

Southington Public Schools

Curriculum Map

Subject: English Language Arts -Writing

Grade: 8

UNIT TITLE	Memoir	Informational Essay	Research Based Argument Essay
CONTENT	<p>What students will know and be able to do: How to take pieces of their life—perhaps one episode, perhaps several—and make them into a piece of writing that represents a meaningful realization about who they are (so what? factor).</p> <p>How to use what they know about how writers develop themes to connect all of the examples in their memoir in meaningful ways.</p> <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Tone • Implications • Intended Audience • Purpose for writing • Symbolism • Metaphor • Refrain • Transitional language • Significance • Voice 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How to develop a question to research • How to organize the categories of information • How to gather and determine the importance for note-taking • How to paraphrase/summarize key information • How to evaluate the validity of a resource • How to cite sources using the MLA format • How to incorporate era specific vocabulary • How to substantiate evidence <p>Content Vocabulary: Students will be familiar with these terms, but will learn new applications of them.</p> <p>Culture Social Implications Mores Values Political Implications Gender roles Industry</p> <p>Domain specific vocabulary (specific to era studied)</p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How to gather and determine the importance for note-taking • How to paraphrase/summarize key information • How to evaluate the validity of a resource • How to cite sources using the MLA format • How to substantiate evidence <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Context • Content • Multiple meanings • Tone • Implications • Intended Audience • Purpose for writing • Claim/Argument • Repetition • Multiple perspectives • Across-mediums • Thesis statement • Main arguments
CT CORE STANDARDS	<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.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,</p>	<p>W8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</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</p>	<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence</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>rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none">1. Apply <i>grade 8 Reading standards</i> 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 <i>grade 8 Reading standards</i> 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”). <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>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.8.7 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.</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>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>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.8.7 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.</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. 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>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>
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UNIT TITLE	Narrative: Crafting Science Fiction/Fantasy	Literary Essay	
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • Fantasy/Sci-Fi stories are about the struggle between good and evil where there is the emergence of something positive. • How to develop multidimensional characters. • How to suspend disbelief through realistic character development. • How to incorporate flashbacks in their writing. • How to explore/practice/choose appropriate endings for their writing. <p>Level Specific Vocabulary:</p> <p>Setting</p> <ul style="list-style-type: none"> - Mood <p>Flashback</p> <p>Point of View</p> <p>Character</p> <ul style="list-style-type: none"> - Protagonist - Antagonist <p>Plot</p> <ul style="list-style-type: none"> - Exposition - Types of Conflict - Rising Action - Climax - Resolution - Falling Action - Theme - Pacing <p>Narrative</p> <ul style="list-style-type: none"> - Dialogue <p>Detail</p> <ul style="list-style-type: none"> - Relevant - Irrelevant - Redundancy - Descriptive 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • Universal themes occur across literary works. • Relevant information is gathered and evaluated from a variety of sources to support a literary claim. • Information is organized and supported with evidence in a coherent structure. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Context • Content • Multiple meanings • Tone • Implications • Intended Audience • Purpose for writing • Claim/Argument • Symbolism • Repetition • Multiple perspectives • Across-mediums • Thesis statement • Main arguments • Theme 	

<p>CT CORE STANDARDS</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> <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>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.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 1. Apply <i>grade 8 Reading standards</i> 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>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>RL.8.1 Cite the textual evidence that most strongly supports 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>W.8.1 Write arguments to support claims with clear reasons and relevant evidence</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>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.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
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