

West Deptford Middle School Curriculum Map
English Language Arts - Grade 8

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 1: Reading Literature and Writing Narrative	<p><u>Writing & Language</u></p> <ul style="list-style-type: none"> How do writers use the writing process to help produce optimal results? How does proper grammar help me to convey my thoughts to my audience? <p><u>Reading Literature & Speaking and Listening</u></p> <ul style="list-style-type: none"> What textual evidence can I use to support my analysis? How does the relationship of the components 	<p><u>Writing & Language</u></p> <ul style="list-style-type: none"> Varying sentence structures Variety of transitions Openings and closings Descriptive details/sensory language Dialogue <p><u>Reading Literature & Speaking and Listening</u></p> <ul style="list-style-type: none"> Plot components (exposition, setting, characters, conflict, rising action, climax, falling action, 	<p>Students will be able to...</p> <p><u>Writing & Language</u></p> <ul style="list-style-type: none"> Employ the various narrative techniques Develop characters utilizing the methods of characterization Write narratives utilizing the components of plot Revise drafts with the mindset of "what to cut/what to keep" 	<p>Please reference the state's model assessment</p> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> Annotating a text Conferencing (peer and teacher) Quizzes Quick Writes/ Journals Small/whole group Tests 	<p><u>Writing</u></p> <p>LA.8.CCSS.ELA-Literacy.W.8.3a LA.8.CCSS.ELA-Literacy.W.8.3b LA.8.CCSS.ELA-Literacy.W.8.3c LA.8.CCSS.ELA-Literacy.W.8.3d LA.8.CCSS.ELA-Literacy.W.8.3e LA.8.CCSS.ELA-Literacy.W.8.5 LA.8.CCSS.ELA-Literacy.W.8.6 LA.8.CCSS.ELA-Literacy.W.8.10</p> <p><u>Language</u></p> <p>LA.8.CCSS.ELA-Literacy.L.8.1a LA.8.CCSS.ELA-Literacy.L.8.1b LA.8.CCSS.ELA-Literacy.L.8.1c LA.8.CCSS.ELA-</p>

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	<p>of a narrative establish theme?</p> <ul style="list-style-type: none"> • How does the relationship of the components help me to better understand the text? • Why do some themes and patterns recur in literature? 	<p>resolution)</p> <ul style="list-style-type: none"> • Point of View/Narrator • Character Types and Methods of Characterizations • Tone/Mood • Theme/Central Idea • Figurative Language 	<p><u>Reading Literature & Speaking and Listening</u></p> <ul style="list-style-type: none"> • Recognize how plot works to create a story • Compare works by authors or genres • Make inferences and support with textual evidence • List attributes necessary for career success • Discuss information about career areas, goals and future educational plans • Effectively communicate, 		<p>Literacy.L.8.1d LA.8.CCSS.ELA-Literacy.L.8.2a LA.8.CCSS.ELA-Literacy.L.8.2b LA.8.CCSS.ELA-Literacy.L.8.2c LA.8.CCSS.ELA-Literacy.L.8.3a</p> <p><u>Reading Literature</u> LA.8.CCSS.ELA-Literacy.RL.8.1 LA.8.CCSS.ELA-Literacy.RL.8.2 LA.8.CCSS.ELA-Literacy.RL.8.3 LA.8.CCSS.ELA-Literacy.RL.8.4 LA.8.CCSS.ELA-Literacy.RL.8.5 LA.8.CCSS.ELA-Literacy.RL.8.6 LA.8.CCSS.ELA-Literacy.RL.8.7 LA.8.CCSS.ELA-Literacy.RL.8.9 LA.8.CCSS.ELA-Literacy.RL.8.10</p>
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			<p>collaborate and lead others</p> <ul style="list-style-type: none"> Identify the differences between traditional and nontraditional careers and how such careers have evolved over time 		<p><u>Speaking & Listening</u> LA.8.CCSS.ELA-Literacy.SL.8.1a LA.8.CCSS.ELA-Literacy.SL.8.1b LA.8.CCSS.ELA-Literacy.SL.8.1c LA.8.CCSS.ELA-Literacy.SL.8.1d LA.8.CCSS.ELA-Literacy.SL.8.2 LA.8.CCSS.ELA-Literacy.SL.8.4 LA.8.CCSS.ELA-Literacy.SL.8.6</p> <p><u>Technology and Career Exploration</u> CAEP.9.2.8.B.2 CAEP.9.2.8.B.4 CAEP.9.2.8.B.1</p>
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Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 2: Reading Information and Writing Informative/ Explanatory	<p><u>Writing & Language</u></p> <ul style="list-style-type: none"> How can I maintain a formal writing style? What is the purpose of my writing? How do writers use technology to locate information to help solve problems and communicate knowledge? <p><u>Reading Information & Speaking and Listening</u></p> <ul style="list-style-type: none"> Can two or more texts provide conflicting 	<p><u>Writing & Language</u></p> <ul style="list-style-type: none"> Thesis Use of supporting details How to embed textual support Word Choice Transitions Sentence Styling Figurative Language Vocab: newsletter, flyer, report, business letter Local vs. global issue <p><u>Reading Information &</u></p>	<p>Students will be able to...</p> <p><u>Writing & Language</u></p> <ul style="list-style-type: none"> Use various forms of figurative language as a method of elaboration Compose a clear, concise thesis which explicitly states the purpose of their writing Correctly and effectively embed textual support Use appropriate and varied word choice, transitions, and 	<p>Please reference the state's model assessment</p> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> Full processed piece (multiple drafts) Graphic Organizers Independent, partner, and whole group readings/discussions Quick Writes/Journals /On Demand Prompts Peer and Teacher Conferences Tests/Quizzes 	<p><u>Writing</u></p> <p>LA.8.CCSS.ELA-Literacy.W.8.2a LA.8.CCSS.ELA-Literacy.W.8.2b LA.8.CCSS.ELA-Literacy.W.8.2c LA.8.CCSS.ELA-Literacy.W.8.2d LA.8.CCSS.ELA-Literacy.W.8.2e LA.8.CCSS.ELA-Literacy.W.8.2f LA.8.CCSS.ELA-Literacy.W.8.4 LA.8.CCSS.ELA-Literacy.W.8.5 LA.8.CCSS.ELA-Literacy.W.8.6 LA.8.CCSS.ELA-Literacy.W.8.9a LA.8.CCSS.ELA-Literacy.W.8.9b LA.8.CCSS.ELA-Literacy.W.8.10</p> <p><u>Language</u></p>

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	<p>information about a single topic?</p> <ul style="list-style-type: none"> • How are structure and meaning connected? • How can I use the words within the text to help me to make meaning for other words/phrases within the text? • How do authors use sentences to build paragraphs that develop and refine key concepts? • How does appropriate word choice help to convey the meaning and 	<p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Central Idea/Author's Purpose • Informational Text Styles/Features • Good Reader Strategies • Figurative Language • Ways to scan a text for essential information 	<p>sentences</p> <ul style="list-style-type: none"> • Understand and use technology • Select and use applications effectively • Create original works as a means of personal or group expression • Demonstrate personal responsibility for lifelong learning <p><u>Reading Information & Speaking and Listening</u></p> <ul style="list-style-type: none"> • Identify/summarize the author's purpose and the central idea within the text 		<p>LA.8.CCSS.ELA-Literacy.L.8.2a LA.8.CCSS.ELA-Literacy.L.8.2b LA.8.CCSS.ELA-Literacy.L.8.2c LA.8.CCSS.ELA-Literacy.L.8.3a LA.8.CCSS.ELA-Literacy.L.8.4b LA.8.CCSS.ELA-Literacy.L.8.4c LA.8.CCSS.ELA-Literacy.L.8.4d</p> <p><u>Reading Literature</u></p> <p>LA.8.CCSS.ELA-Literacy.RL.8.1 LA.8.CCSS.ELA-Literacy.RL.8.2 LA.8.CCSS.ELA-Literacy.RL.8.3 LA.8.CCSS.ELA-Literacy.RL.8.4 LA.8.CCSS.ELA-Literacy.RL.8.5 LA.8.CCSS.ELA-Literacy.RL.8.6 LA.8.CCSS.ELA-Literacy.RL.8.7</p>
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	<p>tone of the text?</p> <ul style="list-style-type: none"> • How does the author use language to connect this piece of writing to that of others? • What do good readers do to make sense of a text/ • What is the central idea of the text? How can I uncover it? How does the author develop it? 		<ul style="list-style-type: none"> • Use the strategies of a good reader to better understand the text • Use the traits of an informational text to locate information • Analyze the structure of a text for its overall effectiveness • Go back into the text and use key ideas for support • Be aware of an analyze contradictory information • Locate/analyze supporting details from the 		<p>LA.8.CCSS.ELA-Literacy.RL.8.8 LA.8.CCSS.ELA-Literacy.RL.8.9 LA.8.CCSS.ELA-Literacy.RL.8.10</p> <p><u>Speaking and Listening</u> LA.8.CCSS.ELA-Literacy.SL.8.1a LA.8.CCSS.ELA-Literacy.SL.8.1b LA.8.CCSS.ELA-Literacy.SL.8.1c LA.8.CCSS.ELA-Literacy.SL.8.1d LA.8.CCSS.ELA-Literacy.SL.8.2 LA.8.CCSS.ELA-Literacy.SL.8.4 LA.8.CCSS.ELA-Literacy.SL.8.5 LA.8.CCSS.ELA-Literacy.SL.8.6</p> <p><u>Technology and Career Exploration</u> TECH.8.1.8.A.2 TECH.8.1.8.A.1</p>
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			<p>text that can be used to support their thesis</p> <ul style="list-style-type: none">• Correctly and effectively embed textual support• Identify/define/develop an understanding for new and unfamiliar words• Discuss information about career areas, goals and future educational plans		<p>CAEP.9.2.8.B.1 TECH.8.1.8.B.1</p>
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Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 3: Reading Information and Writing Argument	<p><u>Writing & Language</u></p> <ul style="list-style-type: none"> •How can I effectively conclude my argument paper? •How can I evaluate the credibility of my sources to give proper citation? •How can I organize and develop a logical argument? •How can I write a thesis statement to state my claim? •How can I write an effective introduction? •How do I anticipate and address counterarguments? •How do I use each step in the writing process to develop and strengthen my argument? •How do my reasons 	<p><u>Writing & Language</u></p> <ul style="list-style-type: none"> • Purposes of argument • Terms: argument, counterclaim, reasons, evidence, thesis, works cited, call to action, credibility, plagiarism • Structure element and development of an argument • Debatable thesis/claim in order to be an argument • Transitions (words, phrases, sentences) • Consistent formal style; consistent point 	<p>Students will be able to...</p> <p><u>Writing & Language</u></p> <ul style="list-style-type: none"> • Identify purposes and audiences for writing • Choose a debatable topic • Write a thesis statement to introduce a claim • Evaluate and determine the validity and logic of reasoning • Link reasoning to thesis • Gather relevant information from multiple sources using search terms 	<p>Please reference the state's model assessment</p> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Graphic Organizers • Drafts with evidence of revision • Full processed piece • Highlighting • Class Discussions • Journals • Annotated Non-Fiction Pieces 	<p><u>Writing</u></p> <p>LA.8.CCSS.ELA-Literacy.W.8.1 LA.8.CCSS.ELA-Literacy.W.8.1a LA.8.CCSS.ELA-Literacy.W.8.1b LA.8.CCSS.ELA-Literacy.W.8.1c LA.8.CCSS.ELA-Literacy.W.8.1d LA.8.CCSS.ELA-Literacy.W.8.1e LA.8.CCSS.ELA-Literacy.W.8.4 LA.8.CCSS.ELA-Literacy.W.8.5 LA.8.CCSS.ELA-Literacy.W.8.6 LA.8.CCSS.ELA-Literacy.W.8.8 LA.8.CCSS.ELA-Literacy.W.8.9</p> <p><u>Language</u></p> <p>LA.8.CCSS.ELA-Literacy.L.8.1</p>

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	<p>link to my thesis?</p> <ul style="list-style-type: none"> •How do purpose and audience influence an author's work? •How do transitions help readers to follow the logic of my argument? •How do writers use technology to effectively communicate information? •What are the elements and structure of an argument? •What sources can I use to gather relevant evidence? <p><u>Reading Information & Speaking and Listening</u></p> <ul style="list-style-type: none"> •How can I use cues from the writer to identify the organizational 	<p>of view</p> <ul style="list-style-type: none"> • Inference • Digital tools • Local vs. global issue • Citations • Database <p><u>Reading Information & Speaking and Listening</u></p> <ul style="list-style-type: none"> • Difference between explicit statements and an inference • Cues from transition words, headings, cause/effect, chronological order, order of importance • Audience/Purpose • Key Terms: valid, logical, relevant, reasonable 	<p>effectively, when applicable</p> <ul style="list-style-type: none"> • Cite specific textual evidence from a source to support an argument • Determine sufficiency of evidence • Assess credibility of sources • Reference and cite sources • Acknowledge and distinguish the claim from opposing claims • Use transitions to create cohesion and clarify relationships among sections of the paper • Write openings and concluding paragraphs that 		<p>LA.8.CCSS.ELA-Literacy.L.8.1d LA.8.CCSS.ELA-Literacy.L.8.2 LA.8.CCSS.ELA-Literacy.L.8.2b</p> <p><u>Reading Information</u></p> <p>LA.8.CCSS.ELA-Literacy.RI.8.1 LA.8.CCSS.ELA-Literacy.RI.8.5 LA.8.CCSS.ELA-Literacy.RI.8.6 LA.8.CCSS.ELA-Literacy.RI.8.8 LA.8.CCSS.ELA-Literacy.RI.8.9</p> <p><u>Speaking and Listening</u></p> <p>LA.8.CCSS.ELA-Literacy.SL.8.1c LA.8.CCSS.ELA-Literacy.SL.8.1d</p> <p><u>Technology and Exploration</u></p> <p>CAEP.9.2.8.B.7</p>
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	<p>structure of an argument to deepen my understanding?</p> <ul style="list-style-type: none"> •How do writers use the same information for different claims? •How does knowing the purpose and intended audience of a text help me understand its content? •If the claim isn't stated explicitly, how do I use the text to draw logical inferences to deepen my understanding? •Why is it important for me to question the information in an argument for its validity and relevancy? 	<ul style="list-style-type: none"> • Annotations • Methods for collegial discussion 	<p>suit the argument presented</p> <ul style="list-style-type: none"> • Develop and strengthen writing using the writing process • Understand and use technology • Select and use applications effectively • Create original works as a means of personal or group expression • Develop cultural understanding and global awareness by engaging with learners of other cultures • Demonstrate personal responsibility for lifelong 		<p>TECH.8.1.8.D.2 TECH.8.1.8.C.1 TECH.8.1.8.E.1 TECH.8.1.8.A.2 TECH.8.1.8.A.1 TECH.8.1.8.B.1 TECH.8.1.8.F.1</p>
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			<p>learning</p> <ul style="list-style-type: none">• Plan strategies to guide inquiry• Locate, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media• Evaluate and select information sources and digital tools based on the appropriateness for the task at hand• Collect and analyze data to identify solutions and/or make informed decisions <p><u>Reading Information & Speaking and</u></p>		
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			<p><u>Listening</u></p> <ul style="list-style-type: none">• Identify purposes and audience for the writing• Analyze the structure of text• Cite specific textual evidence to support conclusions drawn from the text• Critique the validity of reasons and relevance of reasons• Interpret and explain evidence to demonstrate understanding of the argument• Critique counterarguments• Delineate specific claims• Evaluate the		
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			<p>soundness of the reasoning and relevancy and sufficiency of the evidence</p> <ul style="list-style-type: none">• Compare and contrast multiple texts on the same topic• Use speaking techniques effective for presentations and discussions		
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Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 4: Reading Literature and Writing Literary Analysis	<p><u>Writing & Language</u></p> <ul style="list-style-type: none"> • How can I maintain a formal writing style? • How can textual evidence support my analysis? • What is the best way for me to organize my ideas? • What is the purpose of my writing? <p><u>Reading Literature & Speaking and Listening</u></p> <ul style="list-style-type: none"> • How are structure and meaning 	<p><u>Writing & Language</u></p> <ul style="list-style-type: none"> • Annotations • Word choice • Textual evidence • Personal response <p><u>Reading Literature & Speaking and Listening</u></p> <ul style="list-style-type: none"> • Schema • Basic plot elements • Basic conventions of suspense • Predictions • Inferences • Main idea 	<p>Students will be able to...</p> <p><u>Writing & Language</u></p> <ul style="list-style-type: none"> • Annotate a text to demonstrate one's thinking • Select appropriate words to convey meaning • Identify/analyze the theme within a text and across multiple texts • Use textual evidence to support one's analysis of a text • Identify one's personal response to a text and analyze 	<p>Please reference the state's model assessment.</p> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Annotating of a text • Graphic organizers • Independent, partner, and whole group readings • Journals • Multiple drafts • Peer and teacher conferences • Peer and whole group discussions • Quickwrites 	<p><u>Writing</u></p> <p>LA.8.CCSS.ELA-Literacy.W.8.2a LA.8.CCSS.ELA-Literacy.W.8.2b LA.8.CCSS.ELA-Literacy.W.8.2c LA.8.CCSS.ELA-Literacy.W.8.2d LA.8.CCSS.ELA-Literacy.W.8.2e LA.8.CCSS.ELA-Literacy.W.8.2f LA.8.CCSS.ELA-Literacy.W.8.4 LA.8.CCSS.ELA-Literacy.W.8.5 LA.8.CCSS.ELA-Literacy.W.8.6 LA.8.CCSS.ELA-Literacy.W.8.9a LA.8.CCSS.ELA-Literacy.W.8.10</p> <p><u>Language</u></p> <p>LA.8.CCSS.ELA-Literacy.L.8.2a</p>

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	<p>connected?</p> <ul style="list-style-type: none"> • How does my personal response to literature contribute of my overall understanding? • How does the author develop his or her characters? • How does the author use language to connect his or her story with other stories and ideas? • What happens to the characters, setting and plot as the theme develops? • What is the point of view? 	<ul style="list-style-type: none"> • Cause and effect • Theme 	<p>how it helps to develop a better understanding of a text</p> <p><u>Reading Literature & Speaking and Listening</u></p> <ul style="list-style-type: none"> • Activate their schema and use that knowledge to better understand the text • Identify the elements of plot • Make predictions using textual support • Make/support inferences using the text • Identify the main idea of a piece of 	<ul style="list-style-type: none"> • Quizzes • Reader response log • Tests 	<p>LA.8.CCSS.ELA-Literacy.L.8.2b LA.8.CCSS.ELA-Literacy.L.8.2c LA.8.CCSS.ELA-Literacy.L.8.3a LA.8.CCSS.ELA-Literacy.L.8.4a LA.8.CCSS.ELA-Literacy.L.8.4b LA.8.CCSS.ELA-Literacy.L.8.4c LA.8.CCSS.ELA-Literacy.L.8.4d LA.8.CCSS.ELA-Literacy.L.8.5a LA.8.CCSS.ELA-Literacy.L.8.5b LA.8.CCSS.ELA-Literacy.L.8.5c LA.8.CCSS.ELA-Literacy.L.8.6</p> <p><u>Reading Literature</u> LA.8.CCSS.ELA-Literacy.RL.8.1 LA.8.CCSS.ELA-Literacy.RL.8.2 LA.8.CCSS.ELA-Literacy.RL.8.3</p>
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	<p>How does this drive a piece of literature?</p> <ul style="list-style-type: none"> • What is a theme? How can I uncover it within the text? • What key elements occur in the text? How can I identify them? • Why do some themes and patterns recur in literature? Why is it important for me to know that? 		<p>literature</p> <ul style="list-style-type: none"> • Track the cause and effect developments within the plot of a piece of literature 		<p>LA.8.CCSS.ELA-Literacy.RL.8.4 LA.8.CCSS.ELA-Literacy.RL.8.5 LA.8.CCSS.ELA-Literacy.RL.8.6 LA.8.CCSS.ELA-Literacy.RL.8.7 LA.8.CCSS.ELA-Literacy.RL.8.9 LA.8.CCSS.ELA-Literacy.RL.8.10</p> <p><u>Speaking & Listening</u></p> <p>LA.8.CCSS.ELA-Literacy.SL.8.1a LA.8.CCSS.ELA-Literacy.SL.8.1b LA.8.CCSS.ELA-Literacy.SL.8.1c LA.8.CCSS.ELA-Literacy.SL.8.1d LA.8.CCSS.ELA-Literacy.SL.8.2 LA.8.CCSS.ELA-Literacy.SL.8.3 LA.8.CCSS.ELA-Literacy.SL.8.4 LA.8.CCSS.ELA-</p>
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					Literacy.SL.8.5 LA.8.CCSS.ELA- Literacy.SL.8.6 <u>Technology and Career Exploration</u> CAEP.9.2.8.B.3
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Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 5: Reading Literature/Information and Writing Narrative/Argument	<p><u>Writing & Language</u></p> <ul style="list-style-type: none"> • How can I best organize my writing so that my writer is engaged? • Is a rebuttal always necessary? • What can I do to ensure that my writing appeals to my audience? • What is the best choice for my writing when it comes to using figurative language? • How do writers use technology to effectively communicate 	<p><u>Writing & Language</u></p> <ul style="list-style-type: none"> • thesis • transitional words, phrases, and sentences • point-of-view • sentence patterns • rebuttal • digital tools • local vs. global issue • citations • database <p><u>Reading Literature/ Information & Speaking and Listening</u></p>	<p>Students will be able to...</p> <p><u>Writing & Language</u></p> <ul style="list-style-type: none"> • Compose a well-written thesis • Develop a chart that organizes the transitional words and phrases they locate within a piece of literature and use that within their writing. • Compose sentences that uses varied sentence patterns. • Decide if a rebuttal would enhance writing. 	<p>Please reference the state's model assessment.</p> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Annotations • Journals • Multiple drafts • On-demand prompts • Processed piece • Quickwrites • Reader Response Logs • Student-led discussions 	<p><u>Writing</u></p> <p>LA.8.CCSS.ELA-Literacy.CCRA.W.1 LA.8.CCSS.ELA-Literacy.CCRA.W.4 LA.8.CCSS.ELA-Literacy.CCRA.W.5 LA.8.CCSS.ELA-Literacy.W.8.1 LA.8.CCSS.ELA-Literacy.W.8.1a LA.8.CCSS.ELA-Literacy.W.8.1b LA.8.CCSS.ELA-Literacy.W.8.1c LA.8.CCSS.ELA-Literacy.W.8.1d LA.8.CCSS.ELA-Literacy.W.8.1e LA.8.CCSS.ELA-Literacy.W.8.2b LA.8.CCSS.ELA-Literacy.W.8.2c LA.8.CCSS.ELA-Literacy.W.8.2d LA.8.CCSS.ELA-Literacy.W.8.2e</p>

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	<p>information?</p> <p><u>Reading</u> <u>Literature/</u> <u>Information &</u> <u>Speaking and</u> <u>Listening</u></p> <ul style="list-style-type: none"> • How can annotating a text be helpful to not only myself but also during discussions? • How can going back to and using the text help to support and deepen my understanding? • How can the words of a character help to propel the plot? • What is the central/main idea of a text? How can I 	<ul style="list-style-type: none"> • elements of plot • annotations • central idea • author's purpose • point-of-view • characterization • inferences 	<ul style="list-style-type: none"> • Understand and use technology • Select and use applications effectively • Create original works as a means of personal or group expression • Develop cultural understanding and global awareness by engaging with learners of other cultures • Demonstrate personal responsibility for lifelong learning • Plan strategies to guide inquiry 		<p>LA.8.CCSS.ELA-Literacy.W.8.2f LA.8.CCSS.ELA-Literacy.W.8.4</p> <p><u>Language</u> LA.8.CCSS.ELA-Literacy.CCRA.L.1 LA.8.CCSS.ELA-Literacy.CCRA.L.2 LA.8.CCSS.ELA-Literacy.CCRA.L.4 LA.8.CCSS.ELA-Literacy.CCRA.L.5 LA.8.CCSS.ELA-Literacy.L.8.1 LA.8.CCSS.ELA-Literacy.L.8.1a LA.8.CCSS.ELA-Literacy.L.8.1b LA.8.CCSS.ELA-Literacy.L.8.1c LA.8.CCSS.ELA-Literacy.L.8.1d LA.8.CCSS.ELA-Literacy.L.8.2 LA.8.CCSS.ELA-Literacy.L.8.2a LA.8.CCSS.ELA-Literacy.L.8.2b</p>
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	<p>uncover it? How does the author develop it?</p>		<ul style="list-style-type: none"> • Locate, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media • Evaluate and select information sources and digital tools based on the appropriateness for the task at hand • Collect and analyze data to identify solutions and/or make informed decisions <p><u>Reading Literature/ Information & Speaking and</u></p>		<p>LA.8.CCSS.ELA-Literacy.L.8.2c LA.8.CCSS.ELA-Literacy.L.8.4 LA.8.CCSS.ELA-Literacy.L.8.4a LA.8.CCSS.ELA-Literacy.L.8.4b LA.8.CCSS.ELA-Literacy.L.8.4c LA.8.CCSS.ELA-Literacy.L.8.4d LA.8.CCSS.ELA-Literacy.L.8.5 LA.8.CCSS.ELA-Literacy.L.8.5a LA.8.CCSS.ELA-Literacy.L.8.5b LA.8.CCSS.ELA-Literacy.L.8.5c</p> <p><u>Reading Literature and Reading Information</u> LA.8.CCSS.ELA-Literacy.CCRA.R.1 LA.8.CCSS.ELA-Literacy.CCRA.R.2 LA.8.CCSS.ELA-Literacy.CCRA.R.3</p>
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West Deptford Middle School Curriculum Map
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			<p><u>Listening</u></p> <ul style="list-style-type: none"> • Identify the elements of plot within a piece of literature. • Identify the central idea. • Identify the author's purpose. 		<p>LA.8.CCSS.ELA-Literacy.CCRA.R.4 LA.8.CCSS.ELA-Literacy.CCRA.R.5 LA.8.CCSS.ELA-Literacy.CCRA.R.6 LA.8.CCSS.ELA-Literacy.CCRA.R.8 LA.8.CCSS.ELA-Literacy.CCRA.R.9 LA.8.CCSS.ELA-Literacy.CCRA.R.10 LA.8.CCSS.ELA-Literacy.RL.8.1 LA.8.CCSS.ELA-Literacy.RL.8.2 LA.8.CCSS.ELA-Literacy.RL.8.3 LA.8.CCSS.ELA-Literacy.RL.8.4 LA.8.CCSS.ELA-Literacy.RL.8.5 LA.8.CCSS.ELA-Literacy.RL.8.6 LA.8.CCSS.ELA-Literacy.RL.8.9 LA.8.CCSS.ELA-Literacy.RL.8.10 LA.8.CCSS.ELA-Literacy.RI.8.10</p>
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					<p><u>Speaking & Listening</u> LA.8.CCSS.ELA-Literacy.CCRA.R.7 LA.8.CCSS.ELA-Literacy.CCRA.R.8 LA.8.CCSS.ELA-Literacy.CCRA.SL1 LA.8.CCSS.ELA-Literacy.CCRA.SL2 LA.8.CCSS.ELA-Literacy.CCRA.SL3 LA.8.CCSS.ELA-Literacy.RI.8.7 LA.8.CCSS.ELA-Literacy.RI.8.8 LA.8.CCSS.ELA-Literacy.SL.8.1 LA.8.CCSS.ELA-Literacy.SL.8.1a LA.8.CCSS.ELA-Literacy.SL.8.1b LA.8.CCSS.ELA-Literacy.SL.8.1c LA.8.CCSS.ELA-Literacy.SL.8.1d LA.8.CCSS.ELA-Literacy.SL.8.2 LA.8.CCSS.ELA-</p>
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					Literacy.SL.8.3 <u>Technology and Career Exploration</u> CAEP.9.2.8.B.7 TECH.8.1.8.D.2 TECH.8.1.8.C.1 TECH.8.1.8.E.1 TECH.8.1.8.A.2 TECH.8.1.8.A.1 TECH.8.1.8.B.1 TECH.8.1.8.F.1
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