



**Content Area:** English Language Arts

**Grade Level:** 8th Grade

**Curriculum Map/Scope & Sequence (2021)**

Unit Name/Time	BIG Ideas/Skills	IL Priority Learning Standards	I CAN Statements	Assessments
<p><b>Quarter 1</b></p> <p>9 Weeks</p> <p><i>Inside Out &amp; Back Again</i> By Thanhha Lai</p>	<ul style="list-style-type: none"> <li>● Citing text evidence</li> <li>● Determine central idea</li> <li>● Figurative Language</li> <li>● Denotation</li> <li>● Connotation</li> <li>● Text Structure</li> <li>● Objective Summary</li> <li>● Word choice and tone</li> <li>● Narrative Writing</li> </ul>	<ul style="list-style-type: none"> <li>● <b>CCSS.ELA-LITERACY.RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b>CCSS.ELA-LITERACY.RI.8.2</b> 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.</li> <li>● <b>CCSS.ELA-LITERACY.RI.8.4</b> 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.</li> <li>● <b>CCSS.ELA-LITERACY.RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● <b>CCSS.ELA-LITERACY.RI.8.5</b> 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.</li> <li>● <b>CCSS.ELA-LITERACY.L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● <b>CCSS.ELA-LITERACY.W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> </ul>	<ul style="list-style-type: none"> <li>● I CAN determine the theme or central ideas of an informational text.</li> <li>● I CAN cite text-based evidence that provides the strongest support for my analysis of informational texts.</li> <li>● I CAN determine the meaning of words and phrases in a text including figurative and connotative meanings.</li> <li>● I CAN cite text evidence that most strongly supports the analysis of the text.</li> <li>● I CAN analyze text structure and determine the role of a particular paragraph and sentence within a text.</li> <li>● I CAN analyze the impact of word choice on meaning and tone.</li> <li>● I CAN write a narrative to develop imagined experiences based on research and facts.</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Quizzes</li> <li>● Quickwrites</li> <li>● Whole Novel Assessment</li> <li>● Research Poetry Narrative</li> <li>● Freckle</li> <li>● Quill</li> </ul>
<p><b>Quarter 2</b></p> <p>9 Weeks</p> <p><i>To Kill a</i></p>	<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Point of View               <ul style="list-style-type: none"> <li>○ Irony</li> <li>○ Dramatic Irony</li> <li>○ Humor</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>CCSS.ELA-LITERACY.L.8.6</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>● I CAN use 8th-grade-appropriate language and vocabulary words within my writing.</li> <li>● I CAN determine the author's point of view and how the author responds</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Quizzes</li> <li>● Quickwrites</li> <li>● Whole Novel Assessment</li> <li>● Argumentative</li> </ul>

<p><i>Mockingbird</i> By Harper Lee</p>	<ul style="list-style-type: none"> <li>● Author's Purpose</li> <li>● Argumentative Writing</li> <li>● Collecting Evidence</li> <li>● Text-to-Film Comparison</li> </ul>	<p>expression.</p> <ul style="list-style-type: none"> <li>● <b>CCSS.ELA-LITERACY.RL.8.6</b> 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.</li> <li>● <b>CCSS.ELA-LITERACY.RI.8.6</b> 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.</li> <li>● <b>CCSS.ELA-LITERACY.W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence</li> <li>● <b>CCSS.ELA-LITERACY.W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● <b>CCSS.ELA-LITERACY.W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● <b>CCSS.ELA-LITERACY.RL.8.7</b> 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.</li> </ul>	<p>to conflicting viewpoints.</p> <ul style="list-style-type: none"> <li>● I CAN analyze how the character's point of view differs from the reader's and how this creates dramatic irony and creates suspense for the reader.</li> <li>● I CAN write an argumentative essay that uses evidence to support my claims.</li> <li>● I CAN produce clear writing that is organized and appropriate to task, purpose, and audience.</li> <li>● I CAN draw evidence from literary texts to support my analysis of the text.</li> <li>● I CAN evaluate the extent to which a film remains faithful or departs from a text while evaluating the choices made by the director and actors.</li> </ul>	<p>Essay</p> <ul style="list-style-type: none"> <li>● Freckle</li> <li>● Quill</li> </ul>
<p><b>Quarter 3</b> 9 Weeks Collections Textbook</p>	<ul style="list-style-type: none"> <li>● Research</li> <li>● Collaboration</li> <li>● Text Structure</li> <li>● Evaluating Arguments</li> <li>● Common themes</li> <li>● Vocabulary</li> <li>● Technology</li> <li>● Relevant Evidence</li> <li>● Informative Writing</li> </ul>	<ul style="list-style-type: none"> <li>● <b>CCSS.ELA-LITERACY.RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea</li> <li>● <b>CCSS.ELA-LITERACY.RI.8.8</b> 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.</li> <li>● <b>CCSS.ELA-LITERACY.RL.8.5</b> 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.</li> <li>● <b>CCSS.ELA-LITERACY.RL.8.9</b> 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.</li> <li>● <b>CCSS.ELA-LITERACY.L.8.4</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>● I CAN evaluate the best mediums to use while presenting my topic.</li> <li>● I CAN evaluate an argument and specific claims.</li> <li>● I CAN compare two texts and analyze the different structures.</li> <li>● I CAN analyze how a fiction piece draws common themes.</li> <li>● I CAN determine the meaning of a word.</li> <li>● I CAN write an informative newspaper article.</li> <li>● I CAN write and produce an informative documentary.</li> <li>● I CAN use technology to produce and publish my writing.</li> <li>● I CAN conduct research to answer my self-generated research questions.</li> <li>● I CAN gather research information from multiple print and digital sources.</li> <li>● I CAN evaluate the credibility of a</li> </ul>	<ul style="list-style-type: none"> <li>● Research Documentaries</li> <li>● Unit Tests</li> <li>● Vocabulary Charts</li> <li>● Freckle</li> <li>● Quill</li> <li>● Newspaper Writing</li> </ul>

		<p>of strategies.</p> <ul style="list-style-type: none"> <li>● <b>CCSS.ELA-LITERACY.W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>● <b>CCSS.ELA-LITERACY.W.8.6</b> 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.</li> <li>● <b>CCSS.ELA-LITERACY.W.8.7</b> 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.</li> <li>● <b>CCSS.ELA-LITERACY.W.8.8</b> 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.</li> </ul>	<p>source and avoid plagiarism in my writing.</p>	
<p><b>Quarter 4</b> 9 Weeks <i>The Outsiders</i> By S. E. Hinton</p>	<ul style="list-style-type: none"> <li>● Character Sketch/Comparison</li> <li>● Conflicting Information</li> <li>● Theme</li> <li>● Dialogue</li> <li>● Incidents/Action</li> <li>● Vocabulary</li> <li>● Writing Process</li> </ul>	<ul style="list-style-type: none"> <li>● <b>CCSS.ELA-LITERACY.RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events</li> <li>● <b>CCSS.ELA-LITERACY.RI.8.9</b> 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.</li> <li>● <b>CCSS.ELA-LITERACY.RL.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; provide an objective summary of the text.</li> <li>● <b>CCSS.ELA-LITERACY.RL.8.3</b> 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.</li> <li>● <b>CCSS.ELA-LITERACY.RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>● <b>CCSS.ELA-LITERACY.W.8.5</b></li> </ul>	<ul style="list-style-type: none"> <li>● I CAN analyze how the text makes connections and distinctions among individuals and groups.</li> <li>● I CAN analyze two or more texts that provide conflicting information.</li> <li>● I CAN determine a theme of a text.</li> <li>● I CAN determine how the relationships of characters help develop a theme of a text.</li> <li>● I CAN analyze how dialogue or action can propel the story forward.</li> <li>● I CAN determine the meaning of vocabulary words in the text.</li> <li>● I CAN go through the writing process and produce 8th-grade-appropriate writing.</li> <li>● I CAN write for a range of time and for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>● Personal Narratives</li> <li>● Vocabulary Charts</li> <li>● Journal Entries</li> <li>● Freckle</li> <li>● Quill</li> <li>● Novel Assessments</li> <li>● Chapter Assessments</li> </ul>

		<p>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.</p> <ul style="list-style-type: none"><li>● <b>CCSS.ELA-LITERACY.W.8.10</b> 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.</li></ul>		
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