2020/2021 Cartersville Middle School Curriculum Map   Grade Level/Subject Area:

	Essential Standards	Essential Standard (s) Learning Targets	Supporting Standards	Supporting Standard (s) Learning Targets
Unit: 1 Identity **CR, Lit. Analysis(short pieces and IOBA**) **Estimated Teaching Time:**	**W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **RL2/RI2:** Determine a theme and/or central idea of a text and analyze whether its literary or informational development over the course of the text, and provide an objective summary. W3	**W4:** I can produce a piece of writing with a clear topic sentence, developed with relevant details, and an effective conclusion. -I can include transitions to link and show relationships among ideas. - I can use clear writing with appropriate orga nization and style specific to the audience, task, and purpose. **RL2/RI2:** I can infer a theme and analyze its development over a text. **RL2/RI2:** I can draw inferences and conclusions about what a text is saying using background knowledge and information from the text.	**L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **8L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **b.** Form and use verbs in the active and passive voice. **L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Eighth Grade reading and content, choosing flexibly from a range of strategies. **SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Eighth Grade topics and texts,	**L1:** I can use what I have learned about mechanics, usage, grammar, and spelling in my writing. **L2:** I can use correct capitalization, punctuation and spelling to send a clear message to my reader. **L3:** I can choose words and ideas to convey ideas precisely. I can vary sentence patterns for meaning, reader inter est, and style. **L4:** I can use context clues, common prefixes, suffixes and root words to figure out word meanings. **SL1:** I can effectively engage in collaborative discussions with my peers.

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			building on others' ideas and expressing their own clearly.	
Unit 2: **narrative/Identity** **Gary Soto, Flowers for A, Ted Talk** **Estimated Teaching Time:**	**W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **RL3:** 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.	**W3:** I can determine and establish point of view in a narrative. - I can engage and orient the reader by establishing a context and point of view in the beginning of a narrative. -I can organize the narrative to maintain the natural and logical flow. -I can use narrative techniques such as dialogue, description, and reflection to develop experiences, events, or characters. -I can use transition words, phrases, and clauses to convey sequence of events and to show shifts in time. -I can use precise words, descriptive details, and sensory language to help the reader capture the action of an event or experience. -I can develop a narrative conclusion that gives the story closure. -I can reflect on events in a narrative. **RL3:** I can explain how dialogue and events can cause other actions or cause a character to make a decision.	**W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **RL4:** 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. **SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **8L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a**. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	**W2:** I can compose an introduction that contains a thesis that clearly conveys my literary analysis of a text. -I can use appropriate transitions to create clarity and coherence. -I can correctly incorporate domain specific vocabulary that is specific to the topic. -I can write a conclusion that logically flows from the body and creates a sense of cohesion. RL4: I can identify how the author's use of words and phrases, including allusion and other figurative language, creates or enhances the meaning of the text. -I can explain an allusion and show how it adds depth to a text. -I can adapt my speaking style according to purpose, audience, and context. L1a: I can identify the three types of verbals and explain their function in a sentence. I can use verbals to enhance my writing

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		-I can infer information about a character based on events or dialogue.		
Unit 3: Argument Outsiders **Estimated Teaching Time:**	**W1:** Write arguments to support claims with clear reasons and relevant evidence. **RI6:** 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.	**W1:** I can write arguments to support claims with clear reasons and relevant evidence. -I can introduce a claim that can be supported with credible evidence and logical reasoning. -I can craft a coherent introduction that clearly states the central claim -I can choose specific and relevant evidence to support my claim. -I can identify alternate or opposing claims on the topic and argue an issue from both sides. -I can use words, phrases, and clauses to explain relationships between my reasons/evidence and my claim. -I can maintain a formal style. -I can organize the claim, evidence and reasons logically. -I can provide a concluding statement or section that follows and supports the argument presented. **RI6:** I can determine an author's viewpoint or purpose. -I can identify contradicting evidence or viewpoints presented in the text.	**RI8:** 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. **RI4:** 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.	**RI4:** I can identify tone and determine how the author's use of words and phrases controls the meaning/tone of the text. -I can differentiate between connotation and denotation **RI8.8:** I can identify specific claims in a text and determine if they are supported by sound reasoning and sufficient evidence that is relevant to the argument. L3: I can use language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **SL1:** I can build on others ideas when engaging in discourse. **SL4:** I can present claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning and well-chosen details

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Unit 4: **Informational /horror** **Estimated Teaching Time:**	**RL6:** Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. **RI1**: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL6 • I can explain how a character's knowledge or lack of knowledge influences his or her perspective on situations and events in a text. • I can contrast the different points of view among characters. • I can recognize different forms of irony (dramatic and situational) in a text and explain how they render the text humorous or suspenseful. • I can determine the points of view represented in the text and explain how the author manipulates the information readers and characters receive to create humor and/or suspense in the text. • **RI1** • I can draw inferences about what an informational text is saying, explicitly or	**W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research. **RL4**: 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 **RL2:** Determine a theme and/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. **L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context.	• W9: • • I can write literary and rhetorical analyses. • I can find and use evidence from literary and non-fiction texts in support of claims. • • I can appropriately cite evidence from literary and non-fiction texts.

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		implicitly to support an analysis.		
		I can support their analysis/inference/conclusion with explicit and implicit textual evidence (e.g. I can draw inferences about what an informational text is saying, explicitly or implicitly to support an analysis.		
		• I can support an analysis/inference/conclusion with explicit and implicit textual evidence (e.g. a quote, paraphrase, or summary of specific examples from the text) • I can determine which textual evidence best supports the analysis. • I can explain the relationship between the analysis/inference/conclusion and textual evidence.		
Unit 5: SLOB **Estimated Teaching Time:**				

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