English Language Arts - GRADE 8
CURRICULUM MAP

INSTRUCTIONAL TIME PERIOD	SKILLS/OUTCOMES	ASSESSMENT
Unit 1	**Study Sync Intro/Back to School** **The students will be able to:** ● Look back in text for evidence to support a claim. ● Identify the main events and point of a passage. ● Define point of view and recognize differences in texts. ● Summarize a passage in writing, including thesis statement, detail sentences, and closing. ● Use concise language to convey opinions or meaning in summaries. ● Communicate opinions and facts using text evidence. ● Share ideas, opinions, facts concisely with large and small groups. ● Identify components of complete sentences. ● Recognize errors in spelling, punctuation, and grammar and make corrections in written sentences. **Standards:** **Reading: 8.1, 8.4, 8.6** **Writing: 8.2, 8.3, 8.5** **Speaking and Listening: 8.3, 8.4** **Language: 8.2, 8.5, 8.6**	● StudySync comprehension checks ● StudySync Blasts (writing response) ● Short answer responses
Unit 2	**Nonfiction - 9/11** **The students will be able to:** ● Look back in text for evidence to support a claim. ● Identify the main events and point of a passage. ● Define point of view and recognize differences in texts. ● Compare and contrast various opinions and biases found in nonfiction texts. ● Summarize a passage in writing, including thesis statement, detail sentences, and closing. ● Form and express opinions in writing using text evidence. ● Communicate opinions and facts using text evidence. ● Share ideas, opinions, facts concisely with large and small groups. ● Use eye contact, clear voice, active listening when speaking and listening. ● Identify components of complete sentences.	● Summary writing ● Revise/edit with a partner ● Vocabulary/spelling tests

	• Recognize errors in spelling, punctuation, and grammar and make corrections in written sentences. **Standards:** **Reading: 8.2, 8.4, 8.6** **Writing: 8.2, 8.5, 8.9** **Speaking and Listening: 8.3, 8.4** **Language: 8.2, 8.5, 8.6**	
Unit 3	**The Outsiders/1960s** **The students will be able to:** • Look back in text for evidence to support a claim. • Identify the main events and point of a passage. • Determine meanings of words and connect to main characters. • Recognize how literary work would be different from a different character's perspective. • Review how to take notes. • Identify fundamental questions to be answered through research. • Create a report on a 1960s topic. • Form and express opinions in writing using text evidence. • Organize ideas to present research to an audience using Google Slides. • Create a bibliography to give credit to the sources used in research. • Outline main points from research to present to an audience. • Communicate opinions and facts using text evidence in literary circles. • Use eye contact, clear voice, active listening when speaking and listening. • Identify types of sentences (simple, compound, complex) and use of topic and transition sentences. • Recognize errors in spelling, punctuation, and grammar and make corrections in written sentences. • Use peer editing to identify and correct grammar, spelling, and conventions. **Standards:** **Reading: 8.1, 8.2, 8.3, 8.4, 8.6, 8.7** **Writing: 8.2, 8.3, 8.5, 8.6, 8.7, 8.8, 8.9** **Speaking and Listening: 8.1, 8.2, 8.3, 8.4, 8.5**	• StudySync comprehension checks • StudySync Blasts (writing response) • Research presentation rubric • Essay test on The Outsiders • Observations of lit. circles • Comprehension questions • Revise/edit with partner • Short answer quizzes

	Language: 8.2, 8.5, 8.6	
Unit 4	**Persuasive Writing** **The students will be able to:** ● Identify different perspectives on a topic in nonfiction texts. ● Form an opinion based on research of multiple perspectives on a topic. ● Use logical reasoning to state a claim. ● Support a claim with evidence from text. ● Create a bibliography to give credit to the sources used in research. ● Create an outline to organize thoughts and ideas about chosen topic. ● Write a persuasive letter to a real person trying to persuade him/her to make a change. ● Form and express opinions in writing using text evidence. ● Review peers' writing to evaluate a speaker's argument and specific claims. ● Present draft of persuasive letter to peers for feedback on coherence and content. ● Use a variety of types of sentences (simple, compound, complex) in writing. ● Select verbs and adjectives to convey an active voice regarding the topic. ● Recognize errors and make corrections with punctuation (commas, colons, semicolons). **Standards:** **Reading: 8.6, 8.8** **Writing: 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8** **Speaking and Listening: 8.3, 8.4** **Language: 8.2, 8.5, 8.6**	● Persuasive letter to principal- rubric ● Revise/edit in small groups ● Revise/edit with teacher ● Bibliography assignment ● Types of sentences quiz ● Parts of speech quiz ● Writing process due dates
Unit 5	**Diversity in Literature** **The students will be able to:** ● Use context clues to understand slang terms. ● Identify different perspectives on a topic in fiction texts. ● Recognize that an author's culture or geographic location has an influence on story elements. ● Identify fundamental questions to be answered through research. . ● Form and express opinions in writing using text evidence. ● Summarize a passage in writing, including thesis statement, detail sentences, and closing. ● Review peers' writing to evaluate a speaker's argument and specific claims.	● Comprehension questions and quizzes ● StudySync Blast (writing responses) ● Poster board literature responses ● Final literature test - mini essays ● Padlet project

	Standards: **Reading: R.8.1, R.8.2, R.8.3, R.8.4, R.8.6, R.8.9** **Writing: W.8.2, W.8.5** **Speaking and Listening: SL.8.1, SL.8.3** **Language: L.8.1, L.8.2**	• Bibliography assignment • Literature circles
Unit 6	**Poetry** **The students will be able to:** • Read, explain, and identify figurative language and connotative meanings (similes, metaphors, personification, idioms, hyperboles). • Analyze poetry for perspective, diction, message, and poetry tools used. • Recognize poetic devices (alliteration, assonance, consonance, onomatopoeia, line breaks, end rhyme, rhythm, repetition). • Understand diction and make expressive word choices in poetry writing. • Compare and contrast their perspectives to classmates' perspectives and write an analysis paper. • Understand the organization of many types of poems (haiku, tanka, cinquain, diamonte, quatrains, limericks, narrative poems). • Write poems using appropriate punctuation, topic, and tone for the poem type chosen. • Recite a poem of 20 lines or more to the class, communicating clearly and in an engaging manner. • Understand the mechanical conventions of different types of poems. • Identify conventions that do not align with standardized English. • Recognize errors in spelling, punctuation, and grammar and make corrections in written sentences. **Standards:** **Reading: 8.4** **Writing: 8.1, 8.3, 8.5** **Speaking and Listening: 8.4** **Language: 8.2, 8.3, 8.5, 8.6**	• StudySync poetry comprehension check • Share poetry in large groups • Final poetry project • Poetry analysis test • Figurative language quiz • Revise/edit with small groups • Double-entry journals • Poetry presentation rubric • Fist to five responses

Unit 7	**The Holocaust** **The students will be able to:** ● Understand and use key vocabulary related to the Holocaust. ● Recognize how an author's geographic location and culture affect their perspective. ● Identify the many points of view about the Holocaust and why it occurred. ● Write an explanatory essay that includes a well-developed topic sentence, relevant facts/details, thesis statement, and transition sentences. ● Write informally about main events in the texts and how they affected the main characters. ● Summarize a passage in writing, including thesis statement, detail sentences, and closing. ● Communicate opinions and facts using text evidence in literary circles. ● Use eye contact, clear voice, and active listening when speaking and listening. ● Share ideas, opinions, facts concisely with large and small groups. ● Use a variety of sentence types, accurate vocabulary, noun-verb agreement in speaking and writing. ● Use commas, semicolons, colons, dashes, hyphen, and apostrophes appropriately when writing. ● Recognize errors in spelling, punctuation, and grammar and make corrections in written sentences. **Standards:** **Reading: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.9** **Writing: 8.2, 8.5, 8.8, 8.9** **Speaking and Listening: 8.2, 8.3, 8.4, 8.5** **Language: 8.2, 8.4, 8.5, 8.6**	● StudySync comprehension checks ● StudySync Blasts ● Vocabulary check ● Explanatory essay rubric ● Literature circles ● Graphic organizers ● Written summaries ● Text evidence assessment

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Wisconsin Standards for English Language Arts Covered in Grade 8 (Essential standards are in red.)

Reading

R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
R.8.2 Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)
R.8.3 In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)
R.8.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
R.8.5 In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)
R.8.6 In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints. (RI)
R.8.7 Evaluate the advantages and disadvantages of using different media—print, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL)
R.8.8 Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)
R.8.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

Writing

W.8.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.8.2 Write text in a variety of modes: a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.
W.8.3 Create writing that utilizes: a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts. c. Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader

W.8.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.7 Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards)

Speaking and Listening
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals. c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives. d. Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented.
SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3 Understand and evaluate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.8.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Language
L.8.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). c. 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). d. Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.

L.8.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate a. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
L.8.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone. b. Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.
L.8.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Active and passive voice verbs b. Indicative, imperative, interrogative, conditional, and subjunctive mood verbs c. Recognizing and correcting shifts in verb voice and mood
L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Punctuation to recognize a pause or break b. Ellipsis to indicate an omission c. Correct spelling