

Overview - Grade 8

Kentucky Core Academic Standards Curriculum Map

Jefferson County Public Schools

Kentucky Core Academic Standards Curriculum Framework

The Curriculum Framework correlates the four unit cycles with all of the ELA standards (reading, writing, speaking and listening, and language) in an easy to read chart that outlines the scope and sequence of the standards. This framework provides a continual focus on the Ongoing Standards (see below) to ensure all students have solid instruction in all ELA standards.

Curriculum Map Overview

The JCPS Kentucky Core Academic Standards Curriculum Maps are a tool for teachers to use to guide planning and instruction as they implement the Kentucky Core Academic Standards. The curriculum is divided into four instructional cycles that include specific “focus” standards to guide the planning process. Instructional cycles are anchored by a “Big Idea” question and include suggested passages from the Holt, McDougal, and other texts and resources that support this idea.

Flexibility

The design of the curriculum maps allows teacher flexibility in making adjustments in teaching in response to the needs of students. Planning suggestions are included to provide guidance in the planning process and pacing. These are merely suggestions/reminders. Teachers have the freedom to make adjustments in response to the needs of their students. The use of the curriculum maps ensures that all ELA grade-level standards are addressed to make certain that students are on track toward mastery of the grade-level standards. In addition to the focus standards, each curriculum map includes active links to instructional resources, including texts and lessons to aid teachers in the planning process.

Resources Embedded in the Curriculum Maps

- Sample Writing in Response to Reading performance tasks to formatively assess student progress toward mastery of ELA standards.
- Sample instructional activities and Literacy Design Collaborative (LDC) Template Tasks
- Hyperlinks to instructional resources that align to and support instruction on specific standards
- Hyperlinks to digital texts and media options connected to the suggested text selections
- Close Reading Lessons from the Anthology Alignment Project and Exemplar lessons from Achievethecore.org. These lessons, created by and for teachers, using texts from the current literature anthologies, follow the CCSS approach to close reading with text-dependent questions. Lessons span multiple days and incorporate writing to further students understanding of the content/topic and standards.

These components help to clarify the intended learning required by the ELA Kentucky Core Academic Standards and provide the content and resources to assist teachers with lesson planning and formative assessment of student learning. Teachers will continue to use the current literature anthologies (e.g., Holt, McDougal, Prentice Hall) and supplemental text resources (e.g., *READ XL*, and *9 Good Habits*) as sources for texts; however, additional online text resources focused on a common topic or theme have been added as well as links to teacher-created or discovered resources to support student

learning. Because the current literature series were developed long before the adoption of KCAS, teachers should not rely on the teacher materials to guide planning. Rather than follow prescribed lessons included in the series, teachers should review instructional materials for alignment to the grade-level standards. Refer to [Text Dependent Question Resources](#) on [Achievethecore.org](#) for help in understanding text-dependent questions, evaluating existing questions from current resources, or for drafting new questions around existing texts. All available resources should be considered tools to support planning and delivery of highly effective instruction and student learning.

INSTRUCTIONAL EXPECTATIONS

Ongoing Standards

While all maps have focus standards for each unit, Ongoing KCAS Standards are part of ongoing instruction. These standards are to be integrated into instruction and reinforced continually throughout the entire school year. In addition, these standards and previously taught standards may appear on **ANY** ELA diagnostic or proficiency assessment.

Strand	Reading Literature and Informational	Writing	Language	Speaking and Listening
Ongoing KCAS Standards	1 – cite textual evidence/make inferences 2 -- determine theme/central idea, objective summary 3 – analyze how individuals, events and/or ideas develop and interact in text 4 – determine meanings of words and phrases 10 – range of reading	4 – clear, coherent writing to task 5 – writing process 9 – draw evidence to support 10 – range of writing	1, 2 – conventions of standard English in writing and speaking *Refer to progressions for interventions – achieve mastery by end of year. 4, 5, 6 – vocabulary acquisition and use.	1 – prepare and participate 2 – integrate and evaluate information presented

Click on this link for a printout of grade –level [Ongoing Standards](#)

Writing Portfolio and On-Demand

Senate Bill 1 requires that all students maintain a Writing Portfolio that reflects their interest and growth over time. Portfolios must follow students from grade to grade and school to school from grades K -12. Click to access JCPS promotion standards and writing portfolio information ([Promotion Requirements for the Writing Portfolio](#)). JCPS Portfolios should reflect writing beyond showcase pieces and demonstrate Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication across all disciplines.

Writing Resource Documents

- Refer to: "[Addressing the Three Modes of Writing](#); Kentucky Core Academic Standards in the 21st Century" for detailed information on the modes of writing.

[JCPS Writing Proclamation](#), [JCPS Process Writing Criteria](#), and [JCPS Holistic Continuum for Writing](#)

Students need to routinely experience writing for different purposes and for different lengths of time and be able to write in response to a prompt using one of three modes of writing: Narrative, Informational/Explanatory, or Argument. Most prompts

provide the situation and the topic, but students develop the ideas. In the case of argument, students must make and support claims with sound reasoning and relevant evidence. Students must plan and organize ideas quickly, using revision and editing skills during the drafting process. The following prompts represent a sampling of the types they will encounter on the On-Demand portion of the KPREP.

On-Demand Writing Tasks

To access instructional resources, prompts, and scoring resources, go to: *Gheens website* → *ELA* → *Middle* → *Instructional Resources* → *Writing* → *On-Demand*

- Stand Alone Writing Task: 40 minute time frame
- Passage Based Writing Task: 90 minute time frame

Click on this link to access the [Kentucky On-Demand Scoring Rubric](#)

Independent Reading Builds Reading Skill

Allow students to develop, revisit, and revise personal reading goals to gradually increase the length and complexity of what they read, moving toward the grade 6-8 text complexity band. During independent reading time, conduct one-on-one conferences with students to monitor and provide feedback on [Student-Developed Reading Plans](#). Use information gleaned from conferences to identify students' reading interests and guide students in making book selections. (To view models of conferencing, go to: [Setting Reading Goals](#) (Teaching Channel), [One-On-One Reading Conferences](#) (Teaching Channel) [Conferring with Student - YouTube](#).)

Vocabulary

Comprehending complex text requires an extensive knowledge of academic vocabulary. Regular exposure to words with multiple meanings and words that are found across many domains is essential in building students' overall knowledge base. At all levels, students need to grow their vocabulary through a volume of reading experiences, both shared and independent. Being intentional about teaching vocabulary and the nuances of language will better prepare students to enter difficult texts and provide them with the skills for extracting new knowledge from the printed page.

Danielson Framework for Teaching

The JCPS Curriculum Maps support teachers in planning and preparation for instruction. Therefore, these documents provide support for teachers in the following areas of the Framework for Teaching:

- | | |
|---------------------------------------|---|
| → Domain 1 - Planning and Preparation | Components A, C, D, E, F |
| → Domain 3 - Instruction | Components A i ; C i, iii, iv, and D i , ii |

Kentucky Core Academic Standards

Jefferson County Public Schools English/Language Arts

Grade 8 – Cycle 1

Big Idea – Where Do I Go From Here?

OVERVIEW

Cycle 1 - Build upon the structures established in previous grades to create a safe classroom environment that is respectful of different cultures and viewpoints and motivates students to become active participants in the learning process in preparation for high school. Students continue reading a variety of genres within the grade 6-8 text complexity band and continue use of the Literacy Notebook as a tool for responding to reading—how the theme develops over the course of a text, including its relationship to the characters, setting, and plot and how specific word choice impacts meaning and tone, including analogies or allusions to other texts. Students identify and analyze the structure of a poetry, drama, including the author's use of dialogue to develop theme and analyze informational texts to determine how the structure contributes to ideas presented. Citing textual evidence to support answers is a well established expectation that leads to effective responses to questions and arguments, as is the ability to provide objective summaries of literature and informational texts. Students continue to explore and develop ideas for writing that includes narratives, both real and imagined, and incorporate the use of narrative structure in other modes of writing. Students apply Standard English conventions and use technology to produce, publish, and present ideas and participate in collaborative conversation, discussion, and debate on topics relevant to the content being studied to support the Speaking and Listening standards.

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WRITING FOCUS

Narrative Writing – Narrative writing conveys experience, either real or imagined, and can be used for many purposes (i.e., to inform, instruct, persuade or entertain). Narratives can take many forms beyond the personal narrative, such as creative fictional stories, memoirs, anecdotes and autobiographies. As students progress toward high school, students transition away from personal experience narratives and focus more on the narrative structure used in other modes of writing combining the elements of different kinds of writing to produce complex and nuanced writing.

- Narrative, defined (Appendix A, p. 112)
- Narrative, Writing Samples (KCAS Binder, Appendix C. Table of Contents, p. 172)
- *In Common* Grade 8 Writing Examples “[Deadly Ink: Queen Elizabeth I](#)” and “[Black and White Photo](#)”
- [JCPS Writing Proclamation](#), [JCPS Process Writing Criteria](#), and [JCPS Holistic Continuum for Writing](#)

WRITING IN RESPONSE TO READING: SAMPLE FORMATIVE ASSESSMENTS

Performance tasks further clarify the meaning of the Standards and illustrate specifically the application of the Standards to texts of sufficient complexity, quality, and range. See additional examples of performance tasks in Kentucky Core Academic Standards Binder: Appendix B.

For Literary Texts

- Students analyze what techniques the author uses to show Charlie's progress and decline in *Flowers for Algernon* by analyzing changes in punctuation, grammar, spelling, and syntax, as well as the sophistication of the ideas Charlie expresses. Essays should be written for an audience that is familiar with the story and should follow the conventions of standard English, including standard capitalization, comma usage, and spelling. (RL.8.3, W.8.1 a-b, L.8.2) (*Holt and McDougal*)

For Informational Texts

- Students will cite the textual evidence as well as draw inferences about Yep and his father in Laurence Yep's memoir, “The Great Rat Hunt” that most strongly supports their analysis of how the father/son relationship changes after an important conversation. Essays should be written for an audience that is familiar with the story and should follow the conventions of standard English, including standard capitalization, comma usage, and spelling. (RI.8.1, RL.8.3, W.8.1a-b, L.8.2) (*McDougal*)

COMMON ASSESSMENTS

Refer to the [Middle School ELA Assessment Calendar](#) for assessments timelines. Use common assessments to formatively assess students' understanding of content. Use the data from this analysis for instructional planning and to guide and involve students in setting goals. Regroup students as needed for intervention to address gaps in learning.

FOCUS STANDARDS AND LEARNING TARGETS

READING STANDARDS	
KEY IDEAS AND DETAILS	LEARNING TARGETS
Literature	I can...
RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> * define textual evidence (a “word for word” support format). * define inference and explain how a reader uses textual evidence to reach a logical conclusion (“Based on what I’ve read, it’s most likely true that....”). * read closely and find answers explicitly in the text (right there answers) and answers that require an inference. * analyze an author’s words and determine textual evidence needed to support both explicit and inferential questions.
RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<ul style="list-style-type: none"> * define theme (a central idea or lesson the author is revealing – <i>Honesty is the best policy.</i>) * analyze plot (the events that happen) to determine a theme (author’s overall message). * determine how key events, characters’ actions and interactions, and setting develop over the course of the text to contribute to the theme. * define summary (a shortened version of the text that states its key points). * compose an objective summary stating the key points of the text without adding my own opinions or feelings.
RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<ul style="list-style-type: none"> * identify particular lines of dialogue or incidents in a story or drama that propel the action, reveal aspects of a character, or provoke a decision. * analyze how a particular line of dialogue or an incident in a story or drama propels the action. * analyze how a particular line of dialogue or an incident in a story or drama reveals aspects of a character. * analyze how a particular line of dialogue or an incident in a story or drama provokes a decision. * recognize how making a change to one line of dialogue or one incident of a story or drama could affect the actions, aspects of a character, or decisions.
Informational	I can...
RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> *define textual evidence (“word for word” support). * define inference and explain how a reader uses textual evidence to reach a logical conclusion (“Based on what I’ve read, it’s most likely true that....”). * read closely and find answers explicitly in the text (right there answers) and answers that require an inference. * analyze an author’s words and determine textual evidence needed to support both explicit and inferential questions.
RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<ul style="list-style-type: none"> * define central idea (main point in a text). * analyze a text and determine how an author’s use of details conveys (makes known) two or more central ideas in a text. *analyze how supporting ideas contribute to the development of central ideas over the course of a text. * define summary (a shortened version of the text that states its key points). * compose an objective summary stating the key points of the text without adding my own opinions or feelings.
RI.8.3: Analyze how a text makes connections among and distinctions between individuals, idea, or events (e.g., through comparisons, analogies, or categories).	<ul style="list-style-type: none"> * explain how the individuals, events, and/or ideas in a text affect one another. * analyze connections and distinctions between individuals, events, and/or ideas in a text. * analyze how an author makes connections and distinctions between individuals, ideas, or events through comparisons, analogies, or categories.

CRAFT & STRUCTURE	
Literature	I can...
RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> * define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). * distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). * recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). * analyze why authors choose specific words to evoke a particular meaning or tone. * define and identify analogies (comparisons between two things that are similar) and allusions (indirect references to other texts). * analyze why authors choose to include particular analogies (e.g., <i>In a speech by Dr. Martin Luther King Jr., he alludes to the Declaration of Independence, The Gettysburg Address, a spiritual song, etc.</i>).
RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<ul style="list-style-type: none"> * compare and contrast (analyze the similarities and differences) the structure of two or more texts. * analyze the different structures of two or more texts and determine how the different structures affect the overall meaning and style of the text. * infer why an author chose to present his/her text using a specific structure.
Informational	I can...
RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> * define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). * distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). * recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). * recognize words that have technical meaning and understand their purpose in a specific text (e.g., “stem” in an article about flowers versus “stem” in an article about cell research). * analyze why authors use words and phrases including analogies (comparisons between two things that are similar) and allusions (indirect references to other texts), to set the tone and create an overall meaning and mood for the reader.
RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<ul style="list-style-type: none"> * analyze the structure of a specific paragraph in a text and determine how this paragraph helps to develop or refine a key concept. * analyze and explain how the role of particular sentences (e.g., topic sentence, supporting detail) helps to develop and refine the author’s key concepts.
INTEGRATION OF KNOWLEDGE AND IDEAS	
LITERATURE	
Informational	When I respond to a question, I can...
*RI.8.8: Delineate and evaluate the argument and specific claims in a text, <u>assessing whether the reasoning is sound and the evidence is relevant and sufficient</u> ; recognize when irrelevant evidence is introduced.	<ul style="list-style-type: none"> * identify claims that are supported by fact(s) and those that are based on opinion(s). * recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence) to his/her argument * delineate and evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and sufficient enough to support the claim.
WRITING STANDARDS	
TEXT TYPES AND PURPOSES	
When I respond to a question in writing,	I can...
*W.8.1: Write arguments to <u>support</u> claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and <u>organize the reasons and evidence logically</u>. b. <u>Support claim(s)</u> with logical reasoning and <u>relevant</u> 	<ul style="list-style-type: none"> *support my claim/answer or response with textual evidence (“word for word” support) from the text. *present my argument (reason for my answer) in an appropriate style using evidence from the text that demonstrates my understanding of the topic and/or the text.

<p><u>evidence</u>, using accurate, credible sources and <u>demonstrating an understanding of the topic or text</u>.</p>	
<p>W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<ul style="list-style-type: none"> * define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution). * engage the reader by introducing the narrator (using first, second, or third person point of view), characters, setting, and the event that starts the story in motion. * use narrative techniques (dialogue, pacing, description, and reflection) to develop a storyline where one event logically leads to another. * use descriptive words and phrases that appeal to the senses, capture the action, and create mind pictures to help the reader understand the experiences and events. * signal changes in time and place ay using transition words, phrases, and clauses to show relationships among experiences and events. * write a logical conclusion that reflects on the experiences/events and provide a sense of closure that satisfies the reader.

LANGUAGE STANDARDS	
CONVENTIONS OF STANDARD ENGLISH	
	I can...
<p>L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood. <p>*See ELA CCSS Appendix A, page 31 for Language Progression of Skills.</p>	<ul style="list-style-type: none"> * define and identify gerund (a verb form that ends in <i>-ing</i> and is used as a noun), participle (a verb form that is used as an adjective), and infinitive (forms from the words to together with the base form of a verb; often used as a noun in a sentence). * explain the function of gerunds (e.g., <i>Gardening is my favorite hobby.</i>), particles (e.g., <i>The respected leader won an award.</i>), and infinitives (e.g., <i>My swim team wants to win.</i>). * explain the difference between verbs in the active voice (the subject performs the action of the verb) and the passive voice (the subject receives the action of the verb). * create sentences with verbs in the active voice (e.g., <i>The dog bit James.</i>) and in the passive voice (e.g., <i>James was bitten by the dog.</i>). * explain the difference between the verbs in the indicative mood (verbs used to express facts or opinions), imperative mood (verbs used to give orders or make requests), interrogative mood (verbs used to ask a question), conditional mood (verbs used to express uncertainty), and subjunctive mood (verbs used to describe a state contrary to fact). * create sentences with verbs in the indicative mood, imperative mood, interrogative mood conditional mood, and subjunctive mood. * identify and correct inappropriate shifts in verb voice (e.g., Incorrect- <i>Whenever Dad sang, our dog barks loudly.</i> Correct- <i>Whenever Dad sings, our dog barks loudly.</i>) * identify and correct inappropriate shifts in verb mood (e.g., Incorrect- <i>If Barbara was rich, she would buy a mansion.</i> Correct- <i>If Barbara were rich, she would buy a mansion.</i>)
<p>L.8.2: Demonstrate command of the convents of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly. 	<ul style="list-style-type: none"> * determine when to capitalize words. * determine when to use a comma or commas to indicate a pause or a break (e.g., introductory words, direct address, parenthetical elements). * determine when to use an ellipsis to indicate a pause or a break (e.g., a pause in the flow of the sentence; <i>"I'm wondering..." Ali said, bemused.</i>) * determine when to use a dash or dashes to indicate a pause or a break to show a sudden break or change in thought or speech (e.g., to show a sudden break or change in the thought or speech; <i>Our friend, Cesar – an expert in paint – told us to always use a primer.</i>) * use an ellipsis to show when words I am quoting are left out in the middle or at the end of a sentence (e.g., <i>President Mahoney said, "Teachers are important...to educate our future generations."</i>). * identify misspelled words and use resources to assist me in spelling correctly.

VOCABULARY ACQUISITION AND USE

I can...

- L.8.4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., *the overall meaning of a sentence or paragraph; a word's position or function in a sentence*) as a clue to the meaning of a word or phrase.
 -

- *infer the meaning of unknown words using context clues (e.g., definitions, synonyms/antonyms, restatements, examples found in surrounding text).
- *verify my inferred meaning of an unknown word by consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses).

SPEAKING AND LISTENING STANDARDS

COMPREHENSION AND COLLABORATION

I can...

- SL.8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

- *come prepared with key points and textual evidence to contribute to discussion.
- *create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue.
- *define the rules and roles necessary for collaborative discussion.
- * track the progress of a discussion and recognize when the discussion is getting off-topic.

Learning Targets adapted from *The Common Core*, Align, Assess, Achieve, LLC and Maryland Common Core State Curriculum Framework for ELA

SUGGESTED INSTRUCTIONAL TEXTS AND RESOURCES

(E) indicates a Common Core State Standards (CCSS) exemplar text

To be College and Career ready, students must analyze how multiple texts address similar themes or topics while comparing the approaches the authors take, including the chosen modes of presentation. The resources identified below are grouped to facilitate unit planning to address the standards. These are suggestions only. Teachers may use the titles listed or may select other resources to address the key standards.

HOLT

Focus: Choose from the following texts to focus instruction on the focus standards with focus on plot and character development, impact of author's word choice, vocabulary development/ using context clues to determine meaning, writing conventions; providing support for a proposal.

Anchor Texts:

- "Memory a Matter of Brains and Brawn" (informational) by Lauran Neergaard, Associated Press, pp. 68
- "Your Brain and Nervous System" (online article and additional weblinks) from Kidshealth.org
- [Brain and Nervous System Health Center](#) (online resource) Website: Web MD: The Brain

Close Reading Lesson:

- "[Flowers for Algernon](#)" (short story) by Daniel Keyes, pp. 32 – 68

Related Texts and Media:

- "[Reading Disabilities](#)" (informational) from PBS Parents website – Learning Disabilities
- "[The Rorschach Inkblot Test](#)" (online article) by Jane Framingham, PH.D, PsychCentral website
- "[Flowers for Algernon](#)" YouTube Video series (see using videos in the classroom)
- "Analyzing Proposition and Support" p.67
- Art Connection: [Guy Billout: The Maze](#) Looking at perspective

Focus: Choose from the following selected texts and resources to address the focus standards with focus on elements of plot, summarization, making predictions based on evidence from the story, vocabulary and author’s choice of language, context clues, writing conventions, and using support for propositions.

Anchor Texts:

- “Broken Chain” (short story) by Gary Soto, pp. 17-24
- “Tin Grin” (essay) by Cassandra Walker, *READ XL* 8, p. 185

Close Reading Lesson:

- “Oranges” (poem) by Gary Soto, p. 696

Related Texts and Media:

- “Meet the Writer: Gary Soto” (informational), p. 25
- Online Article: [Braces from KidsHealth](#)
- Video: [Putting Braces On, See How It Is Done](#)
- “How to Ask for A Date” (1950’s educational video - links to “What to Do on A Date)
- Video: [“How to Replace a Bicycle Chain”](#)
- Website: Chain Breaking and Joining - Written directions for fixing a broken chain
- [Love What’s Real: 2014 Middle School Poetry Collection](#) - Healthy Teen Relations Website

Focus: Choose from the following selected texts and resources to focus instruction on the focus standards including how the author’s use of language develops setting, making inferences, cause/effect text structure, making inferences, and conventions of writing.

Anchor Texts:

- “Cesar Chavez: He Made a Difference” (nonfiction) by Flo Ota DeLlange, p. 290-291
- “Cesar Chaves and the UFW” (online PBS article) *The Fight in the Field*
- “Fingers to the Bone” Online Article

Close Reading Lesson:

- “The Circuit” (short story) by Francisco Jimenez, pp. 280-285

Related Texts and Media:

- “Meet the Writer: Francisco Jimenez” (informational), p.286
- “Picking Strawberries: Could You Do It?”(article) by Flo Ota Del Lange, p.294
- “Essays by Migrant Children” Online Essays:
- “The Acosta Family,” (Interview about immigration experiences) *9 Good Habits Level E*, p. 203

Holt Instructional Resources

Plot: A Chain of Events p.2
 Retelling: Summarizing the Plot p. 4
 History of the English Language: Latin Roots p. 27
 Context Clues p. 32

Narrative Writing: Personal Narrative p. 116
 Characters: The Human Experience p. 134
 Theme: pp. 354-356
 Connotations p. 461
 Narrative Writing: Short Story p. 784

MCDUGAL

Focus: Choose from the following text selections to focus instruction on character and plot development, making inferences, author’s word choice and vocabulary development, using context clues to determine meaning, and use writing conventions.

Anchor Texts:

- “Your Brain and Nervous System” (online article and additional weblinks) from Kidshealth.org
- [Brain and Nervous System Health Center](#) (online resource) Website: Web MD: The Brain

Close Reading Lesson:

- “Flowers for Algernon” (short story) by Daniel Keyes, pp. 221-245

Related Texts and Media:

- Article: “Your Brain and Nervous System” from Kidshealt.org
- “Reading Disabilities” (informational) from PBS Parents website – Learning Disabilities
- “The Rorschach Inkblot Test” (online article) by Jane Framingham, PH.D, PsychCentral website
- “Flowers for Algernon” YouTube Video series (see using videos in the classroom)

Focus: Choose from the following text selections to focus instruction on the focus and ongoing standards with focus on theme, cause and effect, plot, characterization, and writing conventions. Several informational standards can be the focus of the additional internet resources.

Anchor Texts:

- "Stop the Sun" (short story) by Gary Paulsen, pp. 48-54
- From *Dear America* (letter) by George Robinson, p.55

Close Reading Lesson:

- From *Harriet Tubman: Conductor on the Underground Railroad* (book excerpt) by Ann Petry, pp.757-764

Related Texts and Media:

- [I Was Only Nineteen](#) (Video ballad) by John Schumann
- [Vietnam War Memoirs](#) (Video interview)
- [PBS Battlefield: Vietnam](#) (PBS Website)
- "Post Traumatic Stress Disorder" (informational) WebMD

Focus: Choose from the following text selections to focus instruction on the focus and ongoing standards including comparing and contrasting themes across texts, character motivation and reaction, irony and humor, vocabulary, and writing conventions.

Anchor Texts:

- "[Checkouts](#)" (short story) by Cynthia Rylant, pp. 23-28 [close reading lesson]
- "The Choice" (poem) by Dorothy Parker, p. 600

Close Reading Lesson:

- "[Oranges](#)" (online first date poem) by Gary Soto [[printable copy](#)]

Related Texts and Media:

- "[How to Ask for A Date](#)" (1950's educational video - links to "What to Do on A Date)
- Online Article from Teens Health: [Am I in a Healthy Relationship?](#)
- Online Resource: [Healthy Relationship Fact Sheet](#)
- [Love What's Real: 2014 Middle School Poetry Collection](#) - Healthy Teen Relations Website

Focus: Choose from the following text selections to focus instruction literary elements and the characteristics narrative writing. (real and imagined), citing textual evidence to support narrators analysis, prediction/inferencing, vocabulary, writing craft, and conventions of standard English.

Anchor Texts:

- "The Great Rat Hunt" (memoir) by Laurence Yep, pp.106 – 115.
- "For Pete's Snake" (short story) by Ellen Conford, *READ XL 8*, pp. 6 – 14
- "Bearstone" - (drama) by Will Hobbs, *READ XL 8*, pp 50 – 58

Close Reading Lesson:

- "[The Landlady](#)" (short story) by Roald Dahl, pp. 72-80

Related Texts and Media:

- "What Are You Afraid Of" (informational article) *READ XL 8*, p. 15
- [Indiana Jones "Why did have to be snakes?"](#) (YouTube video clip)
- "Laurence Yep" (author profile) p. 117
- "W.W. Jacobs" (author profile) p. 690
- [An Inflammatory Disorder of the Airways](#) (slideshow) from medicinenet.com
- [Don't Let Asthma Keep You Out of the Game](#) (informational podcast) Centers for Disease Control
- [What Happens During an Asthma Flare Up?](#) (informational video) Kidshealth.org
- [A Brief History of San Francisco's Chinatown](#) (online article) A View On Cities Website:

McDougal Instructional Resources

- | | |
|---|--|
| <ul style="list-style-type: none">• Fiction p. 17• Reading Fiction p. 21• Narrative Writing p.R43• Character and Setting p.329 | <ul style="list-style-type: none">• Plot p. 439• Theme p. 827• Using Context Clues p.301• Denotation and Connotation p. 669• Researching Word Origins p. 783 |
|---|--|

ENGLISH LANGUAGE LEARNERS

ESL – INSIDE - ESL students will continue to use *Inside* (Levels B, C, and D)

INTERVENTION

Resources for Individual and Small-Group Instruction: In-Class Rtl Intervention Resources





SuccessMaker: My Training Connection <http://www.mytrainingconnection.net>. Contact your school's SuccessMaker Lead or the Middle School Literacy Office for the JCPS Registration Access Code to online resources. After logging in, click on "Other Resources" tab to access *Print Partners* lessons for individual or small group intervention.

- **Interventioncentral.org:** Use this site to help students conceptualize central idea: <http://www.interventioncentral.org/academic-interventions/reading-comprehension/main-idea-maps>; For support with central idea, supporting details, and writing the "gist" question: <http://www.interventioncentral.org/academic-interventions/reading-comprehension/question-generation>
- **Center on Instruction- Module 2- grades 6-12: examples of informational text structures.**

SAMPLE ACTIVITIES

- Ask students to use a [Double-Entry Journal](#) as they read "Flowers for Algernon" to identify flashbacks to Charlie's past and incidents that foreshadow the future. Have students discuss how these episodes help the reader to understand what happens to Charlie. (RL.8.3, RL.8.5, SL.8.1)
- Have students re-read "Flowers for Algernon," focusing on what the author is saying about the real world through this science fiction story. Inform students that writers often use science fiction to explore issues that are important in our contemporary world. Have them uncover at least three issues that they believe are important to the author, Daniel Keyes, and analyze how he conveys these ideas to his readers through his characters and plot. (RL.8.2, RL.8.3)
- Ask students to use a [characterization chart](#) to analyze how the writer creates and develops the character of Charlie from "Flowers for Algernon." Have students go back through the story and look for examples of each type of characterization technique, and record them on the characterization chart. (RL.8.3)
- After reading "Checkout" p. 22 (McDougal), have students complete the Character Motivation chart on p. 29. Students should go back through the story and record significant events in chronological order and determine the character's motivation for that event. The motivation may be explicit or inferred. (RL.8.1, RL.8.3)
- In order to determine the theme of a story, a reader must gather clues, including key statements and phrases, repeated ideas, and lessons learned by the main character. While reading "Stop the Sun," p. 48 (McDougal), have students identify key statements and phrases on page 50 that could be clues to the story's theme. After reading the entire story, determine the theme of the story and compare the statements. Discuss how these statements connect to the overall theme. (RL.8.1, RL.8.2)
- [Text Structure Master Chart](#) (from Literacy Leader website) Students refer to the chart during reading process to determine the type of text structure being used by the author (RL/RI.8.5)

 = LDC Task Templates

-  After researching (insert informational texts) on (insert content), write (narrative or substitute) that describes (insert content). Extension – Use (stylistic devices) to develop a narrative. Use (identify techniques) to convey multiple storylines) (Narrative/Description)
-  After researching (insert informational texts) on (insert content), write a (narrative or substitute) that relates (insert content) and the events that (insert content). (Narrative/Sequential)
-  [Insert question] After reading (insert literature and/or informational texts) about (insert content), write (narrative or substitute) from the perspective of (insert content). Extension – Use (specific stylistic devices) to develop as narrative effect in your work. Use (identify specific techniques) to convey multiple storylines. (Narrative/Description)
-  [Insert question.] After reading (insert literature and/or informational texts) about (insert content), write (narrative or substitute) that relates (insert content). Use (stylistic devices) to develop your work. (Narrative Sequential)

INDEPENDENT READING

Create a year-long/on-going, assignment where students are expected to read from a variety of genres (such as adventure, historical fiction, comedy, ancient history, science fiction, fantasy, etc.).

Suggested books with Lexiles from the Independent Reading classroom libraries. (RL.8.10, RI.8.10)

Fiction

- *Firegirl* (Tony Abbott) 670 Lexile
- *The House on Mango Street* (Sandra Cisneros) 870 Lexile
- *Uglies* (Scott Westerfield) 770 Lexile
- *Zen and the Art of Faking It* (Jordan Sonnenblink) 840 Lexile
- *The Report Card* (Andrew Clements) 700 Lexile
- *The Jumping Tree* (Rene Saldana, Jr.)

Nonfiction

- *Guts* (Gary Paulsen)
- *I Have a Dream, The Story of Martin Luther King* (Davidson) 880 Lexile
- *There are Millions of Millionaires* (Seuling)
- *Guinness World Records: Fearless Facts* 1100 Lexile
- *Jackie's Nine* (Robinson) 1040 Lexile

KCAS AND ACADEMIC VOCABULARY

- | | | | |
|-----------------|----------------------------------|-----------------------|----------------------|
| • Allusion | • Connotative/Denotative Meaning | • Figurative Language | • Supporting Details |
| • Analogy | • Dialogue | • Gerund | • Technical Meaning |
| • Analyze | • Distinction | • Inference | • Textual Evidence |
| • Central Idea | • Event | • Literal Language | • Theme |
| • Comprehension | • Explicit | • Mood | • Tone |
| • Connection | | • Objective Summary | |

GROWTH MONITORING

[Link to Progression of Standards for Content Gap Analysis](#)

Teachers will...

- analyze the results of formative and summative assessments to determine next steps in content instruction and conference with students to provide feedback on their progress.
- collaborate with teachers in all content areas to conduct regular Literacy Reviews of students' reading and writing growth.
- conduct one-on-one reading conferences to monitor student growth/accountability with the focus on self-selected independent reading.
- provide feedback (written and oral) on strengths and areas of growth in reading, writing, language, and speaking and listening.

Students will...

- establish personal learning goals, monitor growth with self-assessments, and track their progress toward specific goals and deadlines.
- analyze results of formative and summative assessments to determine areas of strength and growth and use the information to revise goals and take ownership of learning.

SUGGESTED PACING

Teacher Note: [Link to Lesson Planning Template](#): Throughout the 6-weeks, plan standards-based lessons using suggested texts, resources, and instructional strategies provided on this map. Use classroom libraries to support independent reading. Students continue to use the literacy notebook to respond to and record reading reflections, citing text to support thinking.

Weeks 1 -3	<ul style="list-style-type: none"> Review the Big Idea for the six weeks and the Kentucky Core Academic Standards. Explain that the standards will be the focus of your instruction and review learning targets (“I Can” statements). Review standard 10 in both reading and writing, and discuss how they should be incorporated into students’ individual goals. Introduce daily learning targets and revisit at the end of each lesson. (This is what you will learn. Have you learned it?) Use seed ideas from the Literacy Notebook to identify potential topics for narratives and use prewriting strategies to organize ideas for first drafts (the narrative structure is the foundation for other writing. Eighth grade students should have a working knowledge of the narrative structure and move to more sophistication in the development of this form). Introduce the Writing Portfolio and explain the purpose and impact of the portfolio for students making the transition to high school. Later in the year, students will review the contents of their K-7 portfolio to gauge growth in writing. At the end of the year, 8th grade students will compile a K – 8 writing portfolio that reflects writing growth over time. This portfolio must include work from grade K-12, including the required 8th grade pieces specified for promotion, and will follow them to high school. <i>Personalizing folders builds ownership of the work within</i> Have students analyze examples of grade level student writing from <i>In Common</i> to reinforce the standards. Review the tools you will use to monitor Independent Reading and writing (e.g., Reading Log, Writing Conferences, Rubrics). Engage students in establishing <i>success criteria</i> for effective notebook entries using rubrics (students /teacher developed). As student read texts, analyze and compare the structures used by authors to convey meaning. Students engage in discussion around text to determine a theme or central idea and how it is develop throughout the text and to analyze how writers use dialogue to develop characters. Make connections across texts to examine how different writes develop similar themes and central ideas. Use Close Reading Lesson every 3 to 4 weeks to formatively assess students reading and writing progress. These multiple day lessons include writing extensions to further understanding of text and exemplify academic writing to learn and demonstrate learning. Lesson may span over a few days or a week. Use strategies from texts like <i>Mechanically Inclined</i> and <i>Everyday Editing</i> to teach language standards. (Ongoing)
Week 4-6	<ul style="list-style-type: none"> Reinforce the routines and procedures established thus far and encourage student reflection on how they support building a safe and respectful learning community that supports transition to high school. Introduce structures and strategies for effective classroom discussions, questioning, and learning tasks that promote higher-order thinking. (Accountable Talk, Reciprocal Teaching, Turn and Talk, etc.) Students should begin and complete first drafts of narratives. (Drafting) Emphasize the expectation that students apply knowledge of grammar and mechanics (capitalization, punctuation, spelling) in all written work. Use the JCPS Process Writing Criteria to analyze student writing throughout the writing process. Reinforce student understanding of language standards in context of mentor texts (verbals and their functions – see L.8.1 a-d). Teach/review Greek and Latin affixes and roots and their use in identifying unfamiliar vocabulary; reinforce use of reference materials (dictionaries, thesauri in various forms) to assist students in defining unknown vocabulary. Use formative assessments (student work, results of daily assignments, writing-to-learn, assessments, teacher observations, etc.) to focus lessons and differentiate instruction. Collaborate with other ELA teachers (PLCs) to address key findings from formative assessments, focusing on adjusting instructional practices to impact student learning. Identify gaps in learning and provide small group instruction/intervention to address gaps. Model the structures of reading/writing conferences (student/teacher, student/student, student/self) to create collaboration and ownership. Teacher/Student Conferences should be used to help students self-assess their progress and set goals based on the learning targets (mastery of standards), data analysis, and teacher feedback. (Teacher feedback should be ongoing.)

Week 7-9

- Administer Reading Proficiency Assessments according to the Assessment Calendar.
- Introduce close reading strategy lessons with text dependent questions to address reading and writing standards using recommended literature and informational texts resources (see Close Reading resources).
- Language and speaking and listening standards should be incorporated within lessons to build students' communication skills and support the transition to high school.
- Involve students in developing criteria for assessing work using the language of the writing and language standards that have been taught. Refer to the Writing Criteria and other resources for assessing student writing (available in the Middle School Literacy Closet).
- Conduct teacher/peer conferences to revise and edit narrative drafts. Allow students to use feedback from the conferences to improve their work. Encourage the use of dictionaries and thesauri in the revising and editing process. (Revising and Editing)
- Schedule time for students to read aloud their narratives in small or large groups emphasizing the speaking and listening standards.
- Use student-developed scoring guides/rubrics to assess quality of work and determine next steps for instruction.
- Administer appropriate assessments to gather data on student learning and progress toward goals. Involve students in analysis of results to promote self-monitoring of growth for the first six weeks.