

# Kent City Middle School Curriculum Map for: 8th Grade MAISA

Duration	Unit Name/ Essential Questions & Vocab	Content & HSCE	Assessment	Literacy Activities	Skills
Ongoing	<b>Writer's Notebook</b> What does it mean to be reflective?  How does being reflective make one a better writer?  How can celebrating the writer and the writing make one a more thoughtful and reflective writer?	<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> <p>W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have</p>	<p>Notebooks are collected every marking period.</p> <p>Students must reflect on their strengths and weaknesses as writers. They must also assess best lines.</p>	<p>10+5 Writer's Notebook</p> <p>Collaboration</p> <p>Writing topics</p> <p>Effective leads</p> <p>Figurative Language</p> <p>Author's Word Choice</p> <p>6 Traits of Writing: Idea, Organization, Voice, Word Choice, Sentence Fluency, Conventions.</p>	<p>Build stamina as a writer.</p> <p>Notice and Note Author's Craft.</p> <p>Reflect upon the writing.</p> <p>Apply the mini lessons to their own writing.</p> <p>Evaluate one's own writing.</p> <p>Apply Author's Craft Terminology.</p>

		<p>been addressed.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p>			
Ongoing	<p><b>Independent Reading</b></p> <p><b>Overarching Question</b> How do writers improve writing skills by studying works from other authors?</p> <p>What effect does an author's word choice have on the reader?</p> <p>Why is it important to understand various character points of view while reading?</p> <p>How does character conflict shape the whole of a story?</p> <p>Why are scenes and narration such important driving factors for rising and falling tensions within a storyline?</p> <p>Why are scenes and narration such important driving factors for rising and falling tensions within a storyline?</p> <p>How do you determine what</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are</p>	<p><b>Pre-Unit Assessment Task</b> Have students complete a quick review of a book that they have recently read. They are to include a short summary of the book as well as their opinion of the story. Store in reading folders so that students can track their learning progression from unit start to unit completion.</p> <p><b>Mid-Unit Assessment Task</b> Spot check all reading folders and hold conversations with groups of students to ensure comprehension of assignments.</p> <p><b>Post-Unit Assessment Task</b> Students will write a critique of their independent reading novels. Students will</p>	<p>Notice explicit details about texts and how stories are woven into pieces of literature.</p> <p>Weekly reading logs</p> <p>"See Myself As a Reader"</p> <p>Reader's Log</p> <p>"In My Author's Words"</p> <p>"Character Perspective"</p> <p>"Making Connections As You Read"</p> <p>"Plot Diagram"</p> <p>"Narration"</p> <p>"Theme Tracker"</p> <p><b>Notice and Note:</b></p>	<p>Exploring genre elements and structures.</p> <p>Identifying as a community of readers</p> <p>Interacting with texts. Providing brief summaries Citing text supports Making connections</p> <p>Self-monitoring</p> <p>Free reading books serve as mentor texts for students' own writing.</p>

	<p>the theme of a novel is?</p> <p>What are the key elements to a book critique?</p> <p><b>Key Terms:</b>  <b>conflict</b>  <b>critique</b>  <b>dialogue</b>  <b>narration</b>  <b>perspective</b>  <b>plot</b>  <b>point-of-view</b>  <b>scenes</b>  <b>setting</b>  <b>tension</b>  <b>theme</b>  <b>tone</b>  <b>word choice</b></p>	<p>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.</p> <p>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.</p>	<p>include a summary of the story, opinions on the story with text supports, and the theme.</p>	<p>Aha Moment, Words of the Wiser, Again and Again, Tough Questions, Memory Moment, Contrast and Contradiction.</p> <p>Information Text – focus on Author's Purpose.</p> <p>Text Features</p> <p>Text Structures</p>	
	<p><b>Narrative Poetry</b></p> <p><b>Overarching Questions</b></p> <p>How do writers use poetry to express themselves and make connections to readers and the world around them?</p> <p>Why is it important to develop questions for yourself about a poem while reading poetry?</p> <p>What are useful forms of organization for narrative poetry writers?</p>	<p>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.</p> <p>W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-</p>	<p>Students will produce a final, published narrative poem. They will reflect on the essential elements of a narrative poem.</p> <p>Students will also reflect on how the mentor poem impacted their writing decisions, generating strategies, and thought processes.</p> <p>It will be graded utilizing the MAISA rubric.</p>	<p>Close Reading Strategies applied to poetry anthologies.</p> <p>“NARRATIVE STRUCTURE ANALYSIS” Graphic organizer using Gradual Release Model.</p> <p>Noticings and Wonderings.</p> <p>Peer revision and editing.</p> <p>Published poems utilizing google doc</p>	<p>Analyzing mentor poems independently and with help from others</p> <p>Collaborating with others to evaluate written narrative poems</p> <p>Identifying literary devices in narrative poetry</p> <p>Understanding the complexity of narrative poetry</p>

	<p>How do writers improve writing skills by studying works from other authors?</p> <p>Why are literary devices important in poetry and how do they help convey meaning?</p> <p>What makes a writer's notebook entry worth developing into a published piece of writing?</p> <p>How does collaborating with others help a writer evaluate their poetry?</p> <p>How can editing checklists be used during the revision process to make writing more meaningful?</p> <p>How has your understanding of poetry helped your personal development as a writer?</p> <p><b>Enduring Understanding</b> By studying and writing about the small moments of our lives, we can gain insight into who we are, what is meaningful to us, and the lessons we have learned as we journey through life.</p> <p><b>KEY CONCEPTS</b> <b>alliteration</b> <b>analogies</b></p>	<p>specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>		<p>input from peers.</p> <p>Utilize Google Classroom</p>	
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	complexity evaluation exploration generation imitation metaphor poetry patterns research simile themes				
	<p><b>Narrative Reading</b>  <b>“Flowers for Algernon”</b>  <b>“Tell-Tale Heart”</b></p> <p><u><b>Essential Questions</b></u>  Why is author’s craft and word choice so important?</p> <p>Why does point of view play such an important role in narrative text?</p> <p>How does analysis of literal text help you make inferences that deepen your understanding of the text?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.7. Analyze the extent to</p>	Pre Assessment and Post Assessment Tests Match. The tests consist of multiple choice and short answer responses.	<p>“Tell-Tale Heart” focus on the 6 Traits of Writing and Author’s Craft.</p> <p>Plot Mapping of story structure.</p> <p>Perspective</p> <p>Word Choice reflecting time period.</p> <p>Context Clues</p> <p>“Flowers for Algernon”</p> <p>Focus on the trait of organization.</p> <p>Character Development Point of View</p> <p>Citation of text support.</p>	<p>Exploring genre elements and structures</p> <p>Identifying as members of a reading community</p> <p>Interacting with texts</p> <p>Self-monitoring</p>

		<p>which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p> <p>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.</p>		<p>Allusions to other writing.</p> <p>Comparison to the film version and choices made.</p>	
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<p><b>Literary Essay based on “Flowers for Algernon”</b></p> <p>How do writers find meaning by studying the relationships between character and theme?</p> <p>How do writers use various types of evidence to support their thesis?</p> <p>How do writers structure and organize literary essays?</p> <p>How do writers connect evidence to their thesis to create cohesion?</p> <p><b>Key Terms:</b>  analyzing literature  audience  author intent  direct quotes  drafting  essay structure  formal style  multiple claims  paraphrasing  revising  textual evidence  transitions  valid reasoning</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.8.6. Analyze how differences</p>	<p>After reading the text, study and consider the themes presented by the author throughout the text. After making inferences about what the author wanted readers to understand, determine how the author reveals a theme through character development. Then, determine a relationship between theme and character development to create an arguable claim about the theme. Use textual evidence to support the claim(s) as you construct a literary essay. Utilize the writing process, especially drafting, revision and conferencing, in order to create a cohesive argument worthy of sharing with others.</p>	<p>Close Reading  “Theme: The Basics”</p> <p>“Finding Support for Three Theories”</p> <p>“Collecting Evidence for Claims?”</p> <p>“Identify Reasons to Support a Claim”</p> <p>“Literary Essay: Rough Plan”</p> <p>“Connected Example Paragraph”</p> <p>Entrance/Exit slips checking for understanding.</p> <p>“Introductory Paragraph” samples</p> <p>“Possible Concluding Paragraphs”</p> <p>“Peer Editing”</p> <p>“Peer Conferencing”</p> <p>“Essay Self Reflection”</p>	<p>Analysis of mentor literary essays</p> <p>Application of literary essay writing strategies</p> <p>Formulating claims that can be proven through textual evidence</p> <p>Identifying and employing various types of evidence</p> <p>Identifying and using writing conventions of a mode</p> <p>Sifting and sorting valid evidence</p> <p>Synthesizing multiple claims related to the development of theme</p>
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		<p>in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1d. Establish and maintain a formal style.</p> <p>W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing</p>			
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		<p>types are defined in standards 1–3 above.)</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p>			
	<b>Informational Reading</b>	RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says	Students will select a topic regarding advancements in	Close Reading Articles	Exploring genre elements and structures

<p>How do readers of informational text read closely to compare and contrast text written by different authors on the same topic?</p> <p>How does knowing the purpose of an informational text help to understand the author's claim or intent?</p> <p>Why do authors of informational text use different features to make sure that the readers understand their purpose and intent?</p> <p>How does analyzing content-specific words and phrases help in the understanding of informational text?</p> <p>How can readers figure out or deduce an author's claim, intent or argument in a piece of informational text?</p> <p>How can readers of informational text determine if the evidence supports the author's claim and has supporting details that align with the claim/main idea?</p> <p>Why is it necessary for authors of informational text to acknowledge opposing</p>	<p>explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>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.</p> <p>RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a</p>	<p>science.</p> <p>They will research and read two informational texts—one traditional print article and one multimedia piece.</p> <p>They will analyze the two texts using the "Text Analyzer."</p>	<p>Entrance/Exit Slips</p> <p>"Purposes of Informational Text"</p> <p>Text Features</p> <p>Text Structures</p> <p>"Explain Yourself" 1 and 2.</p> <p>Compare/Contrast Tool.</p> <p>"Text Analyzer" practice</p>	<p>Developing strategies for close reading</p> <p>Identifying key ideas and details</p> <p>Interacting with multiple texts</p> <p>Integrating knowledge and ideas</p>
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	<p>viewpoints or opposing evidence?</p> <p>Why should readers of Informational text look to videos, blogs, digital media, infographs, etc., as well?</p> <p>Why do readers of informational text need to look at multiple texts on the topic they are studying?</p> <p><b><u>Key Concepts:</u></b></p> <p>analysis author's purpose central idea claim compare/contrast evaluation evidence inference point of view supporting ideas text features text structures</p>	<p>particular topic or idea.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>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.</p> <p>SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>			
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		<p>SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>			
	<p><b>Argumentative Writing</b></p> <p>How do you construct a persuasive argument?</p> <p>What constitutes effective evidence?</p> <p>How do you revise?</p> <p><b>Key Concepts:</b>  argument/persuasion  audience  block organizations vs. alternating organization  commentary  credible source  debatable claim  evidence - factual and anecdotal  reflection  revision  topic sentence  transition</p>	<p>Reading: Informational Text  Key Ideas and Details  1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its</p>	<p>For this writing task, you will identify and build an argument in response to a prompt by crafting a debatable claim, supporting it with the most effective evidence, and explaining that evidence with complex commentary to persuade your reader. You will also select the block or alternating organizational format for your paragraph and include transitions between sentences to improve the flow and logic of your argument. Whether you're arguing to abolish school uniforms or to institute more</p>	<p>"Analyzing Arguments"</p> <p>"Argument Concepts Anchor Chart"</p> <p>"Explain Your Argument"</p> <p>"Evidence Types"</p> <p>"Name That Evidence Types"</p> <p>"Commentary Anchor Chart"</p> <p>"Commentary Examples and Practice"</p> <p>"Dissecting the Writing Prompt"</p> <p>"Variety of Evidence"</p>	<p>Determining the credibility of sources</p> <p>Drafting a claim based on evidence</p> <p>Drafting complex commentary</p> <p>Pre-writing to discover an argument</p> <p>Researching to find further evidence</p> <p>Revising to strengthen claim, evidence, and commentary clarity</p>

		<p>relationship to supporting ideas; provide an objective summary of the text.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>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.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts</p>	<p>nutritious school lunches, you must show your reader how you arrived at this conclusion by laying out your thinking in the form of a claim and supporting evidence. Your argument will be one paragraph in length, so it should be focused on one central idea and provide enough evidence to persuade your reader that your argument is strong. Two pieces of evidence should be from a credible secondary source.</p>	<p>Checklist”</p> <p>Evidence Credibility</p>	
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		<p>independently and proficiently.</p> <p>RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning,</p>			
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		<p>revising, editing, rewriting, or trying a new approach.</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
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		<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p>			
ongoing	<b>State Mandated Test Preparation</b>	As we learn more about the state mandated testing, our lessons will reflect these requirements.	<b>Weekly Wonder Word Assessments</b>	<p>Wonder Words</p> <p>Sentences with context clues.</p> <p>Location of Wonder Words within free-reading texts.</p>	<p>Vocabulary development</p> <p>Context Clues</p> <p>Parts of Speech review</p>