC.8.SL.3	-relevant/ irrelevant	- delineate speakers argument/ claim		
	CC.8.SL.4	-oral presentation	-present in a coherent manner using proper eye contact, volume, pronunciation	-Teacher modeling -Orally present information	
	CC.8.SL.5	-multi-media displays	-integrate to strengthen argument/claim	- Oral speeches - Listen to famous speeches	
	CC.8.SL.6	-formal English	-adapt speech to match audience/task/genre	-Teacher modeling -Listen to professional speakers.	

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	CC.8.W.8	-research from multiple print/digital sources	-gather relevant info; access credibility of source, and paraphrase information -MLA	<ul style="list-style-type: none"> <li>-Listen to <i>BQ Tunes</i> from Anthology book</li> <li>-Create a bibliography using</li> <li>-MLA format to accurately</li> <li>-Demonstrate reliable sources used in creating a paper/speech.</li> <li>-Understand how to use a data base</li> <li>-To research reputable sites.</li> <li>-Demonstrate ability to accurately</li> <li>-Research information about a</li> <li>-Evaluate speeches given by effective speakers.</li> </ul>	
	CC.8.W.6	-technology	-use technology to produce and publish writing	<ul style="list-style-type: none"> <li>-Using PC lab and direct instruction by computer teacher.</li> <li>-Create a lesson which compares reliable and non-reliable sources. Students will compare articles and decide which is from a reputable source. (Example: Wikis/ask.com)</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher made rubrics.</li> <li>-Informal: Teacher observation</li> <li>-Peer review</li> <li>-Self Assessment</li> <li>-Teacher made tests/quizzes</li> <li>-Pearson materials</li> <li>-Check that all components of a MLA formatted bibliography are present.</li> </ul>
	CC.8.RL.7	-film/live production	-analyze discrepancies from text	- Possible film/ text; live performance/ text	
	CC.8.RL.10	- grade level text	- comprehended independently and proficiently	- guided reading groups	<ul style="list-style-type: none"> <li>- Pearson materials</li> <li>-CBM</li> </ul>



	<u><b>CURRICULUM</b></u> <i>End Product of Learning, “What” You Teach</i>			<u><b>INSTRUCTION</b></u> <i>Means to the End Product, “How” You Teach</i>	<u><b>ASSESSMENT</b></u> <i>Validation to Revise Curriculum &amp; Instruction</i>
<b>TIME FRAME</b> [By Date/Week/ Month]	<b>STANDARD OR BENCHMARK</b>	<b>CONTENT:</b> What we want students to “KNOW”.	<b>SKILL:</b> What we want students to “DO”.	<b>Varied Teaching/Learning Strategies</b> <b>Resources/Comments</b>	<b>Varied Classroom Assessment Strategies</b>
UNIT 2 Conflicts 10 weeks	CC.8.L.4.a CC.8.L.4.b CC.8.L.4.c CC.8.L.4.d  CC.8.L.6  <b>Culver goals</b> <b>-Establish purpose for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.</b> <b>-Identify structure (description, compare/contrast, cause and effect, sequence)</b> <b>-Continuously check and clarify for understanding in materials orally or silently (reread, sounding out, using visual and context clues and asking questions.)</b> <b>-Demonstrate an understanding of the importance of self-questioning while reading (think alouds, self-assessment).</b> <b>-Read age-appropriate material aloud with fluency and accuracy.</b>	-context clues -Greek/Latin affixes/roots -reference materials -verification of meaning  -grade-appropriate general academic and domain-specific words and phrases  -Apply reading strategies. -Question the author -Connections -to self -to world -to text -GIST	-Prefixes: <i>de-, mis-, per-</i> -Suffixes: <i>-ee, -iet</i> -Roots: <i>-nounc, -spec</i> -Word Origins  - acquire and use  -Compare and Contrast Ask question to compare and contrast. Compare characters’ perspectives -Make Inferences Use details to make inferences Identify connections to make inferences -Informational Reading Compare summaries to an original text Evaluate persuasive appeals -Independent reading.	- -Anthology -(District adopted novels for Guided Reading T.B.A.) -Guided Reading  Guided reading with flexible grouping. Strategies: Questioning the Author, Think Alouds, Think Pair Share, Reciprocal Thinking (clarify, predict, question, summarize), FQR (Fact, Question, Response), QAR ( Question, Answer Response, GIST, RCRR (Read, Cover Remember, Retell), Connections to Text (Text to Self, Text to Text, Text to World, marginal notes and other forms of notetaking.  More Assessable: Anthology: <i>An Hour With Abuelo</i> Anthology: <i>Who Can Replace a Man?</i> Anthology: <i>Tears of Autumn</i> Anthology: <i>Hamadi</i> Anthology: <i>Tell Tale Heart</i> Anthology: <i>Charles</i> Anthology: <i>Flowers for Algernon</i> (District adopted novels for Guided Reading T.B.A.)	Unit tests (publisher – Pearson/Sadlier-Oxford and teacher-made), vocabulary squares, role-playing  Teacher observation, Pearson Tests/Quizzes, teacher made tests/quizzes, projects, group presentations, notebook collection, discussion, CBM, AR Tests

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	<p><b>CC.8.RI.1</b> <b>CC.8.RI.2</b></p> <p><b>CC.8.RI.3</b> <b>CC.8.RI.4</b></p> <p><b>CC.8.RI.5</b> <b>CC.8.RI.6</b></p> <p><b>CC.8.RI.7</b></p> <p><b>CC.8.RI.8</b> <b>CC.8.RI.9</b> <b>CC.8.RI.10</b></p> <p><b>CC.8.RL.3</b></p> <p><b>CC.8.RL.4</b></p> <p><b>CC.8.RL.5</b></p> <p><b>CC.8.RL.6</b></p>	<p>-textual evidence -central ideas/summary</p> <p>-text connections -meanings of words / phrases</p> <p>-paragraph structure -point of view/author's purpose</p> <p>-topic/idea</p> <p>-arguments/claims -multiple sources -on level text</p> <p>-dialogue/plot</p> <p>-meanings of words/phrases</p> <p>-text structure</p> <p>-POV</p>	<p>-cite evidence/inferences -determine central ideas and analyze its dev. -analyze text connections -determine the meanings of words and analyze the impact of word choice</p> <p>-analyze paragraph structure -determine/analyze POV/purpose</p> <p>-using different mediums to present -delineate/evaluate -analyze conflicting info -read/comprehend independently</p> <p>-analyze dialogue/plot and how it moves the story forward -Demonstrate knowledge of the five conflicts. 1. Character vs. Character 2. Character vs. Self 3. Character vs. Society 4. Character vs. Fate 5. Character vs. Nature</p> <p>-determine the meanings of words and analyze the impact of word choice -compare/contrast text structure and analyze how the differing structure contributes to its meaning and style -analyze how differences POV create effects such as suspense or humor response.</p>	<p>Guided reading with flexible grouping. Strategies: Questioning the Author, Think Alouds, Think Pair Share, Reciprocal Thinking (clarify, predict, question, summarize), FQR (Fact, Question, Response), QAR ( Question, Answer Response, GIST, RCRR (Read, Cover Remember, Retell), Connections to Text (Text to Self, Text to Text, Text to World, marginal notes and other forms of notetaking.</p> <p>More Assessable: Anthology: <i>An Hour With Abuelo</i> Anthology: <i>Who Can Replace a Man?</i> Anthology: <i>Tears of Autumn</i> Anthology: <i>Hamadi</i> Anthology: <i>Tell Tale Heart</i> Anthology: <i>Charles</i> Anthology: <i>Flowers for Algernon</i> (District adopted novels for Guided Reading T.B.A.)</p> <p>-QTIPS used for Extended Response 1. <b>Q</b>-Question Restated 2. <b>T</b>-Text Reference 3. <b>I</b>-Interpretation 4. <b>P</b>-Personal Connection 5. <b>S</b>-Summary -Blue Extended Response Cards</p>	<p>Observation, Pearson Tests/Quizzes, teacher made tests/quizzes, projects, group presentations, notebook collection, discussion, Extended Response Essays, exit slips, illustrations</p>

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	<p>CC.8.L.5a CC.8.L.5b</p> <p>CC.8.L.5c CC.8.RL.2</p>	<p>-figures of speech -relationship between words</p> <p>-connotation/denotation -theme/central idea</p>	<p>-interpret in context -use relationship to understand meaning of words</p> <p>-distinguish between determine/analyze/summarize text</p>	<p>More Assessable:            Anthology: <i>An Hour With Abuelo</i>            Anthology: <i>Who Can Replace a Man?</i>            Anthology: <i>Tears of Autumn</i>            Anthology: <i>Hamadi</i>            Anthology: <i>Tell Tale Heart</i>            Anthology: <i>Charles</i>            Anthology: <i>Flowers for Algernon</i>            (District adopted novels for Guided Reading T.B.A.)            -Literary element packet</p>	<p>-Pearson tests/quizzes -Teacher made tests/quizzes -Element Bingo -Element flashcards -Element game</p>
	<p>CC.8.RL.9 CC.8.RL.2</p> <p>CC.8.RL.3</p>	<p>-stories in same genre -theme/central idea</p> <p>-dialogue/plot</p>	<p>-compare/contrast -etermine/analyze/summarize text -analyze how it propel action forward, reveals character, or provokes decision</p>	<p>More Assessable: - Explore Big Question            Anthology: <i>An Hour With Abuelo</i>            Anthology: <i>Who Can Replace a Man?</i>            Anthology: <i>Tears of Autumn</i>            Anthology: <i>Hamadi</i>            Anthology: <i>Tell Tale Heart</i>            Anthology: <i>Charles</i>            Anthology: <i>Flowers for Algernon</i>            (District adopted novels for Guided Reading T.B.A.)            -Literary element packet – identify specific themes</p>	<p>Pearson Tests/quizzes -Teacher made tests/quizzes</p>
	<p>CC.8.L.1a</p> <p>CC.8.L.1b</p> <p>CC.8.L.1c</p>	<p>-verbals (gerunds, infinitives, participles)</p> <p>-active and passive voice</p> <p>-indicative, imperative, interrogative, conditional,</p>	<p>-explain function</p> <p>-form and use verbs</p> <p>-form and use verbs</p>	<p>More Assessable:            Anthology: <i>An Hour With Abuelo</i>            Anthology: <i>Who Can Replace a Man?</i>            Anthology: <i>Tears of Autumn</i>            Anthology: <i>Hamadi</i>            Anthology: <i>Tell Tale Heart</i>            Anthology: <i>Charles</i></p>	<p>-Teacher observation -Pearson Tests/quizzes</p>

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	CC.8.L.1d	subjunctive mood -verb voice and mood  <b>Narrative writing.</b>	-recognize and correct inappropriate shifts	Anthology: <i>Flowers for Algernon</i> (District adopted novels for Guided Reading T.B.A.)	
	CC.8.W.3. a	-narrative structure	-establish POV, introduce characters, setting, establish chronological order	Elements of Writing. Publisher: Holt, Reinhart, Winston. Writing activities from Unit 2 More Assessable: Anthology: <i>An Hour With Abuelo</i> Anthology: <i>Who Can Replace a Man?</i> Anthology: <i>Tears of Autumn</i> Anthology: <i>Hamadi</i> Anthology: <i>Tell Tale Heart</i> Anthology: <i>Charles</i> Anthology: <i>Flowers for Algernon</i> (District adopted novels for Guided Reading T.B.A.) Anchor papers Narrative packet -Individual work -Small group work -6+1 Traits materials - CC claim. evidence, warrant -Sentence pattern packet	-Informal teacher observation of group work. -Narrative rubric -6+1 Traits materials -CC claim, evidence, warrant -Conventions -Word choice -Organization -Sentence fluency -Voice
	CC.8.W.3. b	-narrative techniques	Dialogue, pacing, description, And reflection to dev. experiences, events, and characters		
	CC.8.W.3. c	-sequencing	-use a variety of transition words to convey sequence, signal shifts from time frames/settings		
	CC.8.W.3. d	-precise language	- use precise words/phrases, relevant descriptive words, and sensory details		
	CC.8.W.3. e	-conclusion	-provide a conclusion that follows from and reflects on the narrated experiences/events		
	CC.8.W.4	-dev/organization	-produce clear/coherent writing appropriate to task, purpose, and audience		
	CC.8.W.5	-publication	-planning, revising, editing, rewriting, or trying a new approach		
	CC.8.W.9a CC.8.W.9b	-research -research	-draw evidence from literary or informational texts		
	CC.8.W.10	- writing	-write routinely over extended and short time frames.		
	CC.8.L.2a	-conventions	-use punctuation to indicate a		

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	CC.8.L.2b CC.8.L.2c	-language/conventions	<p>pause or break</p> <p>- use a ellipsis to indicate an omission</p> <p>-spell correctly</p>		
	CC.8.L.3		-use verbs to achieve particular effects		
	CC.8.SL.1 a	-collaborative discussion	- refer to evidence on topic, text, or issue to probe and reflect on ideas		
	CC.8.SL.1 b		-follow rules, track progress towards goals and define ind. roles(lit group)		
	CC.8.SL.1 c		-pose questions that connect ideas and respond to other's questions/comments with relevant evidence, observation, and ideas		
	CC.8.SL. 1 d		-acknowledge other's responses and justify own views		
	CC.8.SL.2	-Purpose/ motives	-analyze of information presented in diverse media and formats and evaluate motive.		
	CC.8.SL.3	-relevant/ irrelevant	- delineate speakers argument/ claim		
	CC.8.SL.4	-oral presentation	-present in a coherent manner using proper eye contact, volume, pronunciation		

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	CC.8.SL.5	-multi-media displays	-integrate to strengthen argument/claim		
	CC.8.SL.6	-formal English	-adapt speech to match audience/task/genre		
	CC.8.W.8	-research from multiple print/digital sources	-gather relevant info; access credibility of source, and paraphrase information -MLA	-Using PC lab and direct instruction by computer teacher. -Create a lesson which compares reliable and non-reliable sources. Students will compare articles and decide which is from a reputable source. (Example: Wikis/ask.com)	-Teacher made rubrics. -Informal: Teacher observation -Peer review -Self Assessment -Teacher made tests/quizzes -Pearson materials -Check that all components of a MLA formatted bibliography are present.

	<b><u>CURRICULUM</u></b> <i>End Product of Learning, “What” You Teach</i>			<b><u>INSTRUCTION</u></b> <i>Means to the End Product, “How” You Teach</i>	<b><u>ASSESSMENT</u></b> <i>Validation to Revise Curriculum &amp; Instruction</i>
TIME FRAME [By Date/Week/Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
UNIT 3 Information 10 weeks	CC.8.L.4.a CC.8.L.4.b CC.8.L.4.c CC.8.L.4.d  CC.8.L.6  <b>Culver Goals-</b> <b>-Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.</b> <b>-Identify structure (description, compare/contrast, cause and effect, sequence)</b> <b>-Continuously check and clarify for understanding in materials orally or silently (reread, sounding out, using visual and context clues and asking questions.)</b> <b>-Demonstrate an understanding of the importance of self-questioning while reading (think alouds, self-assessment).</b> <b>-Read age-appropriate material aloud with fluency and accuracy.</b>	-context clues -Greek/Latin affixes/roots -reference materials -verification of meaning  -grade-appropriate general academic and domain-specific words and phrases  -Apply reading strategies. -Question the author -Connections -to self -to world -to text -GIST -SQR	-Suffixes: <i>-ance, -ly</i> -Roots <i>-nmy, -val, -vad, -bellum, -pass, -tract</i> -Words with multiple meanings. - acquire and use  -Main Idea -Identify the implied main idea -Make connections -Fact and opinion -Use clue words -Analyze treatment, scope, and organization of ideas -Analyze proposition and support -Independent reading.	-Anthology -(District adopted novels for Guided Reading T.B.A.) -Guided Reading  Guided reading with flexible grouping. Strategies: Questioning the Author, Think Alouds, Think Pair Share, Reciprocal Thinking (clarify, predict, question, summarize), FQR (Fact, Question, Response), QAR ( Question, Answer Response, GIST, RCRR (Read, Cover Remember, Retell), Connections to Text (Text to Self, Text to Text, Text to World, marginal notes and other forms of notetaking.  More Assessable: Anthology: <i>Making Tracks on Mars</i> Anthology: <i>Baseball</i> Anthology: <i>Harriet Tubman: Conductor of the Underground Railroad</i> Anthology: <i>The Vision of Maya Yang Lin</i> Anthology: <i>I Know Why Caged Birds Sing</i> Anthology: <i>Forest Fire</i> Anthology: <i>Why Leaves Turn Color in Fall</i> Anthology: <i>The Season’s Curmudgeon</i> Anthology: <i>The Trouble with Television</i> Anthology: <i>On Women’s Right to Suffrage</i> (District adopted novels for Guided Reading T.B.A.)	Unit tests (publisher – Pearson and teacher-made), vocabulary squares, role-playing  Teacher observation, Pearson Tests/Quizzes, teacher made tests/quizzes, projects, group presentations, notebook collection, discussion, CBM, AR tests
	CC.8.RI.1 CC.8.RI.2	-textual evidence -central ideas/summary	-cite evidence/inferences -determine central ideas and analyze its dev.	More Assessable: Anthology: <i>Making Tracks on Mars</i> Anthology: <i>Baseball</i>	Observation, Pearson Tests/Quizzes, teacher made tests/quizzes, projects, group





Course/Subject: Language Arts		CURRICULUM MAP			Grade: 8
	CC.8.L.5a CC.8.L.5b  CC.8.L.5c	-figures of speech -relationship between words  -connotation/denotation	-compare/contrast -interpret in context -use relationship to understand meaning of words  -distinguish between	Anthology: <i>The Vision of Maya Yang Lin</i> Anthology: <i>I Know Why Caged Birds Sing</i> Anthology: <i>Forest Fire</i> Anthology: <i>Why Leaves Turn Color in Fall</i> Anthology: <i>The Season's Curmudgeon</i> Anthology: <i>The Trouble with Television</i> Anthology: <i>On Women's Right to Suffrage</i> (District adopted novels for Guided Reading T.B.A.) -Literary element packet	
	CC.8.RL.2 CC.8.RL.3	-theme/central idea -dialogue/plot	determine/analyze/summarize text -analyze how it propel action forward, reveals character, or provokes decision	More Assessable: Anthology: <i>Making Tracks on Mars</i> Anthology: <i>Baseball</i> Anthology: <i>Harriet Tubman: Conductor of the Underground Railroad</i> Anthology: <i>The Vision of Maya Yang Lin</i> Anthology: <i>I Know Why Caged Birds Sing</i> Anthology: <i>Forest Fire</i> Anthology: <i>Why Leaves Turn Color in Fall</i> Anthology: <i>The Season's Curmudgeon</i> Anthology: <i>The Trouble with Television</i> Anthology: <i>On Women's Right to Suffrage</i> (District adopted novels for Guided Reading T.B.A.)	-Pearson Tests/quizzes -Teacher made tests/quizzes -Pearson materials
	CC.8.RI. 1 CC.8.RI. 2  CC.8.RI. 3 CC.8.RI. 4  CC.8.RI. 5 CC.8.RI. 6  CC.8.RI. 7  CC.8.RI. 8 CC.8.RI. 9 CC.8.RI.10	-textual evidence -central ideas/summary  -text connections -meanings of words / phrases  -paragraph structure -point of view/author's purpose  -topic/idea -arguments/claims -multiple sources -on level text	-cite evidence/inferences -determine central ideas and analyze its dev. -analyze text connections -determine the meanings of words and analyze the impact of word choice  -analyze paragraph structure -determine/analyze POV/purpose  -using different mediums to present -delineate/evaluate -analyze conflicting info -read/comprehend independently	More Assessable: Anthology: <i>Making Tracks on Mars</i> Anthology: <i>Baseball</i> Anthology: <i>Harriet Tubman: Conductor of the Underground Railroad</i> Anthology: <i>The Vision of Maya Yang Lin</i> Anthology: <i>I Know Why Caged Birds Sing</i> Anthology: <i>Forest Fire</i> Anthology: <i>Why Leaves Turn Color in Fall</i> Anthology: <i>The Season's Curmudgeon</i> Anthology: <i>The Trouble with Television</i> Anthology: <i>On Women's Right to Suffrage</i> (District adopted novels for Guided Reading T.B.A.)	-Teacher made tests/quizzes -Editor in Chief tests -Holt, Reinhart, Winston tests --Identify and employ sentence types.

Course/Subject: Language Arts		CURRICULUM MAP			Grade: 8
		<b>Persuasive essay</b>			
	CC.8.L.1a	-verbals (gerunds, infinitives, participles)	-explain function	-Elements of Writing. Publisher: Holt, Reinhart, Winston. More Assessable: Anthology: <i>Making Tracks on Mars</i> Anthology: <i>Baseball</i> Anthology: <i>Harriet Tubman: Conductor of the Underground Railroad</i> Anthology: <i>The Vision of Maya Yang Lin</i> Anthology: <i>I Know Why Caged Birds Sing</i> Anthology: <i>Forest Fire</i> Anthology: <i>Why Leaves Turn Color in Fall</i> Anthology: <i>The Season's Curmudgeon</i> Anthology: <i>The Trouble with Television</i> Anthology: <i>On Women's Right to Suffrage</i> (District adopted novels for Guided Reading T.B.A.) -Editor in Chief. Publisher: Critical Thinking Books and Software. -Daily Oral Language Plus. Publisher: Great Source -Sentence patterns packet -Persuasive outline -Sample persuasive essays -Individual work -Small group work -Persuasive articles/prompts -Anchor essays	-Informal teacher observation of group work. -Persuasive rubric -Conventions -Word choice -Organization -Sentence fluency -Voice - 6+1 Traits Materials CC-claim, evidence, warrant -Peer review -Self Assessment -Teacher made tests/quizzes -Pearson Materials
	CC.8.L.1b	-active and passive voice	-form and use verbs		
	CC.8.L.1c	-indicative, imperative, interrogative, conditional, subjunctive mood	-form and use verbs		
	CC.8.L.1d	-verb voice and mood	-recognize and correct inappropriate shifts		
	CC.W.8.1 a	Persuasive argument/ claim	-introduce claim, acknowledge opposing views		
	CC.W.8.1 b	Persuasive argument/ claim	Support claims with logical reasoning/relevant evidence		
	CC.W.8.1 c	Persuasive argument/ claim	Use words and phrases to create cohesion and clarify the relationships among claims, counterclaims,		
	CC.W.8.1 d	Formal style	Establish and maintain formal style		
	CC.W.8.1 e	Conclusion	Provide a concluding statement that follows from and supports the argument presented		

Course/Subject: Language Arts		CURRICULUM MAP			Grade: 8
	CC.8.W.4	-dev/organization	-produce clear/coherent writing appropriate to task, purpose, and audience		
	CC.8.W.5	-publication	-planning, revising, editing, rewriting, or trying a new approach		
	CC.8.W.9a CC.8.W.9b	-research -research	-draw evidence from literary or informational texts		
	CC.8.W.10	- writing	-write routinely over extended and short time frames.		
	CC.8.SL.1 a	-collaborative discussion	- refer to evidence on topic, text, or issue to probe and reflect on ideas	-Panel discussions/position statements -Oral response -Students will create skits based upon the short stories read in the Anthology book: Unit 3. -Teacher modeling	-Teacher made rubrics. -Informal: Teacher observation -Peer review -Self Assessment -Teacher made tests/quizzes -Pearson materials
	CC.8.SL.1 b		-follow rules, track progress towards goals and define ind. roles(lit group)		
	CC.8.SL.1 c		-pose questions that connect ideas and respond to other's questions/comments with relevant evidence, observation, and ideas		
	CC.8.SL. 1 d		-acknowledge other's responses and justify own		
	CC.8.SL.2	-Purpose/ motives	-analyze of information presented in diverse media and formats and evaluate motive.		-Informal teacher observation. -Check that all components of

Course/Subject: Language Arts		CURRICULUM MAP			Grade: 8
	CC.8.SL.3				
	CC.8.SL.4	-relevant/ irrelevant  -oral presentation	- delineate speakers argument/ claim -present in a coherent manner using proper eye contact, volume, pronunciation		a MLA formatted bibliography are present. -List the consequences of plagiarism.
	CC.8.SL.5		-integrate to strengthen argument/claim		
	CC.8.SL.6	-multi-media displays  -formal English	-adapt speech to match audience/task/genre		-
	CC.8.W.8	-research from multiple print/digital sources	-gather relevant info; access credibility of source, and paraphrase information -MLA	-Using PC lab and direct instruction by computer teacher. -Create a lesson which compares reliable and non-reliable sources. Students will compare articles and decide which is from a reputable source. (Example: Wikis/ask.com) -Analyze given text to determine possible plagiarism.	Noted in Persuasive essay
	CC.8.W.6	-technology	-use technology to produce and publish writing		

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Course/Subject: Language Arts		CURRICULUM MAP			Grade: 8
	<p><b>CC.8.RI.1</b> <b>CC.8.RI.2</b></p> <p><b>CC.8.RI.3</b> <b>CC.8.RI.4</b></p> <p><b>CC.8.RI.5</b> <b>CC.8.RI.6</b></p> <p><b>CC.8.RI.7</b></p> <p><b>CC.8.RI.8</b> <b>CC.8.RI.9</b> <b>CC.8.RI.10</b></p> <p><b>CC.8.RL.3</b></p> <p><b>CC.8.RL.4</b></p> <p><b>CC.8.RL.5</b></p> <p><b>CC.8.RL.6</b></p>	<p>-Comprehend given text</p> <p>-textual evidence -central ideas/summary</p> <p>-text connections -meanings of words / phrases</p> <p>-paragraph structure -point of view/author's purpose</p> <p>-topic/idea</p> <p>-arguments/claims -multiple sources -on level text</p> <p>-dialogue/plot</p> <p>-meanings of words/phrases</p> <p>-text structure</p> <p>-POV</p>	<p>-cite evidence/inferences -determine central ideas and analyze its dev. -analyze text connections -determine the meanings of words and analyze the impact of word choice</p> <p>-analyze paragraph structure -determine/analyze POV/purpose</p> <p>-using different mediums to present -delineate/evaluate -analyze conflicting info -read/comprehend independently</p> <p>-analyze dialogue/plot and how it moves the story forward -Demonstrate knowledge of the five conflicts. 1. Character vs. Character 2. Character vs. Self 3. Character vs. Society 4. Character vs. Fate 5. Character vs. Nature</p> <p>-determine the meanings of words and analyze the impact of word choice -compare/contrast text structure and analyze how the differing structure contributes to its meaning and style -analyze how differences POV create effects such as suspense or humor response.</p>	<p>More Assessable: Anthology: <i>Water Names</i> Anthology: <i>Coyote Steals the Sun and Moon</i> Anthology: <i>Why Waves Have Whitecaps</i> Anthology: <i>Brer Opossum's Dilemma</i> Anthology: <i>John Henry</i> Anthology: <i>Chicoria</i> Anthology: <i>The People, Yes.</i> Anthology: <i>Davy Crockett's Dream</i> Anthology: <i>Paul Bunyan of the North Woods</i> Anthology: <i>Invocation</i> Anthology: <i>Out of the Dust</i> Anthology: <i>Ellis Island</i> (District adopted novels for Guided Reading T.B.A.)</p> <p>-QTIPS used for Extended Response 1. <b>Q</b>-Question Restated 2. <b>T</b>-Text Reference 3. <b>I</b>-Interpretation 4. <b>P</b>-Personal Connection 5. <b>S</b>-Summary -Blue Extended Response Cards</p>	<p>Observation, Pearson Tests/Quizzes, teacher made tests/quizzes, projects, group presentations, notebook collection, discussion, Extended Response</p>

Course/Subject: Language Arts		CURRICULUM MAP			Grade: 8
	CC.8.RL.2	-theme/central idea	determine/analyze/summarize text	More Assessable: -Mythology Anthology: <i>Water Names</i> Anthology: <i>Coyote Steals the Sun and Moon</i> Anthology: <i>Why Waves Have Whitecaps</i> Anthology: <i>Brer Opossum's Dilemma</i> Anthology: <i>John Henry</i> Anthology: <i>Chicoria</i> Anthology: <i>The People, Yes.</i> Anthology: <i>Davy Crockett's Dream</i> Anthology: <i>Paul Bunyan of the North Woods</i> Anthology: <i>Invocation</i> Anthology: <i>Out of the Dust</i> Anthology: <i>Ellis Island</i> (District adopted novels for Guided Reading T.B.A.)	-Pearson Tests/quizzes -Teacher made tests/quizzes -Pearson tests/quizzes -Teacher made tests/quizzes -Element Bingo -Element flashcards -Element game
	CC.8.RL.9 CC.8.L.5a CC.8.L.5b	-stories in same genre -figures of speech -relationship between words	-compare/contrast -interpret in context -use relationship to understand meaning of words		
	CC.8.L.5c	-connotation/denotation	-distinguish between		
	CC.8.RL.2	-theme/central idea	determine/analyze/summarize text	More Assessable: Anthology: <i>Water Names</i> Anthology: <i>Coyote Steals the Sun and Moon</i> Anthology: <i>Why Waves Have Whitecaps</i> Anthology: <i>Brer Opossum's Dilemma</i> Anthology: <i>John Henry</i> Anthology: <i>Chicoria</i> Anthology: <i>The People, Yes.</i> Anthology: <i>Davy Crockett's Dream</i> Anthology: <i>Paul Bunyan of the North Woods</i> Anthology: <i>Invocation</i> Anthology: <i>Out of the Dust</i> Anthology: <i>Ellis Island</i> (District adopted novels for Guided Reading T.B.A.)	-Teacher observation -Pearson Tests/quizzes -Teacher made tests/quizzes
	CC.8.RL.3	-dialogue/plot	-analyze how it propel action forward, reveals character, or provokes decision		
	CC.8.RI. 3 CC.8.RI. 4	-textual evidence -central ideas/summary	-cite evidence/inferences -determine central ideas and analyze its dev.		
	CC.8.RI. 5 CC.8.RI. 6	-text connections -meanings of words / phrases	-analyze text connections -determine the meanings of words and analyze the impact of word choice		
	CC.8.RI. 7	-paragraph structure -point of view/author's purpose	-analyze paragraph structure -determine/analyze POV/purpose		
	CC.8.RI. 8 CC.8.RI. 9 CC.8.RI.10	-topic/idea -arguments/claims -multiple sources -on level text	-using different mediums to present -delineate/evaluate -analyze conflicting info -read/comprehend independently		
	CC.8.L.1a	-verbals (gerunds, infinitives, participles)	-explain function	More Assessable: Anthology: <i>Water Names</i> Anthology: <i>Coyote Steals the Sun and Moon</i> Anthology: <i>Why Waves Have Whitecaps</i> Anthology: <i>Brer Opossum's Dilemma</i> Anthology: <i>John Henry</i>	-Pearson Tests/quizzes -Teacher made tests/quizzes -6+1 Traits materials -Editor in Chief tests -Holt, Reinhart, Winston tests -Great Source tests
	CC.8.L.1b CC.8.L.1c	-active and passive voice  -indicative, imperative,	-form and use verbs  -form and use verbs		

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	CC.8.L.1d	interrogative, conditional, subjunctive mood -verb voice and mood	-recognize and correct inappropriate shifts	Anthology: <i>Chicoria</i> Anthology: <i>The People, Yes.</i> Anthology: <i>Davy Crockett's Dream</i> Anthology: <i>Paul Bunyan of the North Woods</i> Anthology: <i>Invocation</i> Anthology: <i>Out of the Dust</i> Anthology: <i>Ellis Island</i> (District adopted novels for Guided Reading T.B.A.)	-Identify and employ sentence types.
	CC.8.L.2a	-conventions	-use punctuation to indicate a pause or break		
	CC.8.L.2b		- use a ellipsis to indicate an omission		
	CC.8.L.2c	-language/conventions	-spell correctly		
	CC.8.L.3		-use verbs to achieve particular effects		
	CC.8.W.4	-dev/organization	-produce clear/coherent writing appropriate to task, purpose, and audience	-Elements of Writing. Publisher: Holt, Reinhart, Winston. More Assessable: Anthology: <i>Water Names</i> Anthology: <i>Coyote Steals the Sun and Moon</i> Anthology: <i>Why Waves Have Whitecaps</i> Anthology: <i>Brer Opossum's Dilemma</i> Anthology: <i>John Henry</i> Anthology: <i>Chicoria</i> Anthology: <i>The People, Yes.</i> Anthology: <i>Davy Crockett's Dream</i> Anthology: <i>Paul Bunyan of the North Woods</i> Anthology: <i>Invocation</i> Anthology: <i>Out of the Dust</i> Anthology: <i>Ellis Island</i> (District adopted novels for Guided Reading T.B.A.) Biographical Sketch -Persuasive Reasoning (heros)	-Teacher made tests/quizzes -Editor in Chief tests -Holt, Reinhart, Winston tests -Great Source tests -Identify and employ sentence types. -6+1 Traits Materials - CC claim, evidence, warrant
	CC.8.W.5	-publication	-planning, revising, editing, rewriting, or trying a new approach		
	CC.8.W.7	-expository topic	-research to answer questions		
	CC.8.W.9a CC.8.W.9b	-research -research	-draw evidence from literary or informational texts		
	CC.8.W.10	- writing	-write routinely over extended and short time frames.		
					-Teacher made tests/quizzes -Editor in Chief tests



Course/Subject: Language Arts		CURRICULUM MAP			Grade: 8		
	CC.8.SL.1.a	collaborative discussion	- refer to evidence on topic, text, or issue to probe and reflect on ideas	More Assessable: Anthology: Water Names Anthology: <i>Coyote Steals the Sun and Moon</i> Anthology: <i>Why Waves Have Whitecaps</i> Anthology: <i>Brer Opossum's Dilemma</i> Anthology: <i>John Henry</i> Anthology: <i>Chicoria</i> Anthology: <i>The People, Yes.</i> Anthology: <i>Davy Crockett's Dream</i> Anthology: <i>Paul Bunyan of the North Woods</i> Anthology: <i>Invocation</i> Anthology: <i>Out of the Dust</i> Anthology: <i>Ellis Island</i> (District adopted novels for Guided Reading T.B.A.)	-Holt, Reinhart, Winston tests -Great Source tests -Identify and employ sentence types. -6+1 Traits Materials - CC claim, evidence, warrant		
	CC.8.SL.1b		-follow rules, track progress towards goals and define ind. roles(lit group)				
	CC.8.SL.1c		-pose questions that connect ideas and respond to other's questions/comments with relevant evidence, observation, and ideas				
	CC.8.SL.1d		-acknowledge other's responses and justify own views				
	CC.8.SL.2	-Purpose/ motives	-analyze of information presented in diverse media and formats and evaluate motive.	-Ask probing ideas generating questions. -Make a appropriate statements to clarify and add to meaning. -Paraphrase and summarize with appropriate editorial comments, information from formal media presentations. (Example: Summarizing newspaper articles, online news reports, televised broadcasts.) -Teacher modeling -Listen to professional speakers/storytellers. -Newspaper articles, online news reports, televised broadcasts. -Teacher modeling -Listen to professional speakers/storytellers. -Newspaper articles, online news reports, televised broadcasts.	-Teacher made rubrics. -Informal: Teacher observation -Peer review -Self Assessment -Teacher made tests/quizzes -Pearson Materials		
	CC.8.SL.3	-multi-media displays	-integrate to strengthen argument/claim				
	CC.8.SL.4	-oral presentation	- delineate speakers argument/ claim -present in a coherent manner using proper eye contact, volume, pronunciation				
	CC.8.SL.5	-formal English	-adapt speech to match audience/task/genre				
	CC.8.SL.6						

Course/Subject: Language Arts		CURRICULUM MAP			Grade: 8
	CC.8.W.8	-research from multiple print/digital sources	-gather relevant info; access credibility of source, and paraphrase information -MLA	-Using PC lab and direct instruction by computer teacher. -Create a lesson which compares reliable and non-reliable sources. Students will compare articles and decide which is from a reputable source. (Example: Wikis/ask.com) -Analyze given text to determine possible plagiarism.	Multimedia report rubric. -Informal teacher observation. -Check that all components of a MLA formatted bibliography are present. -List the consequences of plagiarism. Teacher made rubric to assess quality of student articles. -Peer evaluation -Evaluation of articles written by effective journalists.