**Covington Middle School Curriculum Map**

**Class: 8th Grade ELA**

| ***TIME:*** *When and for how long will the content be taught* | ***Standard:***  *List the exact standard as adopted or our locally adopted skill* | ***Topic:***  *Brief explanation of what you will be doing to teach this standard* | ***Assessments:*** *How and when students will be assessed* |
| --- | --- | --- | --- |
| **August:**  2 weeks  All year  2-3 weeks | **Standards:**  RV.3.2 Determine the meaning of words and phrases in nonfiction text  RN.2.2 Central Idea  RV.1 Acquire and use general academic and content-specific words and phrases  RN.2.1 Make inferences and cite text evidence  RN.2.3 Make connections RN.3.2 Analyze how specific paragraphs and sentences develop a key concept.  RV.1, RV.2.1, RV.2.2, RV.2.2, RV.2.3, RV.2.4, RV.2.5, RV.3.1, RV.3.2, RV.3.3  W.6.1 | **Teaching Methods:**  “The Medicine Bag”   * Symbolism * Summarizing * Vocabulary * Analyze the Text in RACE format   Prestwick House Power Plus Vocabulary  Parts of Speech Review  Nouns, Verbs, Prepositions | **Assessments:**  Pearson Realize Selection Assessment  Power Plus Assessments  Quizlet  No Red Ink  IXL  Language Network |
| **September:**  3 days  1 week  1.5 weeks  1 week  2 days but continuously review  1 week  1 week but continuously review  Bi-weekly/Periodically  2.5 weeks  4 weeks  All Year | **Standards:**  ML.1 Analyze media  RV.1 Acquire and use content-specific vocabulary  RN.4.2 Evaluate the advantages and disadvantages of using different mediums to present an idea.  W.3.3 Narrative Composition W.4 Writing Process  RV.3.2 Determine the meaning of words and phrases in nonfiction text  RV.2.3 Connotations and Denotations  RV.1 Acquire and use content-specific vocabulary  RV.2.4 Greek or Latin affixes and roots  RN.2.1 Make inferences and cite text evidence  RN.2.3 Make connections RN.3.2 Analyze how specific paragraphs and sentences develop a key concept  SL.2.1 Engage in collaborative discussions.  SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence for materials.  SL.2.4 Pose questions that connect the ideas of several speakers and respond to others’ questions with relevant evidence  SL.2.5 Acknowledge new information expressed by others, and justify personal views in reference to the evidence presented.  RL.3.1 Compare and contrast the structure of two or more related works of literature.  RL.2.1 Inferences supported by text evidence  RL.2.2 Development of theme or central idea  RL.2.3 Analyze how specific lines of literature propel the action, reveal aspects of a character, or provoke a decision.  RV.3.1 Impact of word choices on meaning and tone  SL.2.1 Engage in collaborative discussions.  SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence for materials.  SL.2.4 Pose questions that connect the ideas of several speakers and respond to others’ questions with relevant evidence  SL.2.5 Acknowledge new information expressed by others, and justify personal views in reference to the evidence presented.  W.6.1b Verbs  W.6.1b Verbs  W.6.1b Verbs  W.6.1b Verbs  RV.2.3 Connotations and Denotations  W.6.1e Usage  W.6.2a Capitalization  W.6.2b Punctuation  W.6.2c Spelling  W.6.1d Phrases and Clauses  RV.2.4 Greek or Latin affixes and roots  W.6.1d Phrases and Clauses  RL.2.2 - Development of theme  RL.2.1 - Cite text evidence to support inferences  RL.2.3 - Analyze how specific lines of dialogue in literature propel the action, reveal aspects of a character, or provoke a decision.  Standards will be covered based on individual weaknesses. | **Teaching Methods:**  “Apache Girl’s Rite of Passage” Video   * First-View * Analyze Media * Media Vocabulary * Compare and Contrast   Nonfiction Narrative   * Elements of a Nonfiction Narrative * Find elements of a nonfiction narrative in the model text “Red Roses.” * Write a nonfiction narrative.   “You Are the Electric Boogaloo” and “Just Be Yourself”   * First-Read and Close Read * Author’s Word Choice: Tone * Denotation and Connotations * Vocabulary * Latin suffix -ous * Analyze the Text using RACE format * Collaborative Discussions   “Hanging Fire” and “Translating Grandfather’s House”   * First-Read and Close Read * Analyze the Text using RACE format * Elements of Lyric and Narrative Poems * Word Choice * Collaborative Discussions   Active and Passive Voice - Videos on Canvas, Teachers Pay Teachers material  Verbals - Language Network  Verb Moods - Slideshow and Teachers Pay Teachers material  Daily Language Review   * Verbals * Connotations * Active and Passive Voice * Verb Mood * Proofreading * Combining Sentences * Greek and Latin Root Words * Inappropriate shift in verb voice and verb mood.   Sentence Structure   * Language Network * Google Slides with Pear Deck   Class Novel   * *The Skin I’m In* * *Freak the Mighty* * *The Schwa Was Here* * *Absolutely True Diary of a Part-Time Indian* * *The House on Mango Street* * *Out of the Dust* * *All Quiet on the Western Front* * *The Girl Who Drank the Moon*   Study Island | **Assessments:**  Pearson Realize Selection Assessment  Students write a nonfiction narrative. No Red Ink  Pearson Realize Selection Assessment  Pearson Realize Selection Assessment  Teacher-created quiz  Language Network Chapter Assessment  No Red Ink  IXL  Verb Mood Memes Slideshow  Quizizz  Teacher-created quizzes  Language Network Assessment  Quizizz  No Red Ink  IXL  Literary Analysis Essay - No Red Ink  Accelerated Reader Test  Study Island |
| **October:**  1.5 weeks  1.5 weeks  Daily  1 week | **Standards:**  RV.1 - Acquire and use content-specific vocabulary  RV.2.1 - Use context clues.  RV.2.4 - Green or Latin affixes and roots  RL.3.2 - Point of view reflects heritage, traditions, attitudes, and beliefs.  RL.2.1 - Inferences supported by text evidence  SL.2.1 Engage in collaborative discussions.  SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence for materials.  SL.2.4 Pose questions that connect the ideas of several speakers and respond to others’ questions with relevant evidence  SL.2.5 Acknowledge new information expressed by others, and justify personal views in reference to the evidence presented.  W.6.1b Verbs  RL.2.2 Development of theme or central idea  RL.2.3 Analyze how specific lines of dialogue in literature propel the action, reveal aspects of a character, or provoke a decision.  RV.2.4 Greek or Latin  Roots  RV.1 Acquire and use content-specific vocabulary  RV.3.1 Impact of word choices on meaning and tone, including figurative language  W.6.1d Phrases and Clauses  W.6.1b Verbs  W.6.2a Capitalization  W.6.2b Punctuation  W.6.2c Spelling  RV.2.1 Context Clues  Verbals | **Teaching Methods:**  “The Setting Sun and the Rolling World”   * First-Read and Close Read * Vocabulary * Root word -psych- * Point of View * Theme * Verb Mood Review * Analyze the Text using RACE format * Collaborative Discussion   “The Diary of Anne Frank”  Part I   * First-Read and Close Read * Analyze the Text using RACE format * Mood * Conflict * Dramatic Irony * Vocabulary * Latin Suffix -ion * Principal Parts of Verbs   Daily Language Review   * Sentence Structure * Context Clues * Verbals * Proofreading * Inappropriate shift in verb voice or mood | **Assessments:**  Pearson Realize Selection Assessment  Unit 1 Assessment  Pearson Realize Selection Assessment  Teacher-created quiz |
| **November:**  1.5 weeks  1.5 weeks  2 days  4 days  5 days | **Standards:**  RL.2.1 Cite text evidence to support inferences  RL.2.3 Analyze how specific lines of dialogue in literature propel the action, reveal aspects of a character, or provoke a decision.  RV.2.4 Greek or Latin  Roots  RV.1 Acquire and use content-specific vocabulary  RV.3.1 Impact of word choices on meaning and tone, including figurative language  RV.3.1/RV.3.2 Analyze the meaning of words used in literature and nonfiction text, including figurative and connotative meanings; analyze the impact  RL.2.1/RN.2.1 Cite text evidence to support inferences  RV.2.4 Greek or Latin affixes and roots  RV.3.1/RV.3.2 Impact of word choices on meaning and tone, including figurative language  RV.2.1 Use context to determine or clarify the meaning of words and phrases  RL.3.1 Compare and contrast the structure of two or more related works and analyze how different structures of text contribute to its meaning.  W.3.2 Write informative compositions.  W.4 Writing Process  W.3.2 Write informative compositions.  W.4 Writing Process | **Teaching Methods:**  “The Diary of Anne Frank” Part II   * First-Read and Close Read * Analyze the Text using RACE format * Characters’ Motivations * Vocabulary * Latin Suffix: -ent * Simple Tenses of Verbs * Consistent Verb Tense   Literature Circles   * Vocabulary Connotations * Analyze the Text   RACE format   * Connections   Pearson Textbook/Mini-Lesson   * Latin Root -strict- * Author’s Style/Word Choice   No Red Ink   * Commonly Confused Words   “The Diary of Anne Frank,” “World War II Timeline,” “Historical Perspectives”   * Compare and Contrast writing * Writing Process   “The Diary of Anne Frank,” “World War II Timeline,” “Historical Perspectives”   * Explanatory Essay * Writing Process | **Assessments:**  **Pearson Realize Selection Assessment**  Literature Circle Meeting Sheets  Canvas Quiz  No Red Ink  Essay  Essay |
| **December:**  2 weeks  1.5 weeks | **Standards:**  RL.2.1/RN.2.1Cite text evidence to support inferences  RL.2.3 Analyze how specific lines of dialogue in literature propel the action, reveal aspects of a character, or provoke a decision.  RL.2.2/RN.2.2 Analyze the development of a theme or central idea; provide a detailed summary that supports the analysis.  RV.2.1 Use context to determine or clarify the meaning of words and phrases.  RN.2.1/RL2.1 Cite text evidence to support an inference.  RN.3.3 Determine an author’s perspective or purpose  W.6.1 Demonstrate command of English grammar and usage  W.6.1e Build upon and continue applying conventions learned previously | **Teaching Methods:**  Literature Circles   * Analyze how dialogue/specific text propels the action of the story. * Analyze how dialogue/specific text develops a character. * Summarize the text. * Context Clues * Development of theme * Making and supporting inferences   Pearson Textbook/Mini-Lesson   * Author’s Purpose and Point of View * Perfect Tenses of Verbs   Subject-Verb Agreement   * Language Network textbook * Google Slides * No Red Ink | **Assessments:**  Literature Circle Meeting Sheets  Accelerated Reader comprehension tests  Canvas Quiz  Unit 2 Assessment  Language Network Assessment  No Red Ink  Quizizz |
| **January:**  1 day  6 days  3 weeks | **Standards:**  RN.3.3 Determine an author’s perspective or purpose; analyze how the author acknowledges and responds to conflicting evidence or viewpoints  RN.3.2 Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept  RN.2.1 Cite text evidence that supports an analysis or an inference  RN.2.3 Analyze how a text makes connections and distinctions among individuals, events, and ideas  RV.3.2 Determine the meaning of words and phrases as they are used in nonfiction text; analyze the impact of words on meaning and tone  RV.2.4 Use common Greek or Latin affixes and roots as clues to the meaning of a word  W.6.1a Pronoun - Students are expected to build upon and continue applying conventions learned previously  RN.2.1 Cite textual evidence to support inferences.  RN.3.3 Determine an author’s perspective or purpose.  RN.4.1 Delineate and evaluate the argument and specific claims in a text, assess whether reasoning is sound and evidence is relevant  RN.4.3 Analyze a case in which two or more texts provide conflicting information on the same topic.  RV.1 Acquire and use grade-appropriate vocabulary.  RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots.  RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including connotative meanings; analyze the impact of specific word choices on meaning and tone.  W.3.1 Write arguments in a variety of forms.  W.6.1b Verbs - functions of verbals, active and passive voice, shift in verb voice  W.6.1d phrases and clauses  W.6.1a Pronouns | **Teaching Methods:**  “Freedom of the Press?”   * Author’s Purpose/Claim * Counterclaim   “Barrington Irving, Pilot and Educator”   * First-Read and Close Read * Analyze the Text using RACE format * Characterization in Nonfiction * Vocabulary * Old English suffix -ful * Nouns and Pronouns   Comparing Texts “Three Cheers for the Nanny State” and “Ban the Ban”   * First-Read and Close Read * Analyze the Text * Author’s Argument: claim, fact, opinion, logical reasoning, perspective, bias * Concept Vocabulary * Word Study - Latin root -just-, Latin prefix ex- * Conventions: clauses and sentence structures * Argumentative Essay   DLR   * Verbals * Verb Voice * Phrases * Clauses * Proofreading   Pronouns   * Language Network Ch.3 * No Red Ink | **Assessments:**  Annotations  Pearson Realize - Selection Assessment  Pearson Realize - Selection Assessment  Essay  Quizzes  No Red Ink  IXL  Language Network Assessment |
| **February:**  1.5 week  2.5 weeks | **Standards:**  RN.2.1 Cite textual evidence to support inferences.  RN.3.2 Analyze in detail the structure of a specific paragraph in a text.  RN.4.1 Delineate and evaluate the argument and specific claims in a text, assess whether reasoning is sound and evidence is relevant  RV.2.1 Use context to determine or clarify the meaning of words and phrases  RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots.  RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including connotative meanings; analyze the impact of specific word choices on meaning and tone.  W.6.1a Pronouns  W.3.1 Write arguments in a variety of forms.  RN.2.1 Cite textual evidence to support inferences.  RN.3.2 Analyze in detail the structure of a specific paragraph in a text.  RN.3.3 Determine an author’s perspective or purpose in a text.  RN.4.1 Evaluate the argument and specific claims in a text, assessing whether the evidence is relevant.  RN.4.2 Evaluate the advantages and disadvantages of using different mediums.  RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots.  RV.2.5 Select appropriate general and specialized reference materials.  RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including connotative meanings; analyze the impact of specific words choices on meaning and tone.  SL.3.1 Analyze the purpose of information presented in diverse media and formats and evaluate the motives.  W.6.1c Adjectives and Adverbs  W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic of study.  W.3.1 Write arguments in a variety of formats  W.4 Writing Process  W.6.2b Punctuation | **Teaching Methods:**  “Words Do Not Pay”   * Analyze the Text * Author’s Claim * Persuasive Techniques and Word Choice * Context Clues * Parallelism * Research   Pronouns   * Language Network Ch.3 * No Red Ink   Argumentative Writing for Debate Preparation  “Follow the Rabbit-Proof Fence” and “The Moth Presents: Aleeza Kazmi”   * First-Read and Close Read * Analyze the Text * Analyze the Media * Concept Vocabulary * Word Study - Suffix -ly * Descriptive Writing - sensory details, author’s point of view, mood * Conventions: Adjectives and Adverbs   Debate Preparation  DLR   * Revising Sentences | **Assessments:**  Pearson Realize - Selection Assessment  No Red Ink - Parallelism  No Red Ink  IXL  Writing  Essay  Pearson Realize - Selection Assessment  Unit 3 Assessment  No Red Ink  Writing  DLR Quiz |
| **March:**  2.5 Weeks  1-2 weeks | **Standards:**  W. 3.1 Write arguments in a variety of forms.  SL.2.1 Engage effectively in a range of collaborative discussions.  SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study.  SL.2.3 Follow rules for considerate discussion and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  SL.2.4 Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence.  SL.2.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.  W.6.2a Capitalization  W.6.2b Punctuation | **Teaching Methods:**  Debate Preparation   * Group Organization * Group Packets on Google Drive * *The Great Debaters* movie * Research * Group work   Language   * Capitalization * Punctuation (Restrictive and Nonrestrictive Clauses) | **Assessments:**  Debate Rubric  Group participation sheet  No Red Ink  IXL |
| **April:**  2 weeks  1.5 week | **Standards:**  RL.2.1 Cite textual evidence that supports an analysis of what a text says explicitly as well as inferences drawn from the text.  RL.2.2 Analyze the development of a theme.  RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.  RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots.  W.6.1 Demonstrate command of English grammar and usage.  RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.  RL.3.1 Compare and contrast the structure of two or more related works of literature, and analyze and evaluate how the differing structure of each text contributes to its meaning and style.  W.3.2 Write informative compositions in a variety of forms - compare and contrast | **Teaching Methods:**  “Flowers for Algernon”   * First-Read and Close Read * Analyze the Text * Development of Theme * Concept Vocabulary * Word Study - Latin prefix sub- * Conventions: Direct and Indirect Objects   from *Flowers for Algernon*   * Close Read * Analyze the Text * Conventions - Subject-Verb Agreement * Writing to Compare | **Assessments:**  Pearson Realize - Selection Assessment  Online assessment  Pearson Realize - Selection Assessment  Compare and Contrast Essay |
| **May:**  1 week  2 weeks | **Standards:**  RN.4.2 Evaluate the advantages and disadvantages of using different mediums.  RL.2.2 Analyze the development of a central idea.  RL.2.3 Analyze how particular lines of dialogue or incidents propel the action, reveal aspects of a character, or provoke a decision.  RL.3.1 Compare and contrast the structure of two or more related works of literature.  RV.3.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative language.  W.3.3 Write narrative compositions in a variety of forms - narrative poem | **Teaching Methods:**  The Theory of Multiple Intelligences Infographic   * Media Vocabulary * Close Review * Analyze the Media * Multiple Intelligence online survey   Poetry “Retort” and from “The People, Yes”   * Close Read * Analyze Poetry * Archaic Vocabulary * Word Study - Multiple-Meaning Words * Poetic Structure * Sound Devices * Conventions - Verbals * Poetry Writing | **Assessments:**  Survey - Self-analysis writing  Pearson Realize - Selection Assessment  Narrative Poem  Unit 4 Assessment |