**ELA Modules Grade: 8**

**Introduction and Overview of Modules 1-4**

Gasconade County R-II School District created this yearlong overview and the following four modules, as sample curriculum maps for teachers to consider as they begin planning for Common Core implementation. The modules include all ELA Common Core Standards. The goal was to show how Priority and Supporting Standards could be addressed throughout the year by grouping them in a logical fashion. This Yearlong Overview and the four modules identify where standards are introduced, however teachers will make the decision as to when students are assessed. Students should have multiple opportunities to show they have met the standards throughout the year in various venues including whole group, small group, or 1-on-1.

Although there are focus standards identified in each module, once introduced, they are continually applied by students in subsequent modules and in increasingly complex texts. Each module is designed to build upon previous ones so that by the end of the year the standards have been addressed deeply, and the priority standards assessed in appropriate levels of text. (See ELA diagram of nested circles.) The module designers identified some standards that are embedded in all modules and placed them in the section “Yearlong Skill Development.”

Each module is designed to last approximately 8 weeks and is named for a significant big idea underlying the CCSS’s. They represent significant shifts in instruction and therefore deserve focus and intentional planning. **It is important to note that although the modules focus on these important ELA shifts,** **each module can include 2-3 smaller units of study**. Teachers or grade level teams decides where content units are addressed. There is also freedom to select literary units such as a genre study, author/illustrator study, or a theme such as “overcoming challenges or perseverance”. The choices are endless and allow for any number of possibilities within a framework meant to assist in layering ELA standards in a coherent way.

We invite you to use this template “as is” or as a springboard for your own curriculum map or module creation. We sincerely hope this effort is helpful to you as we continue to develop deeper understanding of the new Common Core State Standards and the related shifts in instruction.

|  |  |  |  |
| --- | --- | --- | --- |
| **Module 1****“Reading closely & writing to learn”** | **Module 2****“Working with Evidence”** | **Module 3****“Understanding through research”** | **Module 4****“Forming positions”** |
| **Overview of the Modules and the connection between selected standards: (***Note: \* means yearlong skill)* |
| ***Overview****In this first module, students will begin the year learning to use close reading strategies to improve their literacy skills (RL3, RI9, \*RL/RI4, \**℗*L4, \**℗*L6). Module 1 is laying the foundation so students will be able to determine and analyze a central idea/theme of a text and demonstrate understandings of figurative language (℗RL2, ℗RI2, ℗RL9, ℗W3, ℗L5).* *The students will use writing as a means to deepen their understanding (℗W3). Both literary and informational texts will be used throughout this module (\*RL/RI10).* *In addition, Module 1 will introduce students to a writing workshop where they will go through the writing process specific to a narrative genre (\**℗*W4, \**℗*W5, \*W10, \*L6, \**℗*L2, \*L3, ).* *Within this module, class discussion strategies will be introduced, so students can work collaboratively to discuss text/ideas (℗SL1, ℗L1, L3).* | ***Overview****Module 2 begins to incorporate new supplemental readings that build upon ideas/themes established earlier, so students can go deeper with analysis (RL6, RI3, RI5, SL2, \*RL/RI10). Students will continue to use close reading strategies so they can acquire relevant information in order to compare/contrast different structures/literary devices/ideas of texts and how each creates meaning (℗RL5, SL3,\* RL/RI4,\** ℗*L4, \**℗*L6) .**Students will write to learn and back up conclusions by citing textual evidence (℗RL1, RI1, W9, \*W4). The module will conclude with students writing an explanatory paper based on closed readings (℗W2, \**℗*W4, \**℗*W5, \*W10, \**℗*L1, \**℗*L2).* *Within this module, students will begin to analyze different ideas through classroom/partner/group discussions (\**℗*SL1, \**℗*L1).* | ***Overview****Module 3 has students utilize their closed reading skills on a variety of texts from different forms of media (\*Rl/RI4, \*RL/RI10, \**℗*L4, \*L10, \**℗L6*). Students will evaluate ideas/themes based on their research (℗RI7). Students will look at author’s point of view and evaluate claims in a text (RI6, RI8, W9, \**℗*SL1).* *Students will create a short research project using technology to organize and present their findings (W6, W7, ℗W8, \**℗*W5, \*W10,\*L1, \**℗*L2, \*L3).* *Within this module, students will present claims and findings in a coherent/organized manner (℗SL4, \**℗*W4, \*SL6, \**℗*L1, \*L3).* | ***Overview****Module 4 concludes the year with students applying research findings to analyze the extent to 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 (RI7, \*RL/RI4, \*RL/RI10, \*℗SL1, \*℗L4, \*℗L6) .**Students will develop an essential question and create an argumentative essay with evidence backing their conclusions (W1, \*℗W4, \*℗W5, \*W10, \*℗L1, \*℗L2, \*L3).* *Within this module, students will integrate multimedia and visual displays into presentations to defend position on topic/idea (℗SL5, \*SL6, \*℗L1).* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Module 1****“Reading closely & writing to learn”** | **Module 2****“Working with Evidence”** | **Module 3****“Understanding through research”** | **Module 4****“Forming positions”** |
| **Reading Literature Standards** | **Reading Literature Standards** | **Reading Literature Standards** | **Reading Literature Standards** |
| **℗8.RL.2- 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.** **8.RL.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.**℗8.RL.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**.  | **℗8.RL.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.****℗8.RL.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.****8.RL.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. |  | 8.RL.7- Analyze the extent to 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. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Module 1****“Reading closely & writing to learn”** | **Module 2****“Working with Evidence”** | **Module 3****“Understanding through research”** | **Module 4****“Forming positions”** |
| **Reading Informational Standards** | **Reading Informational Standards** | **Reading Informational Standards** | **Reading Informational Standards** |
| **℗8.RI.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**.  8.RI.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. | 8.RI.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.8.RI.3-Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).8.RI.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. | 8.RI.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. ℗**8.RI.7 –Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.**8.RI.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. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Module 1****“Reading closely & writing to learn”** | **Module 2****“Working with Evidence”** | **Module 3****“Understanding through research”** | **Module 4****“Forming positions”** |
| **Writing Standards** | **Writing Standards** | **Writing Standards** | **Writing Standards** |
| **℗8.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**1. **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.**
2. **Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**
3. **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.**
4. **Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**
5. **Provide a conclusion that follows from and reflects on the narrated experiences or events.**
 | ℗**8.W.2-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**1. **Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**
2. **Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.**
3. **Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**
4. **Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.**
5. **Provide a concluding statement or section that follows from and supports the information or explanation presented.**

8.W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.1. 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”).
2. Apply grade 8 Reading standards to literary nonfiction (e.g., “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”)
 | 8.W.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.8.W.7-Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.℗**8.W.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. | 8.W.1-Write arguments to support claims with clear reasons and relevant evidence.1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
4. Establish and maintain a formal style.
5. Provide a concluding statement or section that follows from and supports the argument presented.
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Module 1****“Reading closely & writing to learn”** | **Module 2****“Working with Evidence”** | **Module 3****“Understanding through research”** | **Module 4****“Forming positions”** |
| **Speaking & Listening Standards** | **Speaking & Listening Standards** | **Speaking & Listening Standards** | **Speaking & Listening Standards** |
| **Language****℗8.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**1. **Interpret figures of speech (e.g. verbal irony, puns) in context.**
2. **Use the relationship between particular words to better understand each of the words.**
3. **Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).**
 | **Language**8.SL.2-Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.8.SL.3-Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  | **Language****℗8.SL.4-Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.** | **Language****℗8.SL.5-**Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |

**Year Long Standards:**

**Reading:**

8.RL.4/RI.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.

8.RL.10/RI.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

**Writing:**

**8.W.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.)**

**8.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.**

8.W.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 discipline-specific tasks, purposes, and audiences

**Speaking and Listening:**

**8.SL.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.**
* **Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.**
* **Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.**

8.SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

**Language:**

**8.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

* **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.\***

|  |  |  |  |
| --- | --- | --- | --- |
| **Interdisciplinary suggestions**  | **Interdisciplinary suggestions** | **Interdisciplinary suggestions** | **Interdisciplinary suggestions** |
| US History – Classroom and School Community: Individual rights and Common GoodU. S Colonization ReviewCauses of the American Revolution  | US History – American RevolutionConstitution | US History – Slavery Expansion and ReformCauses of the Civil War | US History – Civil War ReconstructionIndustrialization |