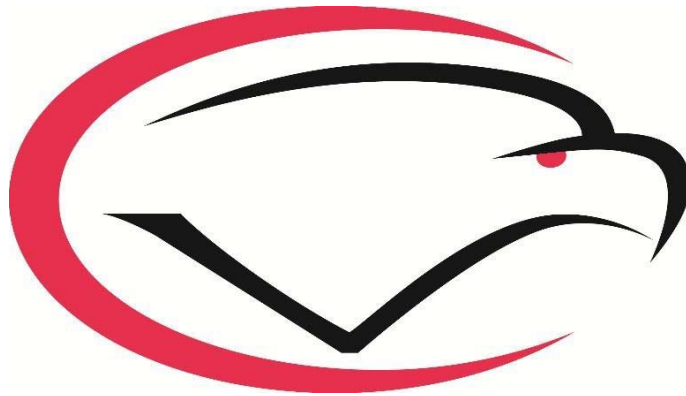# Secondary Curriculum Maps

Cumberland Valley School District

Soaring to Greatness, Committed to Excellence

8th Grade ELA

ELA 8: Scope and Sequence		Priority Standards by Content Area				
Units	**Timeline**	**Topics**	**Reading**	**Reading Literature**	**Writing**	**Speaking/Listening**
Literature and Informational Text Reading/Writing Integration I	MP#1 (18 Weeks)	Determine Author's Central Idea/Main idea/Theme (Fiction/Nonfiction)	CC.1.2.8.A	CC.1.3.8.A	CC.1.4.8.C	CC.1.5.8.A
		Cite Textual Evidence	CC.1.2.8.B	CC.1.3.8.B	CC.1.4.8.E	CC.1.5.8 D
		Analyze Text Connections	CC.1.2.8.C	CC.1.3.8.E	CC.1.4.8.F	
		Engage in Collaborative Discussions		CC.1.3.8.F	CC.1.4.6.A	
		Analyze Dialogue				
		Analyze Diction (figurature and connotative meanings)				
		Write with Awareness (Conventions and Grammar)				
		Writing Process: Argumentative and Analytical				
Literature and Informational Text Reading/Writing Integration II	MP#2 (18 Weeks)			CC.1.3.8.A	CC.1.4.8.C	CC.1.5.8.A
		Analyze Dialogue		CC.1.3.8.B	CC.1.4.8.W	CC.1.5.8 D
		Engage in Collaborative Discussions				
		Writing Process: Argumentative and Analytical				
		Analyze POV		CC.1.3.8.D		

Literature and Informational Text Reading/Writing Integration III	MP 2-3 (18+ Weeks)	Cite Textual Evidence	CC.1.2.8.B		CC.1.4.8.C	
		Analyze POV	CC.1.2.8.D		CC.1.4.8.E	
		Determine Author's Central Idea (Write Objective Summary)	CC.1.2.8.A		CC.1.4.8.F	
		Analyze Diction (figurature and connotative meanings)	CC.1.2.8.F		CC.1.4.8.G	
		Writing Process: Argumentative and Analytical			CC.1.4.8.I	
		Write with Awareness (Conventions and Grammar)			CC.1.4.8.J	
					CC.1.4.8.K	
					CC.1.4.8.L	
					CC.1.4.8.S	
Literature and Informational Text Reading/Writing Integration IV	MP 3-4 (18+ weeks)	Cite Textual Evidence	CC.1.2.8.B	CC.1.3.8.A	CC.1.4.8.C	
		Research Process		CC.1.3.8.B	CC.1.4.8.E	
		Determine Author's Central Idea/Main idea/Theme		CC.1.3.8.D	CC.1.4.8.F	
		Analyze Dialogue		CC.1.3.8.E	CC.1.4.8.W/V	
		Compare and Contrast Texts				
		Analyze POV				
Literature and Informational Text Reading/Writing Integration V	MP 3-4 (18+ weeks)	Determine Author's Central Idea/Main idea/Theme		CC.1.3.8.A	CC.1.4.8.E	
		Analyze Dialogue		CC.1.3.8.B	CC.1.4.8.F	
		Analyze POV		CC.1.3.8.D		

Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings; and how they shape meaning and tone.

Taught in Unit(s)

Explanation/Example of Standard
● Demonstrate understanding of vocabulary and figurative language in informational texts. ● Authors make purposeful choices to achieve an intended effect within informational text (s). ● Strategic readers actively seek the meanings of unknown words/phrases to deepen their understanding of informational texts.

Common Misconceptions
Confuse literal and nonliteral meaning The word "like" always indicates a simile Connotation (feeling) and denotation (actual meaning) are the same thing Tone is how the reader feels

Big Idea(s)	Essential Question(s)
● Effective readers use multiple strategies to determine the meanings of words/phrases ● Tone is the author's attitude about his/her writing	● How do readers use context clues to determine the meanings of unknown words? ● How does understanding figurative language help one to comprehend nonfiction text? ● How does one differentiate literal and nonliteral?

Assessments	
See unit map for specific unit common assessments	
Assessment Anchor	**Eligible Content**

EO8.B-V.4
Vocabulary Acquisition and Use
 	
EO8.B-V.4.1.1
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
	  a. Use context (e.g. the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. *audience, auditory, audible)*
	  c. Determine the meaning of technical words and phrases used in text

E08.B-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
Concepts (what students need to know)	**Skills** (what students must be able to do)
Students need to know: ● Tone- author's attitude about his/her writing ● Informational text ● Word choice ● Academic vocabulary ● Context clues ● Literal/Denotative meaning ● Connotative meaning ● Technical meaning ● Figurative or nonliteral meaning (e.g. simile, metaphor, personification, hyperbole) ● Tone ● Affixes/roots	● Analyze author's word choice in order to make arguments/claims ● How to identify author's tone ● How to incorporate academic vocabulary (vocabulary from the text)in own writing ● Use context clues to help unlock the meaning of unknown words/phrases ● Determine the appropriate definition of words that have more than one meaning ● Differential between the literal and non-literal meaning ● Identify and interpret figurative language ● Explain how figurative language enhances and extends meaning ● Explain how the impact of specific language choices by the author ● Determine the meaning of words, phrases as they are used in a text, including figurative, connotative, and technical meanings

8th Grade ELA Curriculum Map CC.1.2.8.D

CV Priority Standard/PA Core Standard
CC.1.2.8.D - 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.

Taught in Unit(s)
All units

Explanation/Example of Standard
A strong reader is able to conduct a close reading of the text where they are able to create an argument about the author's purpose using literature/text as evidence after analyzing author's point of view or purpose.

Common Misconceptions
Students may not be able to analyze author's point of view or purpose with impact of word choice, tone, analogies, or allusions to other texts.

Big Idea(s)	Essential Question(s)
● Author's point of view and author's purpose can be analyzed by strong readers by analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	● How can a strong reader of fiction and nonfiction determine an author's point of view or purpose in a text while providing a deeper analysis of the text?

Assessments
See unit maps for specific assessments

Assessment Anchor		Eligible Content	
E08.B-C.2.1	Demonstrate understanding of craft and structure in informational texts	E08-B-C.2.1.1	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
		E08.B-C.2.1.2	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept
		E08.B-C.2.1.3	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific words choices on meaning and tone, including analogies or allusions to other texts.

Concepts (what students need to know)	Skills (what students must be able to do)

- Informational text (both literary nonfiction and expository/technical texts)
- How to analyze
- Point of view (e.g., first person, third person, limited, omniscient)
- Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text
- Author's viewpoint/focus/attitude/bias
- Author's tone
- Author's perspective (background)
- Author's strategies for developing viewpoint and purpose (e.g., author's choices about when and how to develop information; what information to include or exclude)
- Conflicting evidence or viewpoints
- Responses to opposing viewpoints (e.g., acknowledge, concede, rebut)

- Explain the author's overall purpose for writing a text
- Explain how the author's choices reflect his/her viewpoint, focus, attitude, position or bias
- Identify if and how the author controls what the reader knows in a text
- Identify if and how conflicting evidence or viewpoints are addressed in a text
- Analyze how the author acknowledges and responds to/ignores conflicting evidence or viewpoints
- 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

Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
Taught in Unit(s)
This concept will be introduced and taught in Unit 1 and used throughout the year in all units.
Explanation/Example of Standard
Demonstrate the understanding of key ideas and details in informational text. Authors select purposeful strategies to develop informational texts. Strategic readers analyze the development of individuals, events/concepts or steps/procedures in order to make meaning of what they read.

Common Misconceptions
Difficulty in distinguishing the techniques authors use to elaborate key individuals events or ideas

Big Idea(s)	Essential Question(s)
● Effective reading involves recognizing and analyzing the strategies that authors use to develop text.	● How do readers recognize strategies that authors use to develop the text? ● How do readers analyze strategies that authors use to develop the text?

Assessments
See unit map for specific unit common assessments

Assessment Anchor	Eligible Content
EO8.B-K.1	Analyze in detail how a key detail, individual, event or idea is introduced, illustrated, or elaborated in text (e.g. through examples, anecdotes, or sequence of steps)

Concepts (what students need to know)	Skills (what students must be able to do)
Students need to know: ● Informational text ● How to analyze (e.g. explanation of what, why, and how?) ● Key ideas, concepts, individuals, events/steps/procedures in informational texts. ● Specific details that explain key ideas, individuals, events/procedures, etc. ● Develop strategies for informational texts (e.g. introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc) ● Relationships and interactions (e.g. one piece of text "explains" another stands "in contrast" to another, or "comes before" another) ● Transition/linking words that assist explanations and analysis (eg.e because,	● Describe the events, key ideas/concepts, procedures, etc. in a variety of informational texts ● Identify the specific details/information that develop and individuals, events, procedures, ideas, or concepts in informational texts ● Identify words/phrases that signal relationships and interactions (e.g. one piece of text "explains" another stands "in contrast" to another, or "comes before" another) ● Describe how relationships and interactions between ideas/concepts, individuals, and events develop informational text ● Use text details to analyze how author's development choices reveal the message

| then, as a consequence, in contrast) for informational texts | (ge. how author introduces, illustrates, elaborates, information) |

8th Grade ELA Curriculum Map CC.1.2.8.B

CV Priority Standard/PA Core Standard
CC.1.2.8.B - (NONFICTION) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

Taught in Unit(s)
All units, all year

Explanation/Example of Standard
For nonfiction readings, critical thinkers successfully implement strong and varied textual evidence to support their ideas while introducing, citing, and then explaining the text in an analytical and academic way.

Common Misconceptions
Students may not be able to embed their citation by leading into it, citing it, and then explaining it. Students may not understand how to create a parenthetical citation or summarize a direct quote from the text.

Big Idea(s)	Essential Question(s)
● Analytical readers are able to conduct close readings where they pull strong evidence from the text. ● Strong writers are able to support their analysis with meaningful textual evidence.	● How does an analytical reader conduct a close reading of the text, cite meaningful textual evidence, and embed their quotes successfully?

Assessments	
See unit map for specific unit common assessments	
Assessment Anchor	**Eligible Content**
E08.B-K.1.1	Demonstrate understanding of key ideas and details in informational texts.	E08.B-K.1.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalization drawn from the text.
		E08.B-K.1.1.2	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
		E08.B-K.1.1.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).

Concepts (what students need to know)	Skills (what students must be able to do)
Parenthetical Citation I.C.E (introduce, cite, explain)	● Drafting formal writing pieces that use parenthetical citations successfully

Embedding quotes Characteristics of an analysis Textual Evidence Critical/analytical judgements Generalizations S.T.A.R.T. 10% Summary	● Correctly embedding quotes by introducing, citing, and then explaining the text within a body paragraph ● Differentiate between strong and weak textual support ● Conducting a closer reading of the text while using marginal notes

Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.2.8.A 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.

Taught in Unit(s)
This concept will be introduced and taught in Unit 1 and used throughout the year in all units.

Explanation/Example of Standard
● Authors of informational text(s) follow a pattern or plan and include key details in order to help readers make meaning of text. ● Effective readers use key details in an informational text to identify the main topic. ● Strategic readers develop effective summaries that capture the main idea (s) of informational text and excludes personal opinions or judgments.

Common Misconceptions
● Main idea and theme are not the same. Main idea/Topic   Theme/Central message ● A longer summary is a better summary

Big Idea(s)	Essential Question(s)
● Effective reading involves various text structure. ● Key details can be used to identify the main idea. ● Summary writing is objective. ● Effective summaries objectively state the main idea and key details of informational text.	● How do readers analyze various informational text structures? ● How do readers identify main and key details? ● How do readers summarize informational text?

Assessments	
See unit map for specific unit common assessments	

Assessment Anchor		Eligible Content	
EO8.B-K	Demonstrate understanding of key ideas and details in informational texts.	**B-K.1.1.1**	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
B-K.1.1	Demonstrate understanding of key ideas and details in informational texts.	**B-K.1.1.2**	Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments
B-C.3.1	Demonstrate understanding of connections within and/or among informational texts.	**B-C.3.1.2**	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Concepts (what students need to know)	Skills (what students must be able to do)
Students need to know:	● Purposefully annotate a passage

● Meaningful annotate a passage ● Informational text ● How to explain (e.g. what and why) ● Central/main idea ● Types of text structures (e.g. sequence/chronological order, comparison) ● Different purposes for graphic organizers, based on structure of text ● Differences between central/main ideas and key details in an informational text ● Components of an effective summary (e.g. objective vs. subjective) for informational texts ● 10% Summary Writing Process ● START sentence writing	● Determine central/main idea of an informational text ● Recognize how ideas are organized in an informational text ● How to write a START sentence ● How to write a 10% summary ● Describe or graphically represent the relationship between central/main ideas and details ● Explain how the main ideas are are supported by key details ● Summarize the main ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgements ● Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (10% summary)

Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.3.8.F Analyze the influence of the words and phrases in a text, including figurative and connotative meanings; and how they shape meaning and tone.

Taught in Unit(s)

Explanation/Example of Standard
● Demonstrate understanding of vocabulary and figurative language in informational texts.   ● Authors make purposeful choices to achieve an intended effect within informational text (s).   ● Strategic readers actively seek the meanings of unknown words/phrases to deepen their understanding of informational texts.

Common Misconceptions
Confuse literal and nonliteral meaning
The word "like" always indicates a simile
Connotation (feeling) and denotation (actual meaning) are the same thing
Confuse literal and nonliteral meaning
Tone is how the reader feels

Big Idea(s)	Essential Question(s)
● Effective readers use multiple strategies to determine the meanings of words/phrases ● Tone is the author's attitude about his/her writing	● How do readers use context clues to determine the meanings of unknown words? ● How does understanding figurative language help one to comprehend nonfiction text? ● How does one differentiate literal and nonliteral?

Assessments	
See unit map for specific unit common assessments	
Assessment Anchor	**Eligible Content**

EO8.B-V.4
 Vocabulary Acquisition and Use
 	
 EO8.B-V.4.1.1
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
	   a. Use context (e.g. the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. *audience, auditory, audible)*
	   c. Determine the meaning of technical words and phrases used in text

E08.B-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
Concepts (what students need to know)	**Skills** (what students must be able to do)
Students need to know: ● Informational text ● Word choice ● Context clues ● Literal/Denotative meaning ● Connotative meaning ● Technical meaning ● Figurative or nonliteral meaning (e.g. simile, metaphor, personification, hyperbole) ● Tone ● Definitions of figurative language	● Read and reread other sentences paragraphs, and non-linguistic images in the text to identify context clues ● Use context clues to help unlock the meaning of unknown words/phrases ● Determine the appropriate definition of words that have more than one meaning ● Differential between the literal and non-literal meaning ● Identify and interpret figurative language ● Explain how figurative language enhances and extends meaning ● Explain how the impact of specific language choices by the author ● Determine the meaning of words, phrases as they are used in a text, including figurative, connotative, and technical meanings ● Analyze figurative language ● Identify figurative language

8th Grade ELA Curriculum Map CC.1.3.8.E

CV Priority Standard/PA Core Standard
CC.1.3.8.E - 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.

Taught in Unit(s)
All units (fiction).

Explanation/Example of Standard
● Readers will be able to compare and contrast two or more text structures.   ● Readers should effectively analyze how different text structures influence meaning and style.

Common Misconceptions
Students may not understand how differing text structures contribute to meaning and style.

Big Idea(s)	Essential Question(s)
● Effective readers will compare/contrast multiple text structures. ● Competent readers will effectively analyze how different text structures influence meaning and style.	● How do effective readers compare/contrast multiple text structures? ● How do competent readers effectively analyze how different text structures influence meaning and style?

Assessments

Assessment Anchor		Eligible Content	
E08.A-C.2.1	Demonstrate understanding of craft and structure in literature.	E08.A-C.2.1.1	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
		E08.A-C.2.1.2	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.
		E08.A-C.2.1.3	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts.

Concepts (what students need to know)	Skills (what students must be able to do)
● How text structures can be used to convey meaning. ● How text structures contribute to meaning and style.	● Readers will be able to compare and contrast two or more text structures. ● Readers should effectively analyze how different text structures influence meaning and style.

8th Grade ELA Curriculum Map CC.1.3.8.D

CV Priority Standard/PA Core Standard
CC.1.3.8.D - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Taught in Unit(s)
All Units (Fiction)

Explanation/Example of Standard
● Readers should know the different points of view.   ● Readers should be able to identify how point of view causes irony, suspense, and/or humor.

Common Misconceptions
Students should not use the same point of view for a narrative as for an informational text. Third person objective and third person omniscient possess many key differences.

Big Idea(s)	Essential Question(s)
● Capable readers understand the different points of view. ● Competent readers should recognize how point of view causes irony, suspense, and/or humor.	● How do capable readers recognize the differing points of view in a narrative text? ● How does point of view cause irony, suspense, and/or humor?

Assessments
See unit maps for specific assessments

Assessment Anchor		Eligible Content	
E08.A-C.2.1	Demonstrate understanding of craft and structure in literature.	E08.A-C.2.1.1	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
		E08.A-C.2.1.2	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.
		E08.A-C.2.1.3	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts.

Concepts (what students need to know)	Skills (what students must be able to do)
● The differences between first, second, third objective, and third omniscient points of view.	● Readers should know the differences between the points of view.

● How suspense affects the elements of comedy (irony, satire, puns, etc.),	● Readers should be able to identify how point of view causes irony, suspense, and/or humor.

8th Grade ELA Curriculum Map CC.1.3.8.B

CV Priority Standard/PA Academic Standard
CC. 1.3.8.B (FICTION) 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.

Taught in Unit(s)
All units, all year

Explanation/Example of Standard
For fictional readings, critical thinkers successfully implement strong and varied textual evidence to support their ideas while introducing, citing, and then explaining the text in an analytical and academic way. Eighth grade students are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings, or events. Use questions and prompts such as: ● How did the character's reaction to the news impact the plot, specifically the rising action, in the play? ● Tell me how the character solved the problem in this story? ● Describe how these two characters are the same. How are they different? ● How did the character's actions impact the (plot)? ● How does the setting impact the character's actions at this point in the play? ● How does the changes to the setting affect the character? ● What impact did the character's decision have on the plot? Has the climax (character changes) occurred? How do you know?

Common Misconceptions
Students may not be able to embed their citation by leading into it, citing it, and then explaining it. Students may not understand how to create a parenthetical citation or summarize a direct quote from the text.

Big Idea(s)	Essential Question(s)
Analytical readers are able to conduct close readings where they pull strong evidence from the text. Strong writers are able to support their analysis with meaningful textual evidence	● How does an analytical reader conduct a closer reading of the text, cite meaningful textual evidence, and embed their quotes successfully?

Assessments
See unit map for specific unit common assessments

Assessment Anchor		Eligible Content	
E08.B-K.1.1	Demonstrate understanding of key ideas and details in informational texts.	E08.B-K.1.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalization drawn from the text.
		E08.B-K.1.1.2	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

		E08.B-K.1.1.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).

Concepts (what students need to know)	Skills (what students must be able to do)

Parenthetical Citation
Embedding quotes
Characteristics of an analysis
Textual Evidence
Critical/analytical judgements
● Important/supporting key details
● Story Elements:
  ○ Plot (e.g., events, climax/turning point, resolution)
  ○ Conflict (man vs. man, man vs. self, man vs. nature, etc.)
  ○ Characters and character roles (hero/villain, major/minor, protagonist/antagonist)
● Drama Elements
  ○ Scene
  ○ Dialogue
  ○ Stage directions
● Character traits: description, dialogue, actions, thoughts, how other characters feel about this character
	● Drafting formal writing pieces that use parenthetical citations successfully
	● Correctly embedding quotes by introducing, citing, and then explaining the text within a body paragraph
	● Differentiate between strong and weak textual support
	● Conducting a closer reading of the text while using marginal notes
	● Identify important, specific details that support key ideas
	● Identify and describe the plot events in a story or drama, including the beginning, rising actions, climax, falling actions, and conclusion.
	● Describe or graphically represent characters (traits, thoughts, words, feelings, and actions), including examples from the text regarding their thoughts, feelings, actions, statements, and/or the way other people react/talk about them.
	● Identify and describe the setting in a story or drama, specifically the physical location and the time period. Include any progression/changes this setting.
	● Classify events as the beginning, rising actions, climax, falling actions, and conclusions.

8th Grade ELA Curriculum Map CC.1.3.8.A

CV Priority Standard/PA Academic Standard
CC.1.3.8.A 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.
Taught in Unit(s)
All units, all year
Explanation/Example of Standard
Analytical readers must be able to do a close reading of the text with a further analysis of theme while providing an objective summary of the text.
Common Misconceptions
Students may not be able to provide a strong objective summary of the text or understand the difference between theme and another literary element.

Big Idea(s)	Essential Question(s)
● Theme is a critical belief/message (about life) the author tries to convey in his/her writing of a novel, play, short story or poem. ● Objective summary writing requires a writer to use supporting details from the text (not opinions)	● How does an analytical reader determine a theme or central idea of a text and analyze its development while providing an objective summary of the text? ● What critical belief/message (about life) is the author trying to convey in the writing of a novel, play, short story or poem? ●

Assessments
See unit map for specific unit common assessments

Assessment Anchor		Eligible Content	
E08.B-K.1.1		E08.B-K.1.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalization drawn from the text.
		E08.A-K.1.1.2	Determine a theme or central idea of a text and analyse its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
		E08.A-K.1.1.3	Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.
Concepts (what students need to know)		**Skills** (what students must be able to do)	
Theme			

Central Idea Dialogue Inference Character analysis Setting Plot Objective Summary (10% Summary) START Sentence Generalizations Textual Evidence Motif	● Differentiate between a strong objective summary and a weak objective summary ● How to write a 10% Summary ● How to write a START sentence ● How to meaningful annotate a text ● Conducting a closer reading of the text while using marginal notes in connection to theme ● How to infer a theme in literature and use supporting details from the text ● How to analyze a character (description, dialogue, actions, thoughts, other characters' thoughts about the main character.

8th Grade ELA Curriculum Map CC.1.3.8.B

CV Priority Standard/PA Academic Standard
CC. 1.3.8.B (FICTION) 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.

Taught in Unit(s)
All units, all year

Explanation/Example of Standard
For fictional readings, critical thinkers successfully implement strong and varied textual evidence to support their ideas while introducing, citing, and then explaining the text in an analytical and academic way. Eighth grade students are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings, or events. Use questions and prompts such as: ● How did the character's reaction to the news impact the plot, specifically the rising action, in the play? ● Tell me how the character solved the problem in this story? ● Describe how these two characters are the same. How are they different? ● How did the character's actions impact the (plot)? ● How does the setting impact the character's actions at this point in the play? ● How does the changes to the setting affect the character? ● What impact did the character's decision have on the plot? Has the climax (character changes) occurred? How do you know?

Common Misconceptions
Students may not be able to embed their citation by leading into it, citing it, and then explaining it. Students may not understand how to create a parenthetical citation or summarize a direct quote from the text.

Big Idea(s)	Essential Question(s)
Analytical readers are able to conduct close readings where they pull strong evidence from the text. Strong writers are able to support their analysis with meaningful textual evidence	● How does an analytical reader conduct a closer reading of the text, cite meaningful textual evidence, and embed their quotes successfully?

Assessments
See unit map for specific unit common assessments

Assessment Anchor		Eligible Content	
E08.B-K.1.1	Demonstrate understanding of key ideas and details in informational texts.	E08.B-K.1.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalization drawn from the text.
		E08.B-K.1.1.2	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

		E08.B-K.1.1.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).

Concepts (what students need to know)	Skills (what students must be able to do)

Parenthetical Citation
Embedding quotes
Characteristics of an analysis
Textual Evidence
Critical/analytical judgements
● Important/supporting key details
● Story Elements:
  ○ Plot (e.g., events, climax/turning point, resolution)
  ○ Conflict (man vs. man, man vs. self, man vs. nature, etc.)
  ○ Characters and character roles (hero/villain, major/minor, protagonist/antagonist)
● Drama Elements
  ○ Scene
  ○ Dialogue
  ○ Stage directions
● Character traits: description, dialogue, actions, thoughts, how other characters feel about this character
	● Drafting formal writing pieces that use parenthetical citations successfully
	● Correctly embedding quotes by introducing, citing, and then explaining the text within a body paragraph
	● Differentiate between strong and weak textual support
	● Conducting a closer reading of the text while using marginal notes
	● Identify important, specific details that support key ideas
	● Identify and describe the plot events in a story or drama, including the beginning, rising actions, climax, falling actions, and conclusion.
	● Describe or graphically represent characters (traits, thoughts, words, feelings, and actions), including examples from the text regarding their thoughts, feelings, actions, statements, and/or the way other people react/talk about them.
	● Identify and describe the setting in a story or drama, specifically the physical location and the time period. Include any progression/changes this setting.
	● Classify events as the beginning, rising actions, climax, falling actions, and conclusions.

8th Grade ELA Curriculum Map CC.1.4.8.W

CV Priority Standard/PA Core Standard
CC.1.4.8.W - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Taught in Unit(s)
All Units (Research)

Explanation/Example of Standard
● Effective researchers use multiple sources, and they are able to discern between reliable and unreliable sources while avoiding plagiarism and providing a Works Cited page in MLA formatting.

Common Misconceptions
Students may not be able to discern between reliable and unreliable sources. Students may need to work on embedding their quotes successfully while avoiding plagiarism.

Big Idea(s)	Essential Question(s)
● Strong researchers are able to support their analysis with multiple credible sources. ● Writers should avoid plagiarism by embedding their quotes and citing them properly. .	● How do strong researchers support their analysis with multiple credible sources? ● How do writers avoid plagiarism. ● How, Why, and When do writers need to cite their sources. ● How do I avoid Academic Dishonesty?

Assessments

Concepts (what students need to know)	Skills (what students must be able to do)
● Search Engines & Keywords ● Parenthetical Citations ● Paraphrasing ● Plagiarism ● Works Cited ● How, Why, and When to cite (to avoid Academic Dishonesty) ● MLA parenthetical and works cited (citation rules)	● Effective researchers use multiple sources, and they are able to discern between reliable and unreliable sources while avoiding plagiarism and providing a Works Cited page in MLA formatting. ● Employ MLA parenthetical and works cited (citation rules)

8th Grade ELA Curriculum Map CC.1.4.8.F

CV Priority Standard/PA Core Standard
CC.1.4.8.F - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Taught in Unit(s)
All units (Grammar)

Explanation/Example of Standard
● Students should display proper use of the conventions of the English language including grammar, usage, capitalization, punctuation, and spelling.

Common Misconceptions
● Past participles (swimming, skiing, laughing) don't always function as verbs within a sentence. ● Sentences should NOT (generally) contain multiple verb tenses/moods/voices. ● Subjects and verbs, and pronouns and antecedents must agree.

Big Idea(s)	Essential Question(s)
● Capable writers must demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	● How does one demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling?

Assessments

Assessment Anchor		Eligible Content	
E08.D.1.1	Demonstrate command of the conventions of standard English grammar and usage.	E08.D.1.1.1	Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.
		E08.D.1.1.2	Form and use verbs in the active and passive voice.
		E08.D.1.1.3	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
		E08.D.1.1.4	Recognize and correct inappropriate shifts in verb voice and mood.
		E08.D.1.1.5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
		E08.D.1.1.6	Recognize and correct inappropriate shifts in pronoun number and person.
		E08.D.1.1.7	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
		E08.D.1.1.8	Recognize and correct inappropriate shifts in verb tense.

		E08.D.1.1.9	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
		E08.D.1.1.10	Correctly use frequently confused words (e.g., *to, too, two; there, their, they're*).
		E08.D.1.1.11	Ensure subject-verb agreement and pronoun-antecedent agreement.
Concepts (what students need to know)		**Skills** (what students must be able to do)	
● Verb Moods ● Verb Tenses ● Active vs. Passive Voice ● Pronoun-Antecedent Agreement ● Fragments and Run-On Sentences ● General Usage & Word Choice		● Students should be able to display proper use of the conventions of the English language including grammar, usage, capitalization, punctuation, and spelling.	

Curriculum Map

(W.8.1)-
CC.1.4.8.G
CC. 1.4.8.H
CC. 1.4.8.I
CC. 1.4.8.J
   Write arguments to support claims with clear reasons and relevant evidence
- Write arguments to support claims
- Introduce and state opinions on a topic
- Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.
- Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

Taught in Unit(s)

This concept will be introduced and taught in Unit 1 and used throughout the year in all units.

Explanation/Example of the Standard

Eighth grade students should write argumentative and analytical pieces that clearly state their argument/claim/assertion (opinion + Verb+ How/Why?) Students need to understand that an argument consists of an opinion and a verb and reasoning (How or Why?). Arguments should include: Title, Author, genre (TAG) when writing about fictional texts and Subject, Title, Author, "right verb," and Topic (START) when writing about informational texts.

Eighth grade writers should avoid personal pronouns and write in the present tense.

Eighth grade students need to engage in behaviors (turn and talk, literature circles, Socratic Seminars, and numerous writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need to purposefully focus on choice-making throughout ELA. For example, sixth grade students need to be able to choose precise (academic) vocabulary and to explain their thinking about a topic using paraphrased/ text-based evidence and/or prior knowledge.

Eighth grade writers are required to include an original argument and to integrate their quotations (using I.C.E.- introduce the quote, cite the quote, and explain/analyze the quote) along with providing a concluding statement or section that supports the argument.

Eighth grade writers will develop formal strategies for introducing concepts/arguments/claims. A general opening statement that this topically or thematically connected to the argument. Students should conclude their thoughts using summary statements.

Common Misconnections
● When writing, authors always have one distinct audience or one distinct purpose ● An argument is just an opinion ● Analysis is the same as paraphrasing the evidence

Big Idea(s)	Essential Question(s)
Effective argumentative writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position. Effective writers use model/examples texts to guide them as they draft their own argumentative pieces.	● How do writers clearly introduce a topic and create an argument? ● How do writers ICE a paragraph? ● Why is it important for a writer to keep her intended audience in mind while crafting her writing? ● How do writers use facts and details from credible sources to support arguments? ● How do writers organize their ideas to support their arguments? ● How does proper use of conventions assist a writer in the development of her writing?

Assessments
See unit map for specific unit common assessments

Assessment Anchor		Eligible Content	
E08.C.1	Text Types and Purposes	E08.C.1.1.1.	Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
		E08.C.1.1.2	Provide logically ordered reasons that are supported by facts and details
		E.0.8.1.1.5	Provide a concluding section related to the opinion presented.

Concepts (what students need to know)	Skills (what students must be able to do)
Students need to know: ● Argument and Analysis ● Difference between relevant and irrelevant ● Opinion vs. argument ● Reasons (claims, support) ● Evidence	Students must be able to: ● Create an argument ● ICE (integrate) a quote ● Select an opinion/position ● Use primary and secondary sources to locate, sort, and select reasons based on

- Logical argument
- Primary sources
- Secondary sources
- Effective introduction
- Logical order of supporting reasons (e.g. weakest to strongest argument)
- Awareness of audience
- Organizational pattern/structure
- Organizational pattern/structure
- Linking/transitional words
- How to avoid unsupported reasons
- Effectively write a conclusion statement

- facts, examples, and/or evidence for both sides
- Select the appropriate writing format
- Introduce a topic/argument
- Use linking/transition words that show relationships

8th Grade CC.1.4.8.F, K-L Curriculum Map

CV Priority Standard/PA Core Standard

CC.1.4.8.F
CC. 1.4.8.K-L

Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing and speaking.
- Use precise language and domain-specific vocabulary to inform about or explain a topic.
- Use sentences of varying lengths and complexities
- Create tone and voice, through precise language
- Establish and maintain a formal style
- Use punctuation (common, ellipsis, dash) to indicate a pause or break
- use an ellipsis to indicate an omission
- Spell correctly

Taught in Unit(s)

This concept will be introduced and taught in Unit 1 and used throughout the year in all units.

Explanation/Example of the Standard

8th grade students should demonstrate a strong command of the grammar and usage of standard, formal English.

In this grade, students will focus on development of writing through the use of various forms of punctuation to enhance style and clarity, the use of sentences of varying lengths and types (simple, compound, complex, compound-complex). Students should be able to maintain a formal style in their writing by maintaining 3rd person, removing this use of idioms and other colloquialisms, and removing the use of contractions. Students should be able demonstrate an understanding of how word choice impacts the development of writing.

Common Misconceptions

Some students may believe:

- Editing is optional, unnecessary, or unimportant to the writing process.
- There are no rules for comma usage.
- Revising and editing are the same.
- They must rely on another (peer or teacher) in order to edit and revise their own writing.
- Informal and formal language can be used interchangeably in writing.

Big Idea(s)	Essential Question(s)
● Effective writers use correct grammar and sentence structure in a meaningful and complex manner.	● How do commas function within a sentence? ● How does one use a variety of sentence structures? ● How does one correct a comma usage error?

- Effective writers can recognize and explain the function of commas in a sentence
- Effective writers can use a variety of sentence structures to signal differing relationships among ideas.
- Effective writers can correct commas errors within a sentence.
- Effective writers can maintain formal tone using appropriate pronouns, word choice, and style.

- How do effective writers use the foundations of English grammar to improve their writing?

Assessments

See unit map for specific unit common assessments

Assessment Anchor		Eligible Content	
D.1.1	Demonstrate command of the conventions of standard English grammar and usage.	D.1.1.1	Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).
		D.1.1.2	Use intensive pronouns (e.g., myself, ourselves).
		D.1.1.3	Recognize and correct inappropriate shifts in pronoun number and person.
		D.1.1.4	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
		D.1.1.5	Recognize and correct inappropriate shifts in verb tense.
		D.1.1.6	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
		D.1.1.7	Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*
		D.1.1.8	Ensure subject-verb and pronoun-antecedent agreement.*
D.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	D.1.2.1	Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
		D.1.2.2	Spell correctly.
		D.1.2.3	Use punctuation to separate items in a series.*
E.08.D.2	Knowledge of Language	D.2.1.1	

			Vary sentence patterns for meaning, reader/listener interest, style.
		D.2.1.2	Maintain consistency in style and tone.
		D.2.1.3	Choose words and phrases to convey ideas precisely.
		D.2.1.4	Choose punctuation for effect.
		D.2.1.5	Choose words and phrases for effect.
E.08.E.1		E.1.1.4	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
		E.1.1.5	Establish and maintain a formal style.

Concepts (what students need to know)	Skills (what students must be able to do)
Students need to know: ● Commas ● Dash/ellipsis ● Complete sentence parts (ie. subject and predicate) ● Conjunctions ● Prepositions ● Commas (items in a series, introductory elements, off set words) ● Punctuation of titles of works ● Joining clauses and phrases ● Formal writing rules (no personal pronouns, no contractions, no colloquialisms) ● Maintain present tense when writing about literature	Students must be able to: ● Use varied sentences style and lengths ● How to use a dash/ellipsis in complex sentences ● Produce complete sentences ● Explain the function of commas in a sentence ● Explain and produce various sentence types that include a variety of clauses and phrases ● Show mastery of all previous grade level convention standards. ● Demonstrate command of the conventions of standard English grammar and usage when writing.

8th Grade ELA Curriculum Map CC.1.4.8.E

CV Priority Standard/PA Core Standard
CC.1.4.8.E - Write with an awareness of the stylistic aspects of composition ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Use sentences of varying lengths and complexities. ● Create tone and voice through precise language. ● Establish and maintain a formal style.

Taught in Unit(s)
ongoing, MP 1-MP 4

Explanation/Example of Standard
The student will be able to use precise language, sentence variety, and a formal voice in their writings throughout the school year.

Common Misconceptions
Students may be not now how to use verbs moods effective or have correct use of active voice in their writing. They will need to understand active and passive voice as well as conditional and subjunctive mood. Students may also need more practice with maintaining a consistent verb tense and varying sentence patterns in their formal writings. Students may need to make revisions to create a more formal style. Students may also have redundancy and repetitiveness that they may need to further edit, so they can choose language that expresses their ideas more precisely.

Big Idea(s)	Essential Question(s)
● Precise language ● Sentence variety ● Tone ● Voice ● Formal Style ● Active/Passive Voice ● Conditional/Subjunctive Mood	● How can I create a strong writing that uses precise language, sentence variety, and formal style? ● How do I maintain consistency in style and tone? ● How can I choose language that expresses ideas precisely? ● How can I vary sentence patterns for meaning? ● How can I use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects? ● How do I choose punctuation, words, or phrases for effect?

Assessments	
See unit map for specific unit common assessments	

Assessment Anchor		Eligible Content	
E08D.2.1	Use knowledge of language and its conventions.	E08.D.2.1.1	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).
		E08.D.2.1.2	Choose language that expresses ideas precisely and concisely,

			recognizing and eliminating wordiness and redundancy.
		E08.D.2.1.3	Vary sentence patterns for meaning, reader/listener interest, and style.
		E08.D.2.1.4	Maintain consistency in style and tone.
		E08.D.2.1.5	Choose punctuation for effect.
		E08.D.2.1.6	Choose words and phrases for effect.

Concepts (what students need to know)	**Skills** (what students must be able to do)
- Active and Passive Voice - Verb Moods (indicative, imperative, interrogative, subjunctive, conditional) - Wordiness - Redundancy - Style - Tone - Mood - Word choice	- The student must be able to maintain consistency in style and tone. - The student must be able to choose language that expresses ideas precisely. - The student must be able to vary sentence patterns for meaning. - The student must be able to use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. - The student must be able to choose punctuation, words, or phrases for effect.

8th Grade ELA Curriculum Map CC.1.4.8.C

CV Priority Standard/PA Core Standard
CC.1.4.8.C -- Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

Taught in Unit(s)
Evidence Based Writing (T.D.A. & Argumentative Essays)

Explanation/Example of Standard
● Writers will be able to develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, etc. ● Writers should be capable of including graphics and multimedia when useful to aiding comprehension.

Common Misconceptions
● Writers could include graphics or multimedia that are inappropriate or irrelevant. ● Writers might analyze the topic with facts that are unrelated or not well considered.

Big Idea(s)	Essential Question(s)
● Skilled writers can develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, etc. ● Capable writers may use graphics and multimedia to enhance comprehension.	● How do skilled writers develop and analyze the topic with relevant, well-chosen facts, definitions, and concrete details? ● How do capable writers use graphics and multimedia to enhance comprehension?

Assessments
Argumentative and Text Dependent Analysis (TDA) Essays

Assessment Anchor		Eligible Content	
E08.E.1.1	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	E08.E.1.1.1	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
		E08.E.1.1.2	Develop the analysis using relevant evidence from the text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text.
		E08.E.1.1.3	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
		E08.E.1.1.4	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
		E08.E.1.1.5	Establish and maintain a formal style.

		E08.E.1.1.6	Provide a concluding section that follows from and supports the analysis presented.
Concepts (what students need to know)		**Skills** (what students must be able to do)	
Textual Evidence Formal Style Transitions Analysis of a Text Inference Organizational Structure Thesis argument Requirements of a Thesis argument (TAG+ Verb+ how or why for fiction) (components of a START sentence for informational text) Introduction, Body, & Conclusion Quotation integration (I.C.E.)		● Create Argumentative and TDA essays that possess formal style and appropriate transitions. ● Compose essays with appropriate organizational structure including an introduction, thesis, body paragraphs, and a conclusion. ● Critically analyze a text by using evidence to make inferences or claims. ● Employ ICE for quote integration	

Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Taught in Unit(s)
Units 1,2, and 3

Explanation/Example of Standard
Eighth-grade students use strategies for reading literary and informational text as they investigate topics: ● When reading literary texts: eighth grade students are required to refer to specific details in the text to support their inferences. ● When reading informational text: students at this level give explanations about how an author uses evidence to support an argument/claim in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Common Misconceptions
Students may believe: ● Referring to the text for specific details is not necessary because they already know the information. ● Their opinion is more important that the facts from the text.

Big Idea(s)	Essential Question(s)
Effective writing is a coherent and logical communication tool Analyzing a prompt and providing .	● After reading a text, how does a reader write to a prompt? ● What are the key components of a literary response (analysis)? ● What are the key components of an informational text response?

Assessments

Assessment Anchor		Eligible Content	
E08.E1	Evidence-Based Analysis of Text	E08.E.1.1.1.	Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

E08.E.1.1.2	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	E.08..E.1.1.3	Link ideas within and across categories of information using words, phrases, and clauses *(e.g. in contrast, especially)*
E.08.E.1.1.4	Use precise language and domain specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E.08.E.1.1.5	Establish and maintain a formal style.
E08.E.1.1.6	Provide a concluding section related to the analysis presented.		

Concepts (what students need to know)	Skills (what students must be able to do)
- An argument is an opinion plus how or why - Relevant information (e.g. facts, definitions, concrete details, quotations, observations) - Organizational patterns (e.g. definition, classification, comparison/contrast, and cause/ effect) - Domain specific (academic) vocabulary from the text - Style (e.g. formal, informal, specific audience) - Effective introduction/hook (e.g. one that is separate from the body an presents a thesis argument) - Linking/Transition words, phrases, clauses - Character responses to situations - Description - Reaction/Response (e.g. Why was this event important? How did the event make you feel?) - Difference between relevant and irrelevant details - Sequence of events - Closure/ending/conclusion - Literature TDA response: TAG + VERB + How (title, author, genre, plus a verb and a "how?")	- After reading a grade level text, write a response to a prompt - Be able to create an argument (opinion plus how or why? - Engage the reader with an introduction/hook that presents the topic - Write a START sentence - Write a TAG+ Verb+ "how?" sentence - Group related information logically - Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic - Link idea within an across categories and information using words, phrases, clauses - Use precise language and domain- specific (academic) vocabulary to inform about or explain the topic. - Quote integration (ICE)- introduce, cite evidence, explain/analyze

● Nonfiction TDA response: START sentence (Source, topic, author, "right verb" and topic) ● Quote integration (ICE)- introduce, cite evidence, explain/analyze	

Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Taught in Unit(s)
This concept will be introduced and taught in Unit 1 and used throughout the year in all units.

Common Misconceptions
1. Preparation is not important for effective oral presentations. 2. Eye contact and clear verbal skills are not important if it is not a formal presentation.

Big Idea(s)	Essential Question(s)
- Students will present information formally and inform audience of facts/information clearly - Students can effectively and respectfully communicate during an in-class/online discussion by responding to others and being open-minded	- What are the skills necessary for presenting information to an audience? - How do speakers coherently present claims and findings? - Why is it important to prepare for an in-class/online discussion?

Assessments
See unit map for specific unit common assessments

Assessment Anchor	Eligible Content
This is not a state-assessed item.	

Concepts (what students need to know)	Skills (what students must be able to do)
Students need to know: - Claims / findings - Logical presentation - Pertinent descriptions, facts, details - Main ideas / themes - Effective communication to an audience - "Habits of discussion" - What appropriate eye contact means (looks like)	Students must be able to: - demonstrate maturity and proper demeanor - make/maintain appropriate eye contact - use/maintain adequate volume - use clear pronunciation - organize information logically for audience comprehension - awareness of audience

8th Grade ELA Curriculum Map CC.1.5.8.A

CV Priority Standard/PA Core Standard
CC.1.5.8.A - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Taught in Unit(s)
All Units (Presentations/Socratic Seminar)

Explanation/Example of Standard
● Students need to understand that engaging in academic discussions and posing higher level questions of themselves and others leads to a higher understanding of topics, texts, and issues. Students will understand how to express their own ideas with poise, clarity, evidence (textual or schema), and understanding of tone.

Common Misconceptions
● Students are not just to be knowledgeable on their own ideas and topics, but they are to listen to others to help strengthen , fortify, and build upon their own ideas more effectively.

Big Idea(s)	Essential Question(s)
● Effective speakers can engage in collaborative discussions concerning relevant information and build on others' ideas while maintaining clarity. ● How do effective listeners engage in discussion that promotes collaboration?	● How can I engage in a collaborative discussion? ● How can I use other's ideas to build my own opinion? ● How can I use other's ideas to fortify my understanding of a text?

Assessments
Socratic Seminars, Discussions, Group Projects & Presentations

Concepts (what students need to know)	Skills (what students must be able to do)
● Communication Soft Skills (habits of discussion) ● Socratic Seminar ● Appropriate eye contact ● Adequate volume ● Clear pronunciation ● Working collaboratively ● How to identify relevant evidence that supports their claims	● Speakers are able to engage in collaborative discussions concerning relevant information and build on others' ideas while maintaining clarity. ● Express their own ideas is a clear, logical way with evidence to support their claims. ● Build on the ideas of others ● Question peers ● Reflect ● Evaluate themselves and others ● Listen ● Use relevant evidence to support claims ● Acknowledge new information expressed by others and, when warranted, modify their own views ● Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

	● Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Curriculum Map

CV Priority Standard/PA Core Standard
CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Taught in Unit(s)
This concept will be introduced and taught in Unit 1 and used throughout the year in all units.

Common Misconceptions
1. Preparation is not important for effective oral presentations. 2. Eye contact and clear verbal skills are not important if it is not a formal presentation.

Big Idea(s)	Essential Question(s)
- Students will present information formally and inform audience of facts/information clearly - Students can effectively and respectfully communicate during an in-class/online discussion by responding to others and being open-minded	- What are the skills necessary for presenting information to an audience? - How do speakers coherently present claims and findings? - Why is it important to prepare for an in-class/online discussion?

Assessments
See unit map for specific unit common assessments

Assessment Anchor	Eligible Content
This is not a state-assessed item.	

Concepts (what students need to know)	Skills (what students must be able to do)
Students need to know: - Claims / findings - Logical presentation - Pertinent descriptions, facts, details - Main ideas / themes - Effective communication to an audience - "Habits of discussion" - What appropriate eye contact means (looks like)	Students must be able to: - demonstrate maturity and proper demeanor - make/maintain appropriate eye contact - use/maintain adequate volume - use clear pronunciation - organize information logically for audience comprehension - awareness of audience

8th Grade ELA Curriculum Map CC.1.5.8.A

CV Priority Standard/PA Core Standard
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Taught in Unit(s)
All Units (Presentations/Socratic Seminar)

Explanation/Example of Standard
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Assessments
Socratic Seminars, Discussions, Group Projects & Presentations

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