Southington Public Schools
Curriculum Map
Subject: English Language Arts - Reading   **Grade: 8**

UNIT TITLE	Developing Analytical Reading Practices	Tackling Complex Texts through Historical Fiction and Nonfiction	Developing Analytical Lenses for Informational Reading
CONTENT	What students will know and be able to do: • Students will cite the textual evidence that most strongly supports an analysis of what the text says **explicitly**. • Students will cite the textual evidence that most strongly supports an analysis of what the text **infers**. • Students will analyze how particular **lines of dialogue** propel the action, reveal aspects of character, or provoke a decision. • Students will analyze how particular **incidents in a story or drama** propel the action, reveal aspects of character, or provoke a decision. • Students will analyze how a modern work of fiction draws on **themes** from myths traditional stories, or religious works such as the Bible, including describing how the material is rendered new. • Students will analyze how a modern work of fiction draws on **patterns of events** from myths traditional stories, or religious works such as the Bible, including describing how the material is rendered new. • Students will analyze how a modern work of fiction draws on **character types** from myths traditional stories, or religious works such as the Bible, including describing how the material is rendered new. **Level Specific Vocabulary:** • Interpretation • Analyze • Research • Interpret • Foreboding (to have a feeling that	What students will know and be able to do: • That the point of view of the main character may be different from the reader's point of view. • books they read will be about more than one idea. • reading is about formulating and rethinking ideas. • that the meaning of a text lies between the book and the reader (what they bring to reading shapes their understanding). • that they must discern the various perspectives of different characters within a story. • details matter because you accumulate a string of details to build your big idea. • that they must be empathetic and imaginative, as well as more observant and discerning. • that they reanalyze their stories or parts of them through. • an idea a reader has in one text can be true in another text. **Level Specific Vocabulary:** Analyze* Synthesize* Critical Lens* Perspective* *Students will be familiar with these terms, but will learn new applications of them. **Syntax** Learning from bands Context Content Multiple meanings	What students will know and be able to do: • how to transfer what they know about reading narratives to reading narrative nonfiction • how to examine visual features that offer one or more details to synthesize information and determine the main ideas of a text • how to call on their schema for reading narrative nonfiction, to delve into the central conflicts that texts explores • how to transfer note-taking skills from content areas • how to apply all strategies to any informational texts • how to integrate information gained from multiple texts in order to speak and write knowledgably **Level Specific Vocabulary:** • Syntax • Learning from bends • Context • Content

CONTENT	something bad/evil will happen) • Foreshadowing (a literary technique to indicate to the reader that something is to come) • Flashback • Symbolism • Articulate • Archetypes • Perspective • Point-of View • Refrain • Allusion • Metaphor • Simile • Symbols		
CT CORE STANDARDS	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. RL 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. 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. RL.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. 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.	**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 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. **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. **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. **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. **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	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. 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. RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 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. 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

		complexity band independently and proficiently	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.
		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.	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.
		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.	
		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.	
UNIT TITLE	**Critiquing Science Fiction and Fantasy**	**Reading for High School: Applying Strategies to Challenging Texts**	
CONTENT	What students will know and be able to do: • That fantasy/science fiction books are mostly about the struggle between good and evil • Characters are multi-dimensional (never all good or bad) • Fantasy/Science fiction books are about the emergence of something positive in the midst of struggle • That reading across novels helps them to notice patterns, archetypes, and themes **Level Specific Vocabulary:** • Metaphor • Allusion • Point of view • Dystopian Literature and traditions • Post-apocalyptic world • Conflict • Archetypes/Hero Types (traditional, anti-hero, reluctant) • Human condition • Dialogue • Atmosphere	What students will know and be able to do: ▪ That when a text is difficult it will not be a quick read. ▪ how to create an action plan when they are assigned a text by rereading for deeper meaning. ▪ how to analyze an author's choices around literary devices, orders of events, manipulation of time, and effects these have on the texts. ▪ to use summaries or the blurbs on the backs of books to get the gist of the theme ▪ to use Internet search engines, classmates, or librarians to help build action plan. ▪ how to make a plan for how many books they will need to read over the summer to maintain an eighth grade reading level. **Level Specific Vocabulary:** • Syntax • Context • Content	

	• Setting • Thematic patterns (good vs. evil) • Gender norms and stereotypes	• Multiple meanings • Figurative/connotative meanings • Allusion • Conflict • Dialogue • Analogies
CT CORE STANDARDS	**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. **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. **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. **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. **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.	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. 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. 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. 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. 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.