

Common Core Anchor Standards

2005 Performance Indicators

2nd 5 weeks

<p>Reading</p> <p>-literature</p> <p>-informational</p>	<ul style="list-style-type: none"> Analyze and apply plot structure and story elements. (RL.8.2.) Analyze how lines of dialogue/events propel the action, reveal aspects of a character or provoke a decision. (RL.8.3.) Analyze how a text makes connections among and distinctions between individuals, ideas or events. (RI.8.3.) Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (RI.8.5.) 	<ul style="list-style-type: none"> Interpret characters, plot, setting, theme, and dialogue, using evidence from the text. (R.2.2.) Recognize how the author’s use of language creates images or feelings. (R.2.5.) Compare motives of characters, causes of events, and importance of setting in literature to people, events, and place in own lives. (R.2.7.) Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation text. (R.2.8.) Preview informational texts to assess content and organization and select texts useful for the task. (R.1.4.) Use knowledge of structure, content, and vocabulary to understand informational text. (R.1.6.)
<p>Writing</p>	<ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. (W.8.3.) Engage and orient reader by establishing context and point of view. (W.8.3.a.) Use narrative techniques (dialogue, pacing, description, reflection to develop experiences, events, characters). (W.8.3.b.) Transitions to convey sequences, time frame, setting. (W.8.3.c.) Descriptive details and sensory details. (W.8.3.d.) Develop a conclusion that reflects on the narrated experience/events. (W.8.3.e.) 	<ul style="list-style-type: none"> Develop a narrative, using an organizational plan such as chronology or flashback. (W.2.1.a.) Sequence events to advance a plot; use action conflict, climax, falling action, and resolution. (W.2.1.b.) Identify and describe characters and their motivations. (W.2.2.c.) Analyze the importance of setting. (W.2.2.d.)
<p>Language</p>	<ul style="list-style-type: none"> Demonstrate the command of the conventions of capitalization, punctuation and spelling when writing. (L.8.1., L.8.2.c.) Use punctuation (comma, ellipse, dash) to indicate pause and an ellipse for an omission. (L.8.2.a., L.8.2.b.) 	
<p>Speaking & Listening</p>	<ul style="list-style-type: none"> Come to discussions prepared, having read/researched; refer to evidence on the topic, text, or issue to probe and reflect on ideas. (SL.8.1.a.) 	<ul style="list-style-type: none"> Contribute to discussions by clarifying and interpreting. (S.1.2.) Present examples, definitions, analogies, and direct references to the text in support of ideas. (S.1.4.) Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting. (S.4.3.)

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2005 Performance Indicators

3rd 5 weeks (Second Quarter)

Suggested Sub-Theme: <i>External Motivation</i>		
Suggested Essential Question: <i>How do external forces instigate or inspire a character?</i>		
<p>Reading</p> <p>-literature</p> <p>-informational</p>	<ul style="list-style-type: none"> Analyze author’s use of point of view and how differences in point of view create suspense, humor, etc. (RI.8.6.) Determine an author’s point of view or purpose in a text and analyze how the author acknowledge and responds to conflicting evidence or viewpoints. (RI.8.6.) Evaluate the advantages and disadvantages of using different sources of information. (RI.8.7.) 	<ul style="list-style-type: none"> Identify the author’s point of view, such as first person narrator and omniscient narrator. (R.2.3.) Compare and contrast information from a variety of different sources. (R.1.10.) Consider the background qualifications of the writer. (R.3.1.a.) Identify differing points of view in texts and presentations. (R.3.1.i.) Compare a film, video, or stage version of a literary work with the written version. (R.2.9.)
<p>Writing</p>	<ul style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas. (W.8.2.) Introduce a topic clearly, previewing what is to follow. (W.8.2.a) Develop topic with relevant facts, concrete details and examples, quotations and other information. (W.8.2.b.) Use transitions to create cohesion in a text. (W.8.2.c.) Develop conclusions and inferences based on evidence. (W.8.2.f.) 	<ul style="list-style-type: none"> Write accurate and complete responses to questions about informational material. (W.1.10.) Draw conclusions and provide reasons for the conclusions. (W.2.2.f.) Present clear analyses, using examples, details, and reasons from text. (W.3.1.) Maintain a writing portfolio that includes literary, interpretive, and responsive writing. (W.2.3.)
<p>Language</p>	<ul style="list-style-type: none"> Explain function of verbals (gerunds, participles, infinitives) and their function in a sentence. (L.8.1.a.) Demonstrate command of conventions. (L.8.1.) 	
<p>Speaking & Listening</p>	<ul style="list-style-type: none"> Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. (SL.8.1.c.) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1.d.) 	<ul style="list-style-type: none"> Recall significant ideas/details and relationships between. (L.1.1.) Express interpretations and support with references to text. (S.2.1.) Express opinions about info, ideas, themes, etc. (S.3.1.) Form opinion about validity/accuracy of info, ideas, themes. (L.3.1.) Suspend judgment until all information has been presented. (L.3.5.) Ask and respond to questions to clarify an interpretation or response to literary text and performances. (S.2.3.)

Common Core Anchor Standards

2005 Performance Indicators

4th 5 weeks

<p>Reading</p> <p>-literature</p> <p>-informational</p>	<ul style="list-style-type: none"> Determine meaning of words and figurative language and analyze impact of specific word choices on meaning and tone, including analogies and/or allusions. (RL.8.4.) Determine the meaning of words and phrases and analyze the impact of specific word choices on meaning and tone. (RI.8.4.) Recognize when irrelevant evidence is introduced. (RI.8.8.) 	<ul style="list-style-type: none"> Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry. (R.2.6.) Determine how use and meaning of literary devices,(symbolism, metaphor and simile, illustration, personification, flashback, foreshadowing), convey author’s message or intent. (R.2.4.) Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts. (R.1.2.) Read and follow written multistep directions or procedures to accomplish a task or complete an assignment. (R.1.3.) Identify missing, conflicting, or unclear information. (R.1.8.)
<p>Writing</p>	<ul style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. (W.8.1.) Use appropriate and varied and phrases to create cohesion and clarify relationships among ideas. (W.8.2.c.) Use precise language and specific vocabulary to inform about or explain a topic. (W.8.2.) Establish and maintain a formal style. (W.8.2.e.) Provide a concluding statement that supports the information/explanation presented. (W.8.2.f.) 	<ul style="list-style-type: none"> Maintain a portfolio that includes informational writing. (W.1.11.) Write interpretive and responsive essays of approximately three pages. (W.2.2.) Express opinions and support with specific references. (W.2.2.a.) Identify and interpret how the use of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, affects meaning. (W.2.2.e.) Compare and contrast the use of literary elements in more than one genre, by more than one author. (W.3.5.) Develop a personal voice that engages the reader. (W.4.3.)
<p>Language</p>	<ul style="list-style-type: none"> Form and use verbs in the active voice. (L.8.1.) Form and use verbs in the indicative interrogative, conditional and subjunctive mood. (L.8.1.c.) Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1.d.) Determine and clarify the meaning of unknown and multiple meaning words and phrases through use of context clues, reference materials, affixes and roots. (L.8.4.a., L.8.4.b., L.8.4.c., L.8.4.d.) 	<ul style="list-style-type: none"> Draw conclusions and make inferences on the basis of explicit and implied information. (L.1.3.) Recognize that the speaker's voice and delivery impact communication. (L.1.4.)
<p>Speaking & Listening</p>	<ul style="list-style-type: none"> Outline an argument, evaluate the soundness of reasoning, relevance/sufficiency of evidence and identify irrelevant evidence. (SL.8.3.) Present in a focused manner with relevant evidence, etc.; appropriate eye contact, adequate volume and clear pronunciation. (SL.8.4.) 	<ul style="list-style-type: none"> Connect, compare, and contrast ideas and information. (S.1.5.) State hypothesis and predict possible outcomes from one or more perspectives. (S.3.2.) Provide feedback and ask questions designed to encourage conversation. (S.4.2.) Listen for more than one level of meaning, articulated and unspoken. (L.4.3.)

5th 5 weeks (Third Quarter)

Suggested Sub-Theme: Catalysts		
Suggested Essential Question: How can a catalyst (character, event, etc.) positively or negatively affect a story?		
Reading -literature -informational	<ul style="list-style-type: none"> Compare and contrast texts and their structure; analyze how the differing structures contribute to its meaning and style. (RL.8.5.) Evaluate an argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient. (RI.8.8.) 	<ul style="list-style-type: none"> Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal. (R.3.2.) Suspend judgment until all information has been presented.(R.3.3) Question writer’s assumptions, beliefs, intentions, biases.(R.3.1.c.) Evaluate examples, details, or reasons used to support ideas. (R.3.1.d.) Discriminate between messages and hidden agendas. (R.3.1.f.) Identify propaganda and evaluate its effectiveness. (R.3.1.g.) Consider age, gender, social position, traditions of writer. (R.4.2.)
Writing	<ul style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. (W.8.1.) Draw evidence from literary or informational texts to support analysis, reflection and research. (W.8.1.a.) Introduce claim and distinguish claim from opposing/alternate claims. (W.8.1.a.) Organize the reasons and evidence logically. (W.8.1.d.) Use words/phrases to create cohesion and clarify the relationships among claims, counterclaims, reasons and evidence. (W.8.1.c.) Include a concluding statement that supports argument. (W.8.1.e.) 	<ul style="list-style-type: none"> Compare and contrast characters, setting, mood, and voice in more than one literary text or performance. (W.2.2.g.) Present a hypothesis and predict possible outcomes from one or more perspectives. (W.3.2.) Maintain a writing portfolio that includes writing for critical analysis and evaluation. (W.3.6.)
Language	<ul style="list-style-type: none"> Use relationship between particular words to better understand each of the words. (L.8.5., L.8.5.b.) Interpret figures of speech. (L.8.5.a.) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve effect. (L.8.3.a.) 	<ul style="list-style-type: none"> Identify how the author's choice of words, use of characterization and other literary devices affect the listener's interpretation of the oral text. (L.2.2.) Identify how the poet's use of repetition, rhythm, rhyming patterns affects the listener's interpretation of poetry. (L.2.3.)
Speaking & Listening	<ul style="list-style-type: none"> Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (SL.8.2.) Use their experience and knowledge of language, logic, culture, to think analytically, address problems creatively, and advocate persuasively. (SL.8.2.a.) 	<ul style="list-style-type: none"> Recognize that the speaker's voice and delivery impact communication. (L.1.4.) Recognize persuasive techniques, such as emotional and ethical appeals, in presentations. (L.3.2.) Evaluate quality of speaker's presentation style(voice quality, enunciation, delivery. (L.3.6.) Present content, using strategies designed for the audience, purpose, and context. (L.3.3.)

<p>Reading</p> <p>-literature</p> <p>-informational</p>	<ul style="list-style-type: none"> • Interpret, analyze, and evaluate narratives, poetry, and/or drama by making connections to other texts, ideas, cultural perspectives, eras, personal events, situations. (RL.8.11.) • Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9.) • Identify and analyze how an author addresses problems and advocates persuasively. (RI.8.9.a.) 	<ul style="list-style-type: none"> • Condense, combine, or categorize new information from one or more sources. (R.1.11.) • Make, confirm, or revise predictions. (R.1.13.) • Identify missing, conflicting, or unclear information. (R.1.1.8.) • Identify techniques an author uses to persuade (e.g., emotional and ethical appeals). (R.3.1.h.) • Identify fallacies of logic that lead to unsupported conclusions. (R.3.1.e.)
<p>Writing</p>	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. (W.8.4.) • 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. (W.8.5.) 	<ul style="list-style-type: none"> • Select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme. (W.2.1.d.) • Write personal reactions to experiences, events, and observations, using a form of social communication. (W.4.4.)
<p>Language</p>	<ul style="list-style-type: none"> • Connotations (associations) of words and denotations (definitions) of words. (L.8.5.c.) 	<ul style="list-style-type: none"> • Listen for more than one level of meaning, articulated and unspoken. (L.4.3.)
<p>Speaking & Listening</p>	<ul style="list-style-type: none"> • Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. (SL.8.1.e.) 	<ul style="list-style-type: none"> • Recognize social, historical, and cultural features in presentation of literary texts. (L.2.4.) • Consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations. (L.3.3.) • Respect age, gender, social position, cultural traditions of speaker and of listener. (L.4.2., S.4.1.) • Appreciate the speaker's uniqueness. (L.4.6.) • Use culture-specific language, jargon, colloquialisms, and gestures appropriate to the purpose, occasion, and listener. (S.4.4.)

<p>Reading</p> <p>-literature</p> <p>-informational</p>	<ul style="list-style-type: none"> • Read and comprehend literature including stories, drama, and poems at the high end of grade’s text complexity band independently and proficiently. (RL.8.10.) • Read and comprehend literary non-fiction at the high end of grade 8 independently and proficiently. (RI.8.10.) 	<ul style="list-style-type: none"> • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups. (R.4.1.) • Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication. (R.4.3.)
<p>Writing</p>	<ul style="list-style-type: none"> • Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others. (W.8.6.) • Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explain differences from the original. (W.8.11.) • Make well-supported personal, cultural, textual and thematic connections across genres. (W.8.11.a.) 	<ul style="list-style-type: none"> • Select content and choose strategies for written presentations on the basis of audience, purpose, and content. (W.3.3.) • Explain connections between and among texts to extend the meaning of each individual text. (W.3.4.) • Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups. (W.4.1.) • Respect the age, gender, social position, and cultural traditions of the recipient. (W.4.2.) • Maintain a portfolio that includes writing for social communication. (W.4.6.) • Use the conventions of email. (W.4.7.)
<p>Language</p>	<ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate vocabulary in writing and speech. (L.8.6.) 	
<p>Speaking & Listening</p>	<ul style="list-style-type: none"> • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.8.6.) 	<ul style="list-style-type: none"> • Prepare and give presentations on informational topics. (S.1.1.) • Present information to address audience needs and to anticipate questions. (S.1.3.) • Use conventions of the presentational format for panel discussions, debates, and mock trials. (S.1.6.) • Adopt conventions of email to establish friendly tone in electronic-based social communication. (S.4.6.)

Notes: Each of the below Genres/topic/areas of focus can be aligned among the eight defined 5 week units

Novel, Short Story, Poetry, Drama, or organize by theme

Specific essential questions should be identified when the teacher clones this scope & sequence consensus curriculum map and defines unit themes & genres depending on the literature and reading selections which most appropriately relate to the chosen essential question(s).