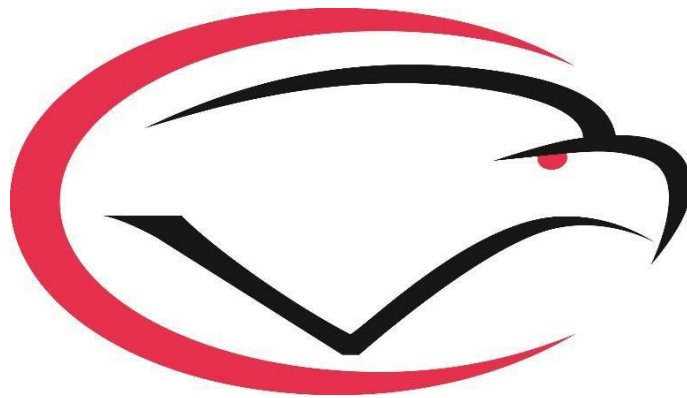


Secondary Curriculum Maps



Cumberland Valley School
District

Soaring to Greatness, Committed to
Excellence

Grade 8 Academic
Literature/Reading

Grade: 8			Academic Literacy/Reading Strategies Grade 8	
Unit	Timeline	Topics	Priority Standards	Supporting Standards
UNIT 1- Informational Text: Approaching, Reading, and Interacting	First Marking Period (18 Weeks)	Before, During, and After Reading Strategies	CC.1.2.8.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	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.
		Determining author's central idea	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.	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.
		Identifying and Citing Text Evidence	CC.1.2.8.B - 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.	CC.1.2.8.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
		Making Text Connections	CC.1.2.8.C - Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	
UNIT 2- Informational Text: Evaluating and Analyzing	Second Marking Period (18 Weeks)	Determining and Analyzing Author's POV	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.	CC.1.2.8.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
		Evaluating and Analyzing Text Evidence	CC.1.2.8.H - Evaluate author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.	CC.1.2.8.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
		Evidence Based Writing (Informational Text)	CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	
		Research: Gathering Evidence	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.	
UNIT 3- Fiction: Approaching, Reading, and Interacting	Third Marking Period (18 Weeks)	Identifying and Citing Text Evidence	CC.1.3.8.B - 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. - LITERARY	CC.1.2.8.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
		Evidence Based Writing (Fictional Text)	CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	
		Engaging in Collaborative Discussion	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. CC.1.5.8.B - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	CC.1.2.8.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
		Determining the Meaning of Unfamiliar Words	CC.1.3.8.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. - LITERARY	
UNIT 4- Fiction: Collaborative Reading and Discussion	Fourth marking Period (18 Weeks)	Engaging in Collaborative Discussion	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.	CC.1.2.8.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
			CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	CC.1.2.8.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
		(Fictional Text)	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.	
		Research: Gathering Evidence	support analysis, reflection, and research, applying grade-level digital sources, using search terms effectively; assess the	
		Research: reliability and	support analysis, reflection, and research, applying grade-level	

Curriculum Map

CV Priority Standard/PA Core Standard			
CC.1.2.8.L			
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.			
Taught in Unit(s)			
Common Misconceptions			
There are no good books.			
Big Idea(s)		Essential Question(s)	
Applying before, during, and after reading strategies enhances the understanding of text.		How do we apply before, during, and after reading strategies to enhance understanding of the text?	
Reading is critically important to everyday life.		Why is reading critically important to everyday life?	
Assessments			
Assessment Anchor		Eligible Content	
	N/A		N/A
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none">● Text features● Text structure● The difference between fiction/non-fiction● Literacy knowledge (print concepts, genres, etc.)● Background knowledge of the text● Vocabulary knowledge● Language structures (syntax, semantics)		<ul style="list-style-type: none">● Read and comprehend grade level informational texts● (Apply) Fluent execution and coordination of word recognition and text comprehension	

Curriculum Map

CV Priority Standard/PA Core Standard		
CC.1.2.8.K		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.		
Taught in Unit(s)		
Common Misconceptions		
You just have to be smart to know lots of words. The only way to find the meaning of a word is by looking it up. The first definition of a word is the only definition. Words only have one definition.		
Big Idea(s)		Essential Question(s)
Apply various strategies to determine the meaning of unknown words.		How do we apply various strategies to determine the meaning of unknown words?
Assessments		
Assessment Anchor		Eligible Content
E08.B-V.4.1	Demonstrate understanding of vocabulary and figurative language in informational texts.	E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or 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., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text.
		E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Concepts (what students need to know)		Skills (what students must be able to do)
<ul style="list-style-type: none">● Various strategies to determine the meaning of unknown words.● Root words● Prefixes/Suffixes (Affixes)		<ul style="list-style-type: none">● Apply context clue strategies● Break down a word based on affixes/root words● Apply knowledge of conventions of language

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| <ul style="list-style-type: none">● How punctuation (comma splice) impacts a sentence● Sentence syntax● Parts of speech | |
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Curriculum Map

CV Priority Standard/PA Core Standard		
CC.1.2.8.I		
Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		
Taught in Unit(s)		
Common Misconceptions		
Someone always has to be right, or someone always has to win.		
Big Idea(s)		Essential Question(s)
Different texts require different approaches to reading.		How do we compare texts that discuss similar topics?
Applying before, during, and after reading strategies enhances the understanding of text.		How do different texts use the same information differently?
Critical readers use evidence to support written and spoken assertions.		How do we apply before, during, and after reading strategies enhance understanding of the text?
		How do critical readers use evidence to support written and spoken assertions?
Assessments		
Assessment Anchor		Eligible Content
E08.B-C.3.1	Demonstrate understanding of connections within, between, and/or among informational texts.	E08.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
		E08.B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.
Concepts (what students need to know)		Skills (what students must be able to do)
<ul style="list-style-type: none">● Relevant academic vocabulary (evaluate, argument, reasoning, evidence, compare, contrast)● How to compare two texts● How to evaluate the argument in a text		<ul style="list-style-type: none">● Compare and contrast different texts● Evaluate the argument in a text● Determine whether the reasoning is sound

- How to determine whether reasoning is sound
- How to determine whether evidence is relevant

- Determine whether the evidence is relevant

Curriculum Map

CV Priority Standard/PA Core Standard		
CC.1.2.8.H		
Evaluate author’s argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.		
Taught in Unit(s)		
Common Misconceptions		
Every argument is as sound as every other argument.		
Big Idea(s)		Essential Question(s)
Applying before, during, and after reading strategies enhances the understanding of text.		How do we evaluate an author’s argument?
Critical readers use evidence to support written and spoken assertions.		How do we determine how sound an author’s argument is sound?
		How do we determine whether evidence is relevant to the author’s claim?
Assessments		
Assessment Anchor		Eligible Content
E08.B-C.3.1	Demonstrate understanding of connections within, between, and/or among informational texts.	E08.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
		E08.B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.
Concepts (what students need to know)		Skills (what students must be able to do)
<ul style="list-style-type: none">● Relevant academic vocabulary (argument, evidence, reasoning, claim)● Structure of an argumentative text● How to determine an author’s argument● How to determine whether an argument is sound/relevant● How to determine whether evidence is relevant		<ul style="list-style-type: none">● Determine an author’s argument● Evaluate the argument and claims made● Assess whether the reasoning is sound● Identify author’s supporting evidence● Determine whether the evidence is relevant

Curriculum Map

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)		
Explanation/Example of Standard		
See Concepts and Skills		
Common Misconceptions		
POV means told from 1st, 2nd, or 3rd person.		
Big Idea(s)		Essential Question(s)
Different texts require different approaches to reading.		How do we determine an author’s point of view in a text?
Applying before, during, and after reading strategies enhances the understanding of text.		How do we determine author’s purpose?
		How do we identify conflicting viewpoints in a text?
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 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)
<ul style="list-style-type: none">● How to determine an author’s point of view● How to determine an author’s purpose● How to identify conflicting viewpoints● Understand the structure of argumentative writing		<ul style="list-style-type: none">● Identify an author’s point of view● Identify an author’s purpose● Identify conflicting viewpoints● Identify evidence used to support the conflicting viewpoint

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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)		
Explanation/Example of Standard		
Common Misconceptions		
Every connection is a worthwhile connection. Texts are only books or other written materials.		
Big Idea(s)		Essential Question(s)
Applying before, during, and after reading strategies enhances the understanding of text.		How do good readers analyze connections within and without of a text?
Critical readers use evidence to support written and spoken assertions.		How can we make connections with a text?
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 generalizations 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)
<ul style="list-style-type: none">● prior knowledge● how to connect current text to previously read texts● what parts of a text lend themselves to connections		<ul style="list-style-type: none">● text-to-text connections● text-to-self connections● text-to-world connections

Curriculum Map

CV Priority Standard/PA Core Standard		
CC.1.2.8.B		
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)		
Common Misconceptions		
Everything an author writes is important. A conclusion is only found at the end of an article. Inferences are too difficult to make.		
Big Idea(s)		Essential Question(s)
Critical readers use evidence to support written and spoken assertions.		How do good readers use evidence to support written and spoken assertions? How can I use evidence to support written and spoken assertions? How do I determine which evidence most strongly supports an analysis of the text?
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 generalizations 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)
● how to identify text evidence that supports their analysis ● how to paraphrase text		● cite text evidence that supports their analysis ● make inferences

- how to make inferences (using prior knowledge and text)
- how to make generalizations/find the gist

- make generalizations
- draw conclusions

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)	
Explanation/Example of Standard	
See concepts and skills below.	
Common Misconceptions	
Central idea in informational text is the message or theme. An objective summary includes students’ opinions. A summary is not an analysis.	
Big Idea(s)	Essential Question(s)
Different texts require different approaches to reading.	How do good readers know how to approach different texts differently?
Applying before, during, and after reading strategies enhances the understanding of text.	How do we approach different texts differently?
Reading is critically important to everyday life.	How do we determine the central idea of a text?
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 generalizations 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)
● Relevant academic vocabulary (summary, central idea, supporting details, objective)	● Determine central idea ● Provide objective summary

- How to write a summary
- How to determine the central idea
- How to analyze the central idea's relationship to supporting details.

- Analyze the development of an idea throughout the text
- Analyze central idea's relationship to supporting details
- Identify supporting details

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			
<p>Eighth-grade students use strategies for reading literary and informational text as they investigate topics:</p> <ul style="list-style-type: none">● 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			
<p>Students may believe:</p> <ul style="list-style-type: none">● Referring to the text for specific details is not necessary because they already know the information.● Their opinion is more important than 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 .		<ul style="list-style-type: none">● 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 (<i>e.g. in contrast, especially</i>)
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)	
<ul style="list-style-type: none"> ● 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 and 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?") 		<ul style="list-style-type: none"> ● 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 and 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 	

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| <ul style="list-style-type: none">● Nonfiction TDA response: START sentence (Source, topic, author, “right verb” and topic)● Quote integration (ICE)- introduce, cite evidence, explain/analyze | |
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