

## 8<sup>th</sup> Grade Reading Curriculum Map

Marking Period	Common Core Standard	Essential Questions	Skills/ Vocabulary	Assessment Formative and Summative	Resources
1 <sup>st</sup> Nine Weeks	<p><b>R.L.8.4</b> determine the meaning of words and phrases as they are used in a narrative text</p> <p><b>R.L.8.5</b> analyze how the structure of narrative text contributes to its meaning</p> <p><b>RL.8.6</b> analyze how the author develops and contrasts the points of view of different characters or narrators</p> <p><b>RI.8.2</b> Determine two or more central ideas and provide a summary of informational text</p> <p><b>R.I.8.4</b> determine the meaning of words and phrases as they are used in informational text</p> <p><b>RI.8.5</b> analyze how the structure of informational text contributes to its meaning</p> <p><b>RI.8.8</b> Trace and evaluate the argument and specific claims in a text</p>	<ul style="list-style-type: none"> <li>⤴ Author's choice: Why does it matter?</li> <li>⤴ What makes a story a “great” story?</li> <li>⤴ In what ways does creative choice impact an audience?</li> <li>⤴ Whose story is it, and why does it matter?</li> <li>⤴ What do good readers do?</li> <li>⤴ Am I clear about what I just read? How do I know?</li> <li>⤴ What makes collaboration meaningful?</li> <li>⤴ Making meaning from a variety of sources: what will help?</li> <li>⤴ When a word doesn't make sense, what can I do?</li> <li>⤴ How do I use what I know to figure out what I don't know?</li> </ul>	<ul style="list-style-type: none"> <li>⤴ figurative language</li> <li>⤴ denotative meaning</li> <li>⤴ analogy</li> <li>⤴ literal language</li> <li>⤴ connotative meaning</li> <li>⤴ allusion</li> <li>⤴ compare/contrast</li> <li>⤴ text structure</li> <li>⤴ inferences</li> <li>⤴ point of view</li> <li>⤴ dramatic irony</li> <li>⤴ suspense</li> <li>⤴ central idea</li> <li>⤴ supporting idea</li> <li>⤴ summary</li> <li>⤴ objective</li> <li>⤴ tone</li> <li>⤴ mood</li> <li>⤴ delineate</li> <li>⤴ claim</li> <li>⤴ relevant</li> <li>⤴ argument</li> <li>⤴ fact</li> <li>⤴ credibility</li> <li>⤴ opinion</li> <li>⤴ point of view</li> <li>⤴ purpose</li> <li>⤴ analyze</li> <li>⤴ collaborate</li> <li>⤴ elaborate</li> <li>⤴ integrate</li> <li>⤴ justify</li> <li>⤴ argument</li> <li>⤴ relevant/irrelevant</li> <li>⤴ evidence</li> <li>⤴ context clues</li> <li>⤴ affix/root</li> </ul>	<ul style="list-style-type: none"> <li>⤴ <b>Pre/post assessment</b></li> <li>⤴ <b>NWEA</b></li> <li>⤴ <b>Collins Writing</b></li> </ul>	<p>“King of Mazy May” “Story of an Eyewitness”</p> <p>Student interest based news texts</p> <p>McDougal Littell anthology</p>

	<p><b>RI 8.6</b> Determine an author's point of view or purpose in a text</p> <p><b>SL 8.1</b> Engage in a range of collaborative discussions</p> <p><b>SL 8.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence</p> <p><b>L 8.4</b> Determine or clarify the meaning of unknown and multiple meaning words or phrases</p> <p><b>L 8.5</b> Demonstrate understanding of word relationships</p> <p><b>L 8.6</b> Acquire and use grade appropriate words and phrases</p>		<ul style="list-style-type: none"> <li>⤴ reference material</li> <li>⤴ figure of speech</li> </ul>		
<p><b>2<sup>nd</sup> Nine Weeks</b></p>	<p><b>RL.8.1</b> Cite several pieces of textual evidence when useful to support inferences</p> <p><b>RL.8.2</b> Determine the theme or central idea</p> <p><b>RL.8.3</b> Analyze how elements in a</p>	<ul style="list-style-type: none"> <li>⤴ Author's choice: Why does it matter?</li> <li>⤴ What makes a story a “great” story?</li> <li>⤴ In what ways does creative choice impact an audience?</li> <li>⤴ Whose story is it, and why does it matter?</li> <li>⤴ What do good readers do?</li> <li>⤴ Am I clear about what I just read? How do I know?</li> </ul>	<ul style="list-style-type: none"> <li>⤴ textual evidence</li> <li>⤴ analyze</li> <li>⤴ inferences</li> <li>⤴ theme</li> <li>⤴ summary</li> <li>⤴ central idea</li> <li>⤴ opinion</li> <li>⤴ dialogue</li> <li>⤴ figurative language</li> <li>⤴ denotative meaning</li> <li>⤴ analogy</li> </ul>	<ul style="list-style-type: none"> <li>⤴ <b>Pre/post assessment</b></li> <li>⤴ <b>NWEA</b></li> <li>⤴ <b>Collins Writing</b></li> </ul>	<p><i>Johnny Tremain</i> by Esther Forbes or <i>Chains</i> by Laurie Haltz Anderson or “Diary of Anne Frank” Student interest based</p>

<p><b>story interact</b></p> <p><b>R.L.8.4</b> <b>determine the meaning of words and phrases as they are used in a narrative text</b></p> <p><b>R.L.8.5</b> <b>analyze how the structure of narrative text contributes to its meaning</b></p> <p><b>RL.8.6</b> <b>analyze how the author develops and contrasts the points of view of different characters or narrators</b></p> <p><b>RL.8.7</b> <b>compare and contrast a written story to its filmed version</b></p> <p><b>RL.8.9</b> <b>compare and contrast a fictional portrayal of a time, place or character and a historical account or the same period</b></p> <p><b>RI 8.10</b> <b>Read &amp; comprehend literary nonfiction</b></p> <p><b>SL 8.1</b> <b>Engage in a range of collaborative discussions</b></p> <p><b>SL 8.2</b> <b>Analyze the purpose and motives presented in media</b></p>	<ul style="list-style-type: none"> <li>⤴ What makes collaboration meaningful?</li> <li>⤴ Making meaning from a variety of sources: what will help?</li> <li>⤴ When a word doesn't make sense, what can I do?</li> <li>⤴ How do I use what I know to figure out what I don't know?</li> </ul>	<ul style="list-style-type: none"> <li>⤴ literal language</li> <li>⤴ connotative meaning</li> <li>⤴ allusion</li> <li>⤴ compare/contrast</li> <li>⤴ text structures</li> <li>⤴ point of view</li> <li>⤴ dramatic irony</li> <li>⤴ suspense</li> <li>⤴ render</li> <li>⤴ reading strategy</li> <li>⤴ comprehension</li> <li>⤴ collaborate</li> <li>⤴ elaborate</li> <li>⤴ integrate</li> <li>⤴ justify</li> <li>⤴ media</li> <li>⤴ formats</li> <li>⤴ motive</li> <li>⤴ argument</li> <li>⤴ relevant/irrelevant evidence</li> <li>⤴ context clues</li> <li>⤴ affix/root</li> <li>⤴ reference material</li> <li>⤴ figure of speech</li> </ul>		<p><b>news texts</b></p> <p><b>McDougal Littell anthology</b></p>
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	<p><b>SL 8.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence</p> <p><b>L 8.4</b> Determine or clarify the meaning of unknown and multiple meaning words or phrases</p> <p><b>L 8.5</b> Demonstrate understanding of word relationships</p> <p><b>L 8.6</b> Acquire and use grade appropriate words and phrases</p>				
<p><b>3<sup>rd</sup> Nine Weeks</b></p>	<p><b>RL.8.2</b> Determine the theme or central idea</p> <p><b>RL.8.3</b> Analyze how elements in a story interact</p> <p><b>R.L.8.4</b> determine the meaning of words and phrases as they are used in a narrative text</p> <p><b>R.L.8.5</b> analyze how the structure of narrative text contributes to its meaning</p> <p><b>RL.8.6</b> analyze how the author develops and contrasts the points of view of different</p>	<ul style="list-style-type: none"> <li>⤴ What do good readers do?</li> <li>⤴ Am I clear about what I just read? How do I know?</li> <li>⤴ Author's choice: why does it matter?</li> <li>⤴ What makes a story a “great” story?</li> <li>⤴ What makes collaboration meaningful?</li> <li>⤴ Making meaning from a variety of sources: what will help?</li> <li>⤴ When a word doesn't make sense, what can I do?</li> <li>⤴ How do I use what I know to figure out what I don't know?</li> </ul>	<ul style="list-style-type: none"> <li>⤴ theme</li> <li>⤴ central idea</li> <li>⤴ summary</li> <li>⤴ opinion</li> <li>⤴ dialogue</li> <li>⤴ analyze</li> <li>⤴ figurative language</li> <li>⤴ denotative meaning</li> <li>⤴ analogy</li> <li>⤴ literal language</li> <li>⤴ connotative meaning</li> <li>⤴ allusion</li> <li>⤴ compare/contrast</li> <li>⤴ text structures</li> <li>⤴ inferences</li> <li>⤴ point of view</li> <li>⤴ dramatic irony</li> <li>⤴ suspense</li> <li>⤴ textual evidence</li> <li>⤴ supporting idea</li> <li>⤴ individual</li> <li>⤴ event</li> </ul>	<ul style="list-style-type: none"> <li>⤴ <b>Pre/post assessment</b></li> <li>⤴ <b>NWEA</b></li> <li>⤴ <b>Collins Writing</b></li> </ul>	<p><b>“Flowers for Algernon”</b></p> <p><b>“Harriet Tubman: Conductor on the Underground Railroad”</b></p> <p><b>“Lincoln: A Photobiography”</b></p> <p><b>Student interest based news texts</b></p> <p><b>McDougal Littell anthology</b></p>

<p><b>characters or narrators</b></p> <p><b>RI.8.1</b> <b>Cite pieces of textual evidence to support inferences</b></p> <p><b>RI. 8.2</b> <b>determine two or more central ideas</b></p> <p><b>RI 8.3</b> <b>Analyze the interactions between individuals and events</b></p> <p><b>R.I.8.4</b> <b>determine the meaning of words and phrases as they are used in informational text</b></p> <p><b>RI.8.5</b> <b>analyze how the structure of informational text contributes to its meaning</b></p> <p><b>RI.8.8</b> <b>Trace and evaluate the argument and specific claims in a text</b></p> <p><b>RL 8.10</b> <b>Read and comprehend complex literary &amp; informational texts</b></p> <p><b>RI 8.6</b> <b>Determine an author's point</b></p>		<ul style="list-style-type: none"> <li>⤴ connection</li> <li>⤴ distinction</li> <li>⤴ refine</li> <li>⤴ delineate</li> <li>⤴ claim</li> <li>⤴ relevant</li> <li>⤴ argument</li> <li>⤴ fact</li> <li>⤴ sufficient</li> <li>⤴ credibility</li> <li>⤴ opinion</li> <li>⤴ reading strategy</li> <li>⤴ comprehension</li> <li>⤴ collaborate</li> <li>⤴ elaborate</li> <li>⤴ integrate</li> <li>⤴ justify</li> <li>⤴ argument</li> <li>⤴ relevant/irrelevant evidence</li> <li>⤴ context clues</li> <li>⤴ affix/root</li> <li>⤴ reference material</li> <li>⤴ figure of speech</li> </ul>		
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	<p><b>of view or purpose in a text</b></p> <p><b>SL 8.1</b> <b>Engage in a range of collaborative discussions</b></p> <p><b>SL 8.3</b> <b>Evaluate a speaker's point of view, reasoning, and use of evidence</b></p> <p><b>L 8.4</b> <b>Determine or clarify the meaning of unknown and multiple meaning words or phrases</b></p> <p><b>L 8.5</b> <b>Demonstrate understanding of word relationships</b></p> <p><b>L 8.6</b> <b>Acquire and use grade appropriate words and phrases</b></p>				
<p><b>4<sup>th</sup></b> <b>Nine</b> <b>Weeks</b></p>	<p><b>RL.8.1</b> <b>Cite several pieces of textual evidence when useful to support inferences</b></p> <p><b>RL.8.2</b> <b>Determine the theme or central idea</b></p> <p><b>RL.8.3</b> <b>Analyze how elements in a story interact</b></p> <p><b>R.L.8.4</b> <b>determine the meaning of words and phrases as they</b></p>	<ul style="list-style-type: none"> <li>⤴ What do good readers do?</li> <li>⤴ Am I clear about what I just read? How do I know?</li> <li>⤴ Author's choice: why does it matter?</li> <li>⤴ What makes a story a “great” story?</li> <li>⤴ In what ways does creative choice impact an audience?</li> <li>⤴ Whose story is it, and why does it matter?</li> <li>⤴ What makes collaboration meaningful?</li> <li>⤴ Making meaning from a variety of sources: what will help?</li> </ul>	<ul style="list-style-type: none"> <li>⤴ textual evidence</li> <li>⤴ analyze</li> <li>⤴ inferences</li> <li>⤴ theme</li> <li>⤴ summary</li> <li>⤴ objective</li> <li>⤴ central idea</li> <li>⤴ opinion</li> <li>⤴ dialogue</li> <li>⤴ analyze</li> <li>⤴ figurative language</li> <li>⤴ denotative meaning</li> <li>⤴ analogy</li> <li>⤴ literal language</li> <li>⤴ connotative meaning</li> <li>⤴ allusion</li> </ul>	<ul style="list-style-type: none"> <li>⤴ <b>Pre/post assessment</b></li> <li>⤴ <b>NWEA</b></li> <li>⤴ <b>Collins Writing</b></li> </ul>	<p><i><b>The Outsiders</b></i> by S.E Hinton or <i><b>Nothing But the Truth</b></i> by AVI</p> <p><b>Student interest based news texts</b></p> <p><b>McDougal Littell anthology</b></p>

<p>are used in a narrative text</p> <p><b>R.L.8.5</b> analyze how the structure of narrative text contributes to its meaning</p> <p><b>RL.8.6</b> analyze how the author develops and contrasts the points of view of different characters or narrators</p> <p><b>RL.8.7</b> compare and contrast a written story to its filmed version</p> <p><b>RL.8.9</b> compare and contrast a fictional portrayal of a time, place or character and a historical account or the same period</p> <p><b>RI 8.7</b> Evaluate content presented in different media and formats</p> <p><b>RI 8.10</b> Read and comprehend complex literary and informational texts</p> <p><b>SL 8.1</b> Engage in a range of collaborative discussions</p> <p><b>SL 8.2</b> Analyze the purpose and</p>	<ul style="list-style-type: none"> <li>⤴ When a word doesn't make sense, what can I do?</li> <li>⤴ How do I use what I know to figure out what I don't know?</li> </ul>	<ul style="list-style-type: none"> <li>⤴ compare/contrast</li> <li>⤴ point of view</li> <li>⤴ dramatic irony</li> <li>⤴ suspense</li> <li>⤴ theme</li> <li>⤴ render</li> <li>⤴ evaluate</li> <li>⤴ reading strategy</li> <li>⤴ comprehension</li> <li>⤴ collaborate</li> <li>⤴ elaborate</li> <li>⤴ integrate</li> <li>⤴ justify</li> <li>⤴ media</li> <li>⤴ formats</li> <li>⤴ motive</li> <li>⤴ argument</li> <li>⤴ relevant/irrelevant evidence</li> <li>⤴ context clues</li> <li>⤴ affix/root</li> <li>⤴ reference material</li> <li>⤴ figure of speech</li> </ul>		
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	<p><b>motives presented in media</b></p> <p><b>SL 8.3</b> <b>Evaluate a speaker's point of view, reasoning, and use of evidence</b></p> <p><b>L 8.4</b> <b>Determine or clarify the meaning of unknown and multiple meaning words or phrases</b></p> <p><b>L 8.5</b> <b>Demonstrate understanding of word relationships</b></p> <p><b>L 8.6</b> <b>Acquire and use grade appropriate words and phrases</b></p>				
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