

## ELA Essential Elements – 8<sup>th</sup> Grade Curriculum Map by Quarter

	I Can Statements	Standards-based Essential Elements	Activities/Formative Assessments	Text Examples
<b>1<sup>st</sup> Quarter</b>	I can cite text to identify inferences from stories (poems).	EE.RL.8.1- Cite text to support inferences from stories and poems.	-Pull quotes from the text for students to match to inferences (remember keep practicing how to infer with everyday situations).	Literature text examples:
	I can recount an event related to the theme with details about the character and setting.	EE.RL.8.2- Recount an event related to the theme or central idea, including details about character and setting.	-Use an anchor chart with list of themes for students to pick from. Use pictures or phrases from text for students to recount an event.	
	I can identify which incidents in a story (drama) lead to another action.	EE.RL.8.3-Identify which incidents in a story or drama led to subsequent action.	-Provide students with events from the story to match to the event that happened because of this. You could use events in class to relate to this.	
	I can determine the meaning of idioms and figures of speech.	EE.RL.8.4- Determine connotative meanings of words and phrases in a text.	-Match meanings of idioms or figures of speech with visuals and short phrases.	
	I can compare and contrast the structure of two or more texts.	EE.RL.8.5-Compare and contrast the structure of two or more texts.	-Students can sort story elements, text features, and organizational patterns of the texts.	
	I can determine how characters can have different points of view than the readers in a text with suspense (humor).	EE.RL.8.6- Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.	-Give students points of view on notecards to match to the characters and readers of the text.	
	I can use a graphic organizer to compare and contrast the text version with the video (audio/live) version of the same text.	EE.RL.8.7- Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.	-Create anchor charts of text elements while reading and watching the text to use to compare and contrast the two (visuals and short phrases may be helpful when comparing and contrasting).	
	I can use a graphic organizer to compare and contrast themes (events/characters) across two or more stories.	EE.RL.8.9-Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	-Make a list of possible themes for students to identify a theme for each text. Display the events and characters for each text to use when comparing. Students can illustrate these or find images online.	
	I can interact with my teacher during read alouds.	EE.RL.8.10- Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	-Use a core board and questioning for engagement.	

## 1<sup>st</sup> Quarter- 8th grade Writing Standards

	<p>I can write about events or personal experiences and include an introduction, one character, two or more events with details/describing feelings, use of transition words and a closing.</p>	<p>EE.W.8.3- Write about events or personal experiences. Write a narrative about a real or imagined experience, at least one character, and two or more events. Use temporal words (e.g., first, then, next) to signal order. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. Provide a closing.</p>	<p>-Use a transition word chart, template for writing a narrative, or feeling words. If needed ask families to send in pictures of experiences.</p>	
	<p>I can write on topic.  I can plan and revise my writing with support from an adult or peer.</p>	<p>EE.W.8.4-Produce writing that is appropriate for the task, purpose, or audience.  EE.W.8.5-With guidance and support from adults and peers, plan before writing to interact and collaborate with others.</p>	<p>-Planning sheet (with a completed example in the room) and give students a revising checklist.  -Refer to anchor charts from a movie about a text to support gathering information from digital sources.</p>	
	<p>I can gather information from multiple print and digital sources that relate to the topic.</p>	<p>EE.W.8.8-Select quotes providing relevant information about a topic from multiple print or digital sources.</p>	<p>-When reading text make sure to mark pages that would be useful to model quotes or assist with finding quotes to support a topic.</p>	
	<p>I can use information from literary texts to support my writing.</p>	<p>EE.W.8.9- Use information from literary and informational text to support writing. Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., “Compare and contrast themes, patterns of events, or character across two or more stories or dramas.”).</p>	<p>-If writing to compare characters use notes from class or anchor charts to support writing with evidence.</p>	

	I Can Statements	Standards-Based Essential Elements	Activities/Formative Assessments	Text Examples
<b>2<sup>nd</sup> Quarter</b>	I can cite text to identify inferences from informational text.	EE.RI.8.1- Cite text to support inferences from informational text.	-Give students portions of the text to locate answers to questions that are explicitly stated and areas of the text where they have to infer. Practice inferences in the classroom with your daily language.	<p>Informational Text Resources to support your Science or Social Studies topics...</p> <p>Create a free account on <a href="http://GetEpic.com">GetEpic.com</a> to have access to free books.</p>
	I can summarize information that I read.	EE.RI.8.2-Provide a summary of a familiar informational text.	-Give students portion of the texts to summarize (if they can) or match a summary to the text.	
	I can recount the events in order.	EE.RI.8.3- Recount events in the order they were presented in the text.	-Provide students a graphic organizer to recount the events in order. Provide students visuals (pre-made or from the text) to place in order.	
	I can determine the meaning of idioms and figures of speech.	EE.RI.8.4-Determine connotative meanings of words and phrases in a text.	-Match meanings of idioms or figures of speech with visuals and short phrases.	
	I can find the topic sentence and supporting details in a paragraph.	EE.RI.8.5-Locate the topic sentence and supporting details in a paragraph.	-Use highlighters to locate the topic sentence and details. Provide students with options for the topic sentence so they can point to it or match the supporting details.	
	I can determine an author's purpose or point of view and find examples to support them.	EE.RI.8.6-Determine an author's purpose or point of view and identify examples from text to that describe or support it.	-Give students examples of author's purpose or point of view on post-its to have the students match to the text.	
	I can determine if a topic is better presented as audio, video, multimedia, or text.	EE.RI.8.7-Determine whether a topic is best presented as audio, video, multimedia, or text.	-Use an anchor chart to display benefits of different modalities. Have students sort their topics.	
	I can determine an argument made by an author.	EE.RI.8.8- Determine the argument made by an author in an informational text.	-Have pre-made sentences for the author's argument (claim) for students to sort to the text it matches.	
	I can use a graphic organizer to identify where two texts differ on the same topic.	EE.RI.8.9- Identify where two different texts on the same topic differ in their interpretation of the details.	-Use a graphic organizer to compare and contrast different texts. Give students visuals from the text or make visuals on points to have students sort and use pre-made short phrases from the text to sort.	
	I can interact with my teacher during read alouds.	EE.RI.8.10- Demonstrate understanding while actively reading or listening to literary nonfiction.	-Use a core board and questioning during reading.	

## 2<sup>nd</sup> Quarter- 8th grade Writing Standards

	I can respond to a writing prompt with an introduction, a claim, and provide one or more reasons to support the claim with transition words.	EE.W.8.1- Write claims about topics or texts. Introduce the claim and provide reasons or pieces of evidence to support it. Write reasons to support a claim about a topic or text.	-Model writing a claim and showing how to support the claim with more than one reason from the text.  -Provide students with a template to use.	
	I can write to share information with an introduction, one or more facts/details, with vocabulary and a closing.	EE.W.8.2-Write to share information supported by details. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. Write one or more facts or details related to the topic. Write complete thoughts as appropriate. Use domain specific vocabulary related to the topic. Provide a closing.	-Provide a template for introduction, transitions words for the supporting details and a conclusion. Provide a word bank with domain specific vocabulary to include in their writing.	
	I can plan and revise my writing with support from an adult or peer.  I can gather information from multiple print and digital sources that relate to the topic.	EE.W.8.6-Use technology, including the Internet, to produce writing to interact and collaborate with others.  EE.W.8.7- Conduct short research projects to answer and pose questions based on one source of information.	-Planning sheet (with a completed example in the room) and give students a revising checklist.  -Research as a class to write a research project- Cereal box report; Book; poster, etc.	
	I can use information from literary texts to support my writing.	EE.W.8.9- Use information from literary and informational text to support writing. Apply Essential Elements of Grade 8 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.").	-Use information from the reading standards to support the claims.	
	I can write to a variety of writing prompts.	EE.W.8.10- Write routinely for a variety of tasks, purposes, and audiences.	-Provide structured writing time daily for students to work on writing topics they are interested in.	

	I Can Statements	Standards-based Essential Elements	Activities/Formative Assessments	Text Examples
<b>3<sup>rd</sup> Quarter</b>	I can cite text to identify inferences from stories (poems).	EE.RL.8.1- Cite text to support inferences from stories and poems.	-Pull quotes from the text for students to match to inferences (remember keep practicing how to infer with everyday situations).	Literature text examples:
	I can recount an event related to the theme with details about the character and setting.	EE.RL.8.2- Recount an event related to the theme or central idea, including details about character and setting.	-Use an anchor chart with list of themes for students to pick from. Use pictures or phrases from text for students to recount an event.	
	I can identify which incidents in a story (drama) lead to another action.	EE.RL.8.3-Identify which incidents in a story or drama led to subsequent action.	-Provide students with events from the story to match to the event that happened because of this. You could use events in class to relate to this.	
	I can determine the meaning of idioms and figures of speech.	EE.RL.8.4- Determine connotative meanings of words and phrases in a text.	-Match meanings of idioms or figures of speech with visuals and short phrases.	
	I can compare and contrast the structure of two or more texts.	EE.RL.8.5-Compare and contrast the structure of two or more texts.	-Students can sort story elements, text features, and organizational patterns of the texts.	
	I can determine how characters can have different points of view than the readers in a text with suspense (humor).	EE.RL.8.6- Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.	-Give students points of view on notecards to match to the characters and readers of the text.	
	I can use a graphic organizer to compare and contrast the text version with the video (audio/live) version of the same text.	EE.RL.8.7- Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.	-Create anchor charts of text elements while reading and watching the text to use to compare and contrast the two (visuals and short phrases may be helpful when comparing and contrasting).	
	I can use a graphic organizer to compare and contrast themes (events/characters) across two or more stories.	EE.RL.8.9-Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	-Make a list of possible themes for students to identify a theme for each text. Display the events and characters for each text to use when comparing. Students can illustrate these or find images online.	
	I can interact with my teacher during read alouds.	EE.RL.8.10- Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	-Use a core board and questioning for engagement.	

### 3<sup>rd</sup> Quarter- 8th grade Writing Standards

	<p>I can write about events or personal experiences and include an introduction, one character, two or more events with details/describing feelings, use of transition words and a closing.</p>	<p>EE.W.8.3- Write about events or personal experiences. Write a narrative about a real or imagined experience, at least one character, and two or more events. Use temporal words (e.g., first, then, next) to signal order. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. Provide a closing.</p>	<p>-Use a transition word chart, template for writing a narrative, or feeling words. If needed ask families to send in pictures of experiences.</p>	
	<p>I can write on topic.  I can plan and revise my writing with support from an adult or peer.</p>	<p>EE.W.8.4-Produce writing that is appropriate for the task, purpose, or audience.  EE.W.8.5-With guidance and support from adults and peers, plan before writing to interact and collaborate with others.</p>	<p>-Planning sheet (with a completed example in the room) and give students a revising checklist.  -Refer to anchor charts from a movie about a text to support gathering information from digital sources.</p>	
	<p>I can gather information from multiple print and digital sources that relate to the topic.</p>	<p>EE.W.8.8-Select quotes providing relevant information about a topic from multiple print or digital sources.</p>	<p>-When reading text make sure to mark pages that would be useful to model quotes or assist with finding quotes to support a topic.</p>	
	<p>I can use information from literary texts to support my writing.</p>	<p>EE.W.8.9- Use information from literary and informational text to support writing. Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., “Compare and contrast themes, patterns of events, or character across two or more stories or dramas.”).</p>	<p>-If writing to compare characters use notes from class or anchor charts to support writing with evidence.</p>	

	I Can Statements	Standards-Based Essential Elements	Activities/Formative Assessments	Text Examples
<b>4<sup>th</sup> Quarter</b>	I can cite text to identify inferences from informational text.	EE.RI.8.1- Cite text to support inferences from informational text.	-Give students portions of the text to locate answers to questions that are explicitly stated and areas of the text where they have to infer. Practice inferences in the classroom with your daily language.	<p>Informational Text Resources to support your Science or Social Studies topics...</p> <p>Create a free account on <a href="http://GetEpic.com">GetEpic.com</a> to have access to free books.</p>
	I can summarize information that I read.	EE.RI.8.2-Provide a summary of a familiar informational text.	-Give students portion of the texts to summarize (if they can) or match a summary to the text.	
	I can recount the events in order.	EE.RI.8.3- Recount events in the order they were presented in the text.	-Provide students a graphic organizer to recount the events in order. Provide students visuals (pre-made or from the text) to place in order.	
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	I can determine an argument made by an author.	EE.RI.8.8- Determine the argument made by an author in an informational text.	-Have pre-made sentences for the author's argument (claim) for students to sort to the text it matches.	
	I can use a graphic organizer to identify where two texts differ on the same topic.	EE.RI.8.9- Identify where two different texts on the same topic differ in their interpretation of the details.	-Use a graphic organizer to compare and contrast different texts. Give students visuals from the text or make visuals on points to have students sort and use pre-made short phrases from the text to sort.	
	I can interact with my teacher during read alouds.	EE.RI.8.10- Demonstrate understanding while actively reading or listening to literary nonfiction.	-Use a core board and questioning during reading.	

## 4<sup>th</sup> Quarter- 8th grade Writing Standards

	I can respond to a writing prompt with an introduction, a claim, and provide one or more reasons to support the claim with transition words.	EE.W.8.1- Write claims about topics or texts. Introduce the claim and provide reasons or pieces of evidence to support it. Write reasons to support a claim about a topic or text.	-Model writing a claim and showing how to support the claim with more than one reason from the text.  -Provide students with a template to use.	
	I can write to share information with an introduction, one or more facts/details, with vocabulary and a closing.	EE.W.8.2-Write to share information supported by details. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. Write one or more facts or details related to the topic. Write complete thoughts as appropriate. Use domain specific vocabulary related to the topic. Provide a closing.	-Provide a template for introduction, transitions words for the supporting details and a conclusion. Provide a word bank with domain specific vocabulary to include in their writing.	
	I can plan and revise my writing with support from an adult or peer.  I can gather information from multiple print and digital sources that relate to the topic.	EE.W.8.6-Use technology, including the Internet, to produce writing to interact and collaborate with others.  EE.W.8.7- Conduct short research projects to answer and pose questions based on one source of information.	-Planning sheet (with a completed example in the room) and give students a revising checklist.  -Research as a class to write a research project- Cereal box report; Book; poster, etc.	
	I can use information from literary texts to support my writing.	EE.W.8.9- Use information from literary and informational text to support writing. Apply Essential Elements of Grade 8 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).	-Use information from the reading standards to support the claims.	
	I can write to a variety of writing prompts.	EE.W.8.10- Write routinely for a variety of tasks, purposes, and audiences.	-Provide structured writing time daily for students to work on writing topics they are interested in.	



Embedded throughout the year:

**Speaking and Listening Essential Elements:**

EE.SL.8.1- Engage in collaborative discussions.

- a. Come to discussions prepared to share information previously studied.
- b. Follow simple rules and carry out assigned roles during discussions.
- c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.
- d. Acknowledge new information expressed by others in a discussion and relate it to own ideas.

EE.SL.8.2- Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.

EE.SL.8.3-Determine the argument made by a speaker on the topic.

EE.SL.8.4-Present descriptions, facts, or details supporting specific points made on a topic.

EE.SL.8.5-Include multimedia and visual information into presentations.

EE.SL.8.6- Adapt communication to a variety of contexts and tasks.

**Conventions of Standard English Essential Elements:**

EE.L.8.1- Demonstrate standard English grammar and usage when communicating.

- a. Not applicable.
- b. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
- c. Use appropriate verbs to match nouns.
- d. Not applicable.

EE.L.8.2-Demonstrate understanding of conventions of standard English.

- a. Use end punctuation and capitalization when writing a sentence or question.
- b. Not applicable.
- c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

**Knowledge of Language:**

EE.L.8.3-Use language to achieve desired outcomes when communicating.

- a. Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communication.

**Vocabulary Acquisition and Use:**

EE.L.8.4-Demonstrate knowledge of word meanings.

- a. Use context to determine which word is missing from a content area text.
- b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).
- c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
- d. Not applicable.

EE.L.8.5-Demonstrate understanding of word relationships and use.

- a. Demonstrate understanding of the use of multiple meaning words.
- b. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).

EE.L.8.6-Use general academic and domain-specific words and phrases across contexts.