

**Spring Lake Middle School  
English 8 Curriculum map**

\*CCSS’s that are highlighted are specifically taught in that unit.

\*\*Underlined portions of the CCSS’s are not taught in previous grades.

**The following CCSS’s are embedded throughout the trimester, present in all units applicable:**

**RL.8.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

**RI.8.10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

**W.8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.\*

**L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

**L.8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. 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).

**L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Trimester 1**

**Essential Questions: Why is there social injustice? What does fiction teach us about truth?**

Unit	CCSS	Learning Targets	Available Resources/Mentor Texts	Assessments
Reading Workshop	<p><b>R.L.8.1</b> Cite the textual evidence that <u>most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u> (Introduce)</p> <p><b>R.L.8.2</b> 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; <u>provide an objective summary of the text.</u> (Introduce)</p> <p><b>R.L.8.3</b> <u>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.</u> (Introduce)</p>	<p>R.L.8.1 I can directly quote text to add support to my opinion.</p> <p>R.L.8.1 I can directly quote a text to add support to my inference.</p> <p>R.L.8.2 I can summarize the text without adding my opinion or inference.</p> <p>R.L.8.3 I can explain the importance of one specific line in a text.</p> <p>R.L.8.3 I can explain the importance of</p>	<p><i>The Outsiders</i> by S.E.Hinton</p> <p>Photos and movie trailers of Paul Newman</p> <p>The Beatles &amp; Elvis Presley music &amp; videos</p> <p>S.E.Hinton’s website</p> <p><i>Roll of Thunder, Hear my Cry</i> by Mildred D. Taylor</p>	Daily written responses to the literature

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<p>R.L.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Introduce)</p> <p>R.L.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (Introduce)</p> <p>R.L.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (Introduce)</p> <p>R.L.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (Introduce)</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <u>grade 8 Reading standards to literature.</u> (Introduce) b. Apply <u>grade 8 Reading standards to literary nonfiction.</u></p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <u>grade 8 topics, texts, and issues,</u> building on others’ ideas and expressing their own clearly. a. 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. b. Follow rules for collegial discussions and <u>decision-making,</u> track progress toward specific goals and deadlines, and define individual roles as</p>	<p>one action in a text.</p> <p>R.L.8.4 I can explain the meaning of words as they are used in a text.</p> <p>R.L.8.4 I can decide how a specific word changes the meaning or tone of a text.</p> <p>R.L.8.4 I can decide how a specific analogy or allusion changes the meaning or tone of a text.</p> <p>R.L.8.5 I can compare the structures of texts.</p> <p>R.L.8.5 I can explain how different text structures can impact their meanings and styles.</p> <p>R.L.8.7 I can explain how a text and its film are similar or different.</p> <p>R.L.8.7 I can evaluate the decisions the directors and actors make in interpreting the text.</p> <p>R.L.8.9 I can explain how a text re-uses characteristics from a previous text.</p> <p>R.L.8.9 I can explain why an author might re-use characteristics from another text.</p> <p>W.8.9 I can find evidence in a text to support my opinion in writing.</p> <p>SL.8.1 I can discuss text one-on-one.</p> <p>SL.8.1 I can discuss text as a whole class.</p>	<p>Various poetry by Langston Hughes</p> <p>“If I Were in Charge of the World” by Judith Viorst</p> <p>“The Gift” and “Black and White” by Marsha Page</p> <p>“Jim Crow Laws” by American RadioWorks</p> <p>“On the Move” by Krasner and Matthews</p> <p>“Under Jim Crow’s Thumb” by Tenney</p> <p>“We Shall Overcome” (author unknown)</p> <p>“Don’t Shout Too Soon” by Sullivan</p>	
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<p>needed.</p> <p>c. Pose questions that <u>connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</u></p> <p>d. Acknowledge new information expressed by others, and, when warranted, <u>qualify or justify their own views</u> in light of the evidence presented. (Introduce)</p> <p><u>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <u><i>precede, recede, secede</i></u>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the <u>inferred meaning in context or in a dictionary</u>). (introduce)</p> <p><u>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>a. Interpret figures of speech (e.g. <u>verbal irony, puns</u>) in context. (introduce)</p> <p>b. Use the relationship between particular words to <u>better understand each of the words.</u> (Introduce)</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <u><i>bullheaded, willful, firm, persistent, resolute</i></u>).</p>	<p>SL.8.1 I can come to a class discussion prepared.</p> <p>SL.8.1 I can follow the rules of a group discussion.</p> <p>SL.8.1 I can ask meaningful discussion questions.</p> <p>SL.8.1 I can respond to others’ discussion questions by sharing my opinions and evidence.</p> <p>SL.8.1 I can further a conversation by responding to others’ ideas about a text.</p> <p>L.8.4 I can decide what a word means by using clues and words around it in a sentence or paragraph.</p> <p>L.8.4 I can decide what a word means by looking at prefixes, roots, and suffixes.</p> <p>L.8.4 I can look a word up in a dictionary.</p> <p>L.8.4 I can check whether my understanding of a word is correct by using a different strategy.</p> <p>L.8.5 I can understand abstract words and phrases.</p> <p>L.8.5 I can understand idioms and other literary devices in my reading.</p> <p>L.8.5 I can compare words to better understand their individual meanings.</p>		
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MEAP Prep	Various RL and RI standards		<p>“The Legacy of Snowflake Bentley”</p> <p>“Mystery on the Cahaba River”</p>	MEAP-like short answer writings
Essay Contests writing pieces and Writing Workshop	<p><u>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</u> (introduce)</p> <p><u>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.</u> (introduce)</p> <p><u>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</u> (introduce)</p>	<p>W.8.4 I can write a piece that is developed and organized.</p> <p>W.8.4 I can write a piece that matches its purpose and audience.</p> <p>W.8.5 I can receive feedback from others about my writing.</p> <p>W.8.5 I can improve my writing by planning and revising.</p> <p>W.8.5 I can try new techniques in my writing.</p> <p>W.8.6 I can use technology to produce writing.</p> <p>W.8.6 I can collaborate with others.</p> <p>W.8.6 I can publish my writing.</p>	<p>Various essay contest rubrics, explanations, websites, and samples</p>	<p>Daily written work: drafts, brainstorm, and graphic organizers</p> <p>Final draft writing to be submitted to a greater audience</p>
Tri 1 Portfolio	Reinforce CCSS listed above and pre-assess next trimester’s goals.			

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<b>Trimester 2</b>				
<b>Essential Questions: How does the past shape the present? How do we learn?</b>				
Unit	CCSS	Learning Targets	Available Resources/Mentor Texts	Assessments
I-Search	<p><b>RI.8.2 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.</b> (introduce)</p> <p><b>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and <b>information into broader categories</b>; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, <b>well-chosen facts</b>, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and <b>varied</b> transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (introduce)</p> <p><b>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</b> (reinforce)</p> <p><b>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</b></p>	<p>RI.8.2 I can summarize what I read.</p> <p>W.8.2 I can write an informational piece of writing.</p> <p>W.8.2 I can introduce my topic.</p> <p>W.8.2 I can organize and format my informational writing.</p> <p>W.8.2 I can include appropriate details and evidence in my writing.</p> <p>W.8.2 I can use a variety of transitions to link ideas in my writing.</p> <p>W.8.2 I can use specific word choice, including appropriate jargon, to explain my topic in writing.</p> <p>W.8.2 I can create a formal tone in my writing.</p> <p>W.8.2 I can write an appropriate conclusion for my informational writing.</p> <p>W.8.4 I can write a piece that is developed and organized.</p> <p>W.8.4 I can write a piece that matches its purpose and audience.</p> <p>W.8.5 I can receive feedback from others about my writing.</p>	<p>Teacher example of finished product</p> <p>Internet and text resources (varies by student)</p>	<p>Daily research notes</p> <p>Final paper with research, analysis, and reflection</p> <p>Informal presentations to class</p>

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	<p>approach, focusing on how well purpose and audience have been addressed. (reinforce)</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (reinforce)</p> <p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (introduce)</p> <p>W.8.8 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. (introduce)</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <u>grade 8 Reading standards</u> to literature. b. Apply <u>grade 8 Reading standards</u> to literary nonfiction. (introduce)</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with <u>relevant evidence, sound valid reasoning, and well-chosen details</u>; use appropriate eye contact, adequate volume, and clear pronunciation. (introduce)</p>	<p>W.8.5 I can improve my writing by planning and revising.</p> <p>W.8.5 I can try new techniques in my writing.</p> <p>W.8.6 I can use technology to produce writing.</p> <p>W.8.6 I can collaborate with others using the internet.</p> <p>W.8.6 I can publish my writing.</p> <p>W.8.7 I can conduct research to answer my questions and solve my problems.</p> <p>W.8.7 I can make my research more specific or broader when needed.</p> <p>W.8.7 I can combine information from various sources to make sense of my research topic.</p> <p>W.8.8 I can search effectively for information.</p> <p>W.8.8 I can evaluate if a source is reliable and appropriate for my purpose.</p> <p>W.8.8 I can avoid plagiarism by using proper citation.</p> <p>W.8.9 I can find evidence in a text to support my opinion in my writing.</p> <p>SL.8.4 I can present information with direct evidence and detailed explanation.</p>		
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		SL.8.4 I can use appropriate eye contact, clear volume, and correct pronunciation in a presentation.		
Reading and Writing Workshop	<p>R.L.8.1 Cite the textual evidence that <u>most strongly</u> supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Reinforce)</p> <p>R.L.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (Reinforce)</p> <p>R.L.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (Reinforce)</p> <p>R.L.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Reinforce)</p> <p>R.L.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (Reinforce)</p> <p>RI.8.5 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. (introduce)</p> <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>R.L.8.1 I can directly quote another text to add support to my writing.</p> <p>R.L.8.1 I can directly quote a text to add support to my inference.</p> <p>R.L.8.2 I can decide which themes are in a text.</p> <p>R.L.8.2 I can explain how a theme is in the beginning, middle, and end of a text.</p> <p>R.L.8.2 I can summarize the text without adding my opinion or inference.</p> <p>R.L.8.3 I can explain the importance of one line in a text.</p> <p>R.L.8.3 I can explain the importance of one action in a text.</p> <p>R.L.8.4 I can explain the meaning of words as they are used in a text.</p> <p>R.L.8.5 I can compare the structures of texts.</p> <p>R.L.8.5 I can explain how different text structures can impact their meanings and styles.</p> <p>RI.8.5 I can examine the importance of certain lines in a paragraph of text.</p> <p>W.8.3 I can write a story by using a variety of techniques, important details,</p>	<p><i>With Every Drop of Blood</i> by Collier and Collier <i>My Brother Sam is Dead</i> by Collier and Collier <i>Chains</i> by Anderson <i>Fever 1793</i> by Anderson <i>Hattie Big Sky</i> by Larsen Gettysburg Address, Abraham Lincoln</p>	<p>Daily written response to the literature</p> <p>Final draft of narrative writing</p>

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<p>b. Use narrative techniques, such as dialogue, pacing, description, <u>and reflection</u>, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, <u>and show the relationships among experiences and events</u>.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (introduce)</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (reinforce)</p> <p>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. (reinforce)</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing <u>and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</u>. (reinforce)</p> <p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, <u>focused questions that allow for multiple avenues of exploration</u>. (reinforce)</p>	<p>and a structured plot.</p> <p>W.8.3 I can engage my reader by setting up a narrator and sequence of events.</p> <p>W.8.3 I can use dialogue, pacing, description, and reflection to develop my story.</p> <p>W.8.3 I can transition my writing using specific words to help the reader.</p> <p>W.8.3 I can use appropriate details in my story.</p> <p>W.8.3 I can write an ending to the story that creates final reflection of the narrator.</p> <p>W.8.4 I can write a piece that is developed and organized.</p> <p>W.8.4 I can write a piece that matches its purpose and audience.</p> <p>W.8.5 I can receive feedback from others about my writing.</p> <p>W.8.5 I can improve my writing by planning and revising.</p> <p>W.8.5 I can try new techniques in my writing.</p> <p>W.8.6 I can use technology to produce writing.</p> <p>W.8.6 I can collaborate with others.</p> <p>W.8.6 I can publish my writing.</p>		
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		<p>W.8.7 I can conduct research to answer my questions and solve my problems.</p> <p>W.8.7 I can make my research more specific or broader when needed.</p> <p>W.8.7 I can combine information from various sources to make sense of my research topic.</p>		
Argumentative Writing	<p><b>RI.8.8 Delineate</b> and evaluate the argument and <b>specific claims</b> in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; <b>recognize when irrelevant evidence is introduced.</b> (introduce)</p> <p><b>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</b></p> <p>a. Introduce claim(s), acknowledge <b>and distinguish</b> the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), <b>counterclaims,</b> reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. (introduce)</p> <p><b>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</b> (reinforce)</p> <p><b>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.</b> (reinforce)</p>	<p>RI.8.8 I can evaluate a piece of argumentative writing.</p> <p>W.8.1 I can write my opinion, including claims and evidence.</p> <p>W.8.1 I can organize my opinion writing.</p> <p>W.8.1 I can support my opinion with reasons and evidence.</p> <p>W.8.1 I can consider opposing opinions when writing about my opinion.</p> <p>W.8.1 I can write a formal piece.</p> <p>W.8.1 I can write a concluding section of my opinion.</p> <p>W.8.4 I can write a piece that is developed and organized.</p> <p>W.8.4 I can write a piece that matches its purpose and audience.</p> <p>W.8.5 I can receive feedback from others about my writing.</p> <p>W.8.5 I can improve my writing by planning and revising.</p>	<p>Teacher examples</p> <p>Various websites for information (varies by student)</p>	<p>Final draft of argumentative piece</p>

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	<p><u>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</u> (reinforce)</p> <p><u>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source;</u> and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (reinforce)</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p><u>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</u> (introduce)</p>	<p>W.8.5 I can try new techniques in my writing.</p> <p>W.8.6 I can use technology to produce writing.</p> <p>W.8.6 I can collaborate with others using the internet.</p> <p>W.8.6 I can publish my writing.</p> <p>W.8.8 I can search effectively for information.</p> <p>W.8.8 I can evaluate if a source is reliable and appropriate for my purpose.</p> <p>L.8.5 I can use vocabulary that has the correct definition and feeling for the piece.</p>		
Tri 2 Portfolio	Reinforce CCSS listed above and pre-assess next trimester’s goals.			

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<b>Trimester 3</b>				
<b>Essential Questions: How does the media influence us? What makes someone a professional?</b>				
Unit	CCSS	Learning Targets	Available Resources/Mentor Texts	Assessments
Reading Workshop	<p><u>R.L.8.1</u> Cite the textual evidence that <u>most strongly</u> supports an analysis of what the text says <u>explicitly as well as inferences drawn from the text.</u> (Reinforce)</p> <p><u>R.L.8.2</u> Determine a theme or central idea of a text and analyze its development over the course of the text, <u>including its relationship to the characters, setting, and plot;</u> provide an objective summary of the text. (Reinforce)</p> <p><u>R.L.8.3</u> <u>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.</u> (Reinforce)</p> <p><u>R.L.8.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of <u>specific word choices on meaning and tone, including analogies or allusions to other texts.</u> (Reinforce)</p> <p><u>R.L.8.6</u> <u>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.</u> (introduce)</p> <p><u>R.L.8.9</u> <u>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</u> (Introduce)</p> <p><u>W.8.9</u> Draw evidence from <u>literary</u> or informational texts to support analysis, reflection, and research. a. <u>Apply grade 8 Reading standards to literature.</u></p>	<p>R.L.8.1 I can directly quote another text to add support to my writing.</p> <p>R.L.8.1 I can find direct quotes from a text to support my inferences about the reading.</p> <p>R.L.8.2 I can decide which themes are in a text.</p> <p>R.L.8.2 I can explain how a theme is in the beginning, middle, and end of a text.</p> <p>R.L.8.2 I can explain how a theme is connected to the characters, setting, and plot of a text.</p> <p>R.L.8.2 I can summarize the text.</p> <p>R.L.8.3 I can explain the importance of one line in a text.</p> <p>R.L.8.3 I can explain the importance of one action in a text.</p> <p>R.L.8.4 I can explain the meaning of words as they are used in a text.</p> <p>R.L.8.6 I can explain how a story’s point of view can impact the suspense or humor in the story.</p> <p>R.L.8.9 I can explain how a text re-uses characteristics from a previous text.</p>	<p><i>A Wrinkle in Time</i> by L’Engle <i>Fahrenheit 451</i> by Bradbury <i>Uglies</i> by Westerfeld <i>Tuck Everlasting</i> by Babbitt <i>Harry Potter</i> series by Rowlings <i>Hunger Games</i> series by Collins</p> <p>Video trailers for the above movies</p>	<p>Daily written work responding to the literature</p> <p>Final test including analysis and reflection</p> <p>Group presentations including analysis</p>

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	<p>(Reinforce) b. Apply <u>grade 8 Reading standards</u> to literary nonfiction.</p> <p><u>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</u></p> <p>a. 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.</p> <p>b. Follow rules for collegial discussions <u>and decision-making</u>, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions <u>that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</u></p> <p>d. Acknowledge new information expressed by others, and, when warranted, <u>qualify or justify their own views in light of the evidence presented.</u> (reinforce)</p>	<p>R.L.8.9 I can explain why an author might re-use characteristics from another text.</p> <p>W.8.9 I can find evidence in a text to support my opinion in writing.</p> <p>SL.8.1 I can discuss text one-on-one.</p> <p>SL.8.1 I can discuss text in a group.</p> <p>SL.8.1 I can discuss text as a whole class.</p> <p>SL.8.1 I can come to a class discussion prepared.</p> <p>SL.8.1 I can follow the rules of a group discussion.</p> <p>SL.8.1 I can track my group’s progress toward our goals.</p> <p>SL.8.1 I can perform each role of the group successfully.</p> <p>SL.8.1 I can ask meaningful discussion questions.</p> <p>SL.8.1 I can respond to others’ discussion questions by sharing my opinions and evidence.</p> <p>SL.8.1 I can further a conversation by responding to others’ ideas about a text.</p>		
<p>Media Studies</p>	<p><u>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u> (reinforce)</p>	<p>R.I.8.1 I can directly quote a text to add support to my writing.</p>	<p>Various video commercials Various print</p>	<p>Daily writing of analysis and reflection</p>

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<p><u>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</u> (introduce)</p> <p><u>RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</u> (introduce)</p> <p><u>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</u> (introduce)</p> <p><u>RI.8.8 Delineate</u> and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; <u>recognize when irrelevant evidence is introduced.</u> (reinforce)</p> <p><u>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</u> (introduce)</p> <p><u>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</u>  a. Introduce claim(s), acknowledge and <u>distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</u>  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), <u>counterclaims, reasons, and evidence.</u>  d. Establish and maintain a formal style.  e. <u>Provide a concluding statement or section that follows</u></p>	<p>RI.8.1 I can find direct quotes from a text to support my inferences about the reading.</p> <p>RI.8.4 I can decide the meanings of words in my reading.</p> <p>RI.8.4 I can decide the impact of specific word choices.</p> <p>RI.8.6 I can decide an author’s point of view or purpose.</p> <p>RI.8.6 I can figure out how an author addresses opposing view points.</p> <p>RI.8.7 I can evaluate the good and bad things about different types of text (print, video, etc.)</p> <p>RI.8.8 I can evaluate a piece of argumentative writing.</p> <p>RI.8.9 I can examine a situation where two texts contradict one another and identify where and how the texts disagree.</p> <p>W.8.1 I can write my opinion, including claims and evidence.</p> <p>W.8.1 I can organize my opinion writing.</p> <p>W.8.1 I can support my opinion with reasons and evidence.</p> <p>W.8.1 I can consider opposing opinions when writing about my opinion.</p> <p>SL.8.2 I can decide why information is presented in a certain format or genre.</p>	<p>advertisements Various slogan visuals</p> <p>“The Role of Advertising on Facebook” by Sheryl Sandberg</p> <p>“Facebook Is Using You” By LORI ANDREWS</p> <p>Marketing videos from about.com</p>	<p>Advertisement publication</p> <p>Media Studies test</p>
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	<p>from and supports the argument presented. (reinforce)</p> <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (introduce)</p> <p>SL.8.3 Delineate 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. (introduce)</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (introduce)</p>	<p>SL.8.2 I can understand the motives someone may have in presenting information in a certain way.</p> <p>SL.8.3 I can evaluate a speaker’s argument.</p> <p>SL.8.5 I can include visual displays or multimedia into my work to strengthen my words and add interest.</p>		
<p>Educational Options and Careers</p>	<p>RI.8.2 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. (introduce)</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (introduce)</p> <p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (reinforce)</p> <p>RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (Reinforce)</p> <p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or</p>	<p>RI.8.2 I can summarize what I read.</p> <p>RI.8.3 I can decide how a text shows differences and similarities between people, ideas, or events.</p> <p>RI.8.4 I can decide the meanings of words in my reading.</p> <p>RI.8.4 I can decide the impact of specific word choices.</p> <p>RI.8.6 I can decide an author’s point of view or purpose.</p> <p>RI.8.6 I can figure out how an author addresses opposing view points.</p> <p>RI.8.9 I can examine a situation where two texts contradict one another and identify where and how the texts disagree.</p> <p>W.8.4 I can write a piece that is developed and organized.</p>	<p>District-written career packets, which include various published articles and informational texts.</p> <p>“Career Planning and Educational Choices”</p>	<p>Daily writing of analysis and reflection</p> <p>Unit quiz</p> <p>Final résumé</p> <p>Career presentation</p>

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	<p><u>interpretation</u>, (reinforce)</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (reinforce)</p> <p>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. (reinforce)</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and <u>present the relationships between information and ideas efficiently as well as to interact and collaborate with others</u>. (reinforce)</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner <u>with relevant evidence, sound valid reasoning, and well-chosen details</u>; use appropriate eye contact, adequate volume, and clear pronunciation. (reinforce)</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to <u>clarify information, strengthen claims and evidence, and add interest</u>. (reinforce)</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (introduce)</p>	<p>W.8.4 I can write a piece that matches its purpose and audience.</p> <p>W.8.5 I can receive feedback from others about my writing.</p> <p>W.8.5 I can improve my writing by planning and revising.</p> <p>W.8.5 I can try new techniques in my writing.</p> <p>W.8.6 I can use technology to produce writing.</p> <p>W.8.6 I can collaborate with others using the internet.</p> <p>W.8.6 I can publish my writing.</p> <p>SL.8.4 I can present information with direct evidence and detailed explanation.</p> <p>SL.8.4 I can use appropriate eye contact, clear volume, and correct pronunciation in a presentation.</p> <p>SL.8.5 I can include visual displays or multimedia into my work to strengthen my words and add interest.</p> <p>SL.8.6 I can adapt my speech to fit the purpose of my presentation.</p>		
Tri 3 Exam	Reinforces the above CCSS			