

Georgetown Middle School

Eighth Grade Curriculum Map for the English Language Arts Common Core Standards

Reading for Literature

Content	Essential Skills
1. Making Inferences; Textual Evidence (RL.8.1)	1.a. Identify the key ideas explicitly stated in the text and evidence in the text that strongly supports the key ideas
	1.b. Recognize the difference between inference and what is explicitly stated in the text
	1.c. Analyze the text by making inferences about what a text says that is not directly stated and evaluating which evidence most strongly supports the identified key ideas
	1.d. Cite the evidence used to make inferences not explicitly stated in the text
2. Theme & Summarizing (RL.8.2)	2.a. Understand theme and central idea of a text
	2.b. Know the literary elements (characters, setting, plot)
	2.c. Objectively summarize a text
	2.d. Analyze and explain the development of a theme or main idea over the course of a text
	2.e. Analyze its relationship to the literary elements over the course of a text
	2.f. Provide an objective summary of the text
3. Story Elements (RL.8.3)	3.a. Identify elements of literature: dialogue, plot (theme, exposition, rising action, climax, falling action, resolution), characterization, conflict, and setting (time and place)
	3.b. Analyze dialogue for plot development (rising action, characterization, and resolution)
	3.c. Analyze lines of incidents for propelling action, revealing character, and provoking decisions
4. Vocabulary Development (RL.8.4)	4.a. Identify and interpret the meaning of words and phrases including figurative v. literal, connotative v. denotative in a text
	4.b. Identify meaning and tone of a text
	4.c. Determine the meaning of words and phrases, including figurative and connotative meanings, as they are used in a text
	4.d. Analyze the impact of word choices on meaning and tone of a text
	4.e. Identify and analyze the impact of analogies and allusions to other texts on meaning/tone
5. Text Structure; Compare & Contrast (RL.8.5)	5.a. Identify structural elements of two or more texts
	5.b. Compare and contrast the structures of two or more literary texts (theme, pattern of events, character types).
	5.c. Analyze how the structure of each text contributes to its meaning and style
6. Point of View (RL.8.6)	6.a. Define dramatic irony, suspense, humor
	6.b. Identify characters' points of view
	6.c. Identify/explain the techniques a writer uses to build suspense
	6.d. Identify/explain the techniques writers use to add humor
	6.e. Cite examples from the text where characters with different points of view create suspense or humor
	6.f. Analyze how the characters' and the audience's varying points of view create humor and suspense
	6.g. Differentiate between 1st and 3rd person point of view
	6.h. Differentiate between limited and omniscient point of view

7. Compare & Contrast (RL.8.7)	7.a. Recognize choices directors and actors make
	7.b. Define evaluate
	7.c. Compare and contrast text (story or drama) and live or filmed production
	7.d. Analyze the faithfulness or departure between the text (story or drama) and the live or filmed production
	7.e. Evaluate the outcome/impact of choices made by directors and actors
8. Not Applicable to Literature (RL.8.8)	
9. Genres (RL.8.9)	9.a. Identify theme, pattern of events, or character types
	9.b. Compare and contrast themes, patterns of events, and character types of modern work of fiction, myth, traditional story, or religious work
	9.c. State the similarities and differences between a modern work of fiction, myth, traditional story, or religious work
	9.d. Evaluate how the myths, traditional stories, or religious works are rendered new (updates for current times)
10. Text Complexity (RL.8.10)	10.a. Comprehend independently in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9
	10.b. Comprehend independently in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9 independently and proficiently

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Reading for Information

Content	Essential Skills
1. Making Inferences; Textual Evidence (RI.8.1)	1.a. Recognize the difference in explicitly stated information and inference information in a text
	1.b. Determine strongly supporting details for what is explicitly stated and inferences made
	1.c. Make inferences about what is said in the text
	1.d. Analyze and cite details to determine which ones most strongly support the idea (either explicitly or inferred).
2. Main Ideas; Summary (RI.8.2)	2.a. Identify the main idea of a text and ideas that support the main idea
	2.b. Explain the relationship of ideas that support the main idea
	2.c. Analyze the development of the main idea over the course of the text
	2.d. Provide an objective summary that includes the relationship of supporting ideas to the development of the main idea
3. Making Connections; Compare & Contrast (RI.8.3)	3.a. Define: compare/contrast, analogies, categorization
	3.b. Identify: individuals, events, and ideas within a text
	3.c. Compare how individuals, ideas, and events are connected (including classification and analogies).
	3.d. Contrast the distinctions between individuals, ideas, and events within a text (including classification and analogies).
	3.e. Make connections from text to text, text to self, and text to world
4. Vocabulary Development (RI.8.4)	4.a. Identify and determine the meaning of words and phrases, including figurative words and phrases, connotative words and phrases, and technical words and phrases in a text

	4.b. Identify and determine the meaning of words and phrases that include analogies and allusions to other texts, in a text
	4.c. Analyze the impact of word choice, use of analogies, and allusions to other texts on meaning and tone
5. Text Structure (RI.8.5)	5.a. Identify different roles of sentences and the structure of a specific paragraph in an informational text
	5.b. Analyze the role that a particular sentence plays in a paragraph in developing and refining the key concept
	5.c. Analyze the structure of specific sentences in developing the paragraph
6. Point of View (RI.8.6)	6.a. Determine the author's point of view or purpose and state evidence the author uses to support his/her viewpoint / purpose
	6.b. Identify conflicting evidence or viewpoints presented in a text and identify evidence the author uses to support his/her viewpoint/purpose
	6.c. Compare and contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints
	6.d. Analyze the techniques the author uses to respond to conflicting evidence and support your analysis by citing examples from the text
7. Text Structure (RI.8.7)	7.a. Identify and use different mediums (print, digital, video, multimedia) to present a topic or idea and evaluate the advantages / disadvantages of each type
	7.b. Define evaluate
	7.c. Use different mediums
	7.d. Evaluate the advantages of using: print, digital text, video, and multimedia to present a topic or idea
	7.e. Evaluate the disadvantages of using: print, digital text, video, and multimedia to present a topic or text
8. Main Ideas/Supporting Details (RI.8.8)	8.a. Identify, define, and classify relevant / irrelevant evidence, sufficient / insufficient evidence, and sound / unsound reasoning in informational text
	8.b. Delineate the argument and specific claims in a text
	8.c. Evaluate an argument in a text based on sound reasoning and relevant and sufficient evidence
9. Compare & Contrast (RI.8.9)	9.a. Identify differences or conflicting information
	9.b. Recognize facts or interpretations
	9.c. Identify criteria for analyzing
	9.d. Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation
10. Text Complexity (RI.8.10)	10.a. Identify/understand: key ideas and details, craft and structure, and integration of knowledge and ideas as seen in standards 1-9

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Writing

Content	Essential Skills
1. Opinion/Argument Writing Development/Organization/Style (W.8.1)	1.a. Identify and explain accurate, credible sources, phrases and clauses that create cohesion and clarify relationships, claims; alternate, counter or opposing claims, relevance and evidence, and argument
	1.b. Determine how to introduce claims, acknowledge or distinguish alternate or opposing claims
	1.c. Organize reasons and evidence logically
	1.d. Build support for claims with logical reasoning and relevant evidence

	1.e. Evaluate sources for credibility and accuracy
	1.f. Demonstrate understanding of the topic or text
	1.g. Create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence using words, phrases, or clauses
	1.h. Establish and maintain a formal style
	1.i. Plan a concluding statement or section that follows from and supports the argument presented
	1.j. Write an argument which: support claims with clear, logical reasons and relevant evidence, introduces claims, acknowledges and distinguishes claims from alternate or opposing claims, demonstrates logical organization of information, demonstrates an understanding of the topic or text, uses words, phrases, and clauses to create cohesion and clarify relationships among claims, counterclaims, reasons and evidence, establishes and maintains a formal style, and provides a concluding statement that follows from and supports the argument presented
2. Informative/Explanatory Writing Development/ Organization/Style (W. 8.2)	2.a. Identify a topic
	2.b. Select relevant content for topic
	2.c. Identify transitions
	2.d. Identify precise language and domain-specific vocabulary
	2.e. Identify formal style
	2.f. Identify a conclusion for the topic that follows from and supports the information or explanation presented
	2.g. Organize ideas, concepts, and information into broader categories
	2.h. Analyze and organize relevant content: using facts, definitions, concrete details, and quotations relevant to the topic
	2.i. Select appropriate and varied transitions to create cohesion and clarify relationships
	2.j. Determine precise language and domain specific vocabulary
	2.k. Determine an effective, supportive conclusion for the topic or section that follows from and supports the information or explanation presented
	2.l. Write an informative/explanatory text examining a topic to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, introduce a topic previewing what is to follow, organize ideas, concepts, and information into broader categories, develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, other information, and examples, apply formatting, graphics, and multimedia to aid comprehension, use appropriate and varied transitions to clarify relationships among ideas and concepts and create cohesion, use precise language and domain-specific vocabulary, establish and maintain a formal style, and provide an effective, concluding statement that supports the topic
3. Narrative Writing Development/ Organization/Style (W. 8.3)	3.a. Identify and interpret points of view in various narratives
	3.b. Identify narrative techniques used in a variety of narratives
	3.c. Recognize transitions words, phrases, and clauses
	3.d. Recognize how authors use precise words/phrases, description, and sensory details to help readers visualize or sense the action of a narrative
	3.e. Design and organize event sequences that unfold naturally and logically
	3.f. Use a variety of transitions to shift from one setting to another
	3.g. Analyze the relationship among experiences and events
	3.h. Design an organized sequence of events with dialogue to develop experiences, events, and/or characters
	3.i. Use precise, descriptive, and sensory language to capture the action and to develop experiences and events
	3.j. Assemble a conclusion that reflects on experiences and events in a narrative

	3.k. Write a narrative to develop real or imagined experiences or events that engages the reader, establishes a context with point of view and introduces a narrator and/or characters, uses techniques such as dialogue, pacing, descriptions, and reflection to develop experiences, events, and characters, uses a variety of transitions to convey sequence, signal shifts, and reflect relationships, and uses appropriate precise, descriptive sensory language, and leads to a reflective conclusion
4. Development/Organization/Style (W.8.4)	4.a. Analyze the reason for writing a piece to decide on task, purpose, and audience
	4.b. Determine suitable idea development strategies, organization, and style appropriate to task, purpose, and audience
	4.c. Produce a piece of writing that is clear and coherent in idea development, organization, and style, which is appropriate to the task, purpose, and audience
5. Writing Process (W.8.5)	5.a. With some guidance and support from peers and adults, students will recognize, develop, and strengthen their writing by planning, revising, editing, rewriting, and trying a new approach
	5.b. Determine how well the focus of audience and purpose have been addressed
	5.c. Know how to edit for conventions of writing
6. Using Technology (W.8.6)	6.a. Identify publishing and collaborative options that use technology
	6.b. Know how to collaborate effectively for an intended purpose
	6.c. Select appropriate technology to present information and ideas
	6.d. Determine the best technology tools for producing and publishing writing, including on-line tools
	6.e. Determine the best technology options for communication and collaborating with others, including on-line tools
	6.f. Use technology: including Internet to produce, revise, edit, and publish writing, to interact and collaborate with others for an intended purpose, and to present information and ideas
7. Writing for Research (W.8.7)	7.a. Apply reliable sources of information, appropriate inquiry methods to conduct a research project, and multiple avenues of exploration (technology, library skills, etc.)
	7.b. Determine facts/examples that best answer a question
	7.c. Draw conclusions about the validity of sources
	7.d. Formulate questions, either verbally or written, that would allow for other avenues of exploration
	7.e. Conduct short research projects that: answer questions (including self-generated questions), draw on several sources, and generates additional related focuses questions that allow for multiple avenues of exploration
8. Writing for Research/Citing Sources (W.8.8)	8.a. Recognize standard format for citation
	8.b. Determine relevance of information gathered from print and digital sources
	8.c. Use search terms effectively
	8.d. Gather relevant information from multiple sources
	8.e. Assess the credibility and accuracy of each source
	8.f. Quote or paraphrase the data and conclusion of others while avoiding plagiarism
9. Writing about Literature; Writing for Research (W.8.9)	9.a. Identify key ideas and details which provide evidence to support conclusions about the text accessed through research
	9.b. Draw evidence from key ideas and details as support for research
	9.c. Cite textual evidence to support analysis of what the text says explicitly
	9.d. Analyze and reflect on key ideas and details in a text as evidence for support understanding of text
10. Writing Process: Development/Organization/Style (W.8.10)	10.a. Identify task, audience, and purpose for various types of writing
	10.b. Identify the organizational structures for various types of writing

10.c. Determine task, purpose, and audience for various types of writing over extended and short time frames
10.d. Determine appropriate organization/structure to use for various types of writing based upon task, purpose, audience
10.e. Write for various audiences and purposes for a shortened time frame (a single sitting or a day or two)
10.f. Write for various audiences and purposes with an extended time frame (time for research, reflection, and revision)

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Speaking and Listening

Content	Essential Skills
1. Collaboration (SL.8.1)	1.a. Identify key ideas from reading material or research
	1.b. Describe components of collegial discussion and decision-making
	1.c. Recognize key ideas and new information posed during discussions
	1.d. Analyze text, issues, and others' opinions
	1.e. Synthesize ideas, issues, and arguments to formulate personal opinion and questions for others
	1.f. Evaluate personal views and the views of others
	1.g. Track progress toward specific goals and deadlines, defining roles as needed
	1.h. Evaluate new information posed and personal views, as well as the views of others
	1.i. Formulate comments, questions, and responses based on evidence, observations, and ideas
	1.j. Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 8 topics and texts
	1.k. Demonstrate collegial rules for discussion and decision-making
	1.l. Articulate own ideas clearly
	1.m. Pose relevant questions that connect ideas of several speakers
	1.n. Respond to questions and comments with relevant details
1.o. Acknowledge new information posed and use evidence to justify personal viewpoints	
2. Media (SL.8.2)	2.a. Identify author's purpose of information presented
	2.b. Identify and evaluate the author's motives behind the presentation of the information
	2.c. Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind the presentation of the information
	2.d. Evaluate the motives behind the presentation of new information
3. Point of View/Reasoning (SL.8.3)	3.a. Define and identify a speaker's argument and claims
	3.b. Define and identify sound reasoning vs unsound reasoning, relevant evidence vs irrelevant evidence, and sufficient evidence vs insufficient evidence
	3.c. Delineate a speaker's argument and specific claims
	3.d. Evaluate the soundness of a speaker's reasoning

	3.e. Evaluate the relevance and sufficiency of a speaker's evidence
	3.f. Distinguish between sound and unsound reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence in a speaker's argument
4. Presentation (SL.8.4)	4.a. Identify claims / findings
	4.b. Identify appropriate eye contact, adequate volume, and clear pronunciation
	4.c. Determine salient points, relevant evidence, sound, valid reasoning, and well-chosen details
	4.d. Organize points and details in a coherent manner
	4.e. Demonstrate appropriate eye contact, adequate volume, and clear pronunciation during oral presentations
	4.f. Give oral presentations presenting claims and findings, emphasizing salient points with relevant evidence, sound, valid reasoning, and well-chosen details in a focused, coherent manner.
5. Presentation; Media (SL.8.5)	5.a. Integrate multimedia displays and visual displays
	5.b. Determine when to integrate multimedia and visual displays to add interest
	5.c. Determine when to integrate multimedia and visual displays to clarify information and strengthen claims and evidence
	5.d. Analyze when to integrate multimedia and visual displays to clarify information, strengthen claims and evidence, and add interest
	5.e. Integrate multimedia components/visual displays in a presentation to: clarify information, strengthen claims and evidence, and add interest
6. Speech (SL.8.6)	6.a. Describe the qualities of formal speech
	6.b. Describe the qualities of informal speech
	6.c. Determine if formal or informal speech is appropriate in the context of a given situation
	6.d. Adapt speech to a given context or task when speaking
	6.e. Demonstrate correct use of formal English when speaking and giving presentations

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Language

Content	Essential Skills
1. Conventions (L.8.1)	1.a. Define verbals: gerunds, participles, and infinitives
	1.b. Recognize verbs: active voice, passive voice
	1.c. Identify verb moods: indicative, imperative, interrogative, conditional, and subjunctive
	1.d. Recognize inappropriate verb voice and mood
	1.e. Demonstrate command of the conventions of standard English grammar and usage when writing
	1.f. Explain the function of verbals in general and in sentences
	1.g. Form and use verbs in active and passive voice
	1.h. Use the following verb moods correctly: indicative, imperative, interrogative, conditional, and subjunctive in writing and speaking
	1.i. Correct inappropriate shifts in verb voice and mood

	1.j. Demonstrate command of the conventions of standard English grammar and usage when speaking
	1.k. Form and use verbs in active and passive voice correctly
	1.l. Use the following verb moods correctly: indicative, imperative, interrogative, conditional, and subjunctive in writing and speaking
	1.m. Correct inappropriate shifts in verb voice and mood
2. Conventions (L.8.2)	2.a. Apply correct capitalization, punctuation, and spelling when writing
	2.b. Use punctuation (commas, ellipsis, dash) to indicate a pause or a break
	2.c. Use commas to set off words or phrases that make a distinct break in the flow of thought, including interrupting elements (nonrestrictive/paranthaletical)
	2.d. Know that the interrupting element can be a phrase, an adverb like however, a transitional phrase like in fact, a name in a direct address, word or words that identifies or restates an immediately preceding noun or pronoun, or an inserted question or exclamation
	2.e. Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time
	2.f. Know that an ellipsis is three or four dots within the sentence
	2.g. Use a dash to set off material that is parenthetical or summary in nature
	2.h. Know that a dash is two hyphens without a space between them or on either side
	2.i. Recall and apply spelling rules
	2.j. Identify and correct misspelled words
3. Conventions; Functions of Language (L.8.3)	3.a. Recognize the conventions of language for writing, speaking, reading, and listening
	3.b. Recognize when verbs are active or passive voice, and verbs are conditional and subjunctive mood
	3.c. Apply knowledge of language when writing, reading, and listening
	3.d. Apply knowledge of language conventions when writing, reading, and listening
	3.e. Use knowledge of language when speaking
	3.f. Use knowledge of language conventions when speaking
	3.g. Determine when to use: verbs in active or passive voice, verbs in the conditional and subjunctive mood to achieve particular effects when speaking and writing
4. Vocabulary (L.8.4)	4.a. Recognize that many words have more than one meaning
	4.b. Identify common, grade-appropriate Greek and Latin affixes and roots
	4.c. Consult general and specialized reference materials, both print and digital to find pronunciation and determine or clarify precise meaning or part of speech
	4.d. Verify the initial determination of the meaning of a word
	4.e. Clarify the intended meaning of multiple-meaning words and phrases
	4.f. Determine the meaning of a word or phrase by: using context clues, using common Greek and Latin affixes and roots
	4.g. Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase
5. Vocabulary (L.8.5)	5.a. Recognize the meaning of figurative language (e.g. verbal irony, puns) and different types of relationships of words
	5.b. Define the meaning of the terms connotation and denotation
	5.c. Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context
	5.d. Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity

	5.e. Distinguish among the connotations of words with similar denotations	
	5.f. Demonstrate the relationship between words to find meaning	
6. Vocabulary (L.8.6)	6.a. Identify general academic and domain specific words and phrases that are grade appropriate	
	6.b. Gather vocabulary knowledge when considering words and phrases important to comprehension or expression	
	6.c. Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words	
	6.d. Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression	
	6.e. Select appropriate references and resources to aid in gathering vocabulary knowledge	