

**St. Johns County School District**  
**ELA-MJ1-Grade 8-Quarter 1**  
**Curriculum Map-(2015-2016)–Florida Standards**

Unit Title: The Power of Resilience (Quarter 1)

Course Name: MJIII ELA Course Code: 1001070

**\*\* All standards should be taught throughout the year; however the standards listed below are the primary the focus for the quarter\*\***

**\*\*The Bolded Standards should be your primary focus for the quarter\*\***

Desired Outcomes/Results
<b><u>Strand: Reading Standards for Literature</u></b>
<b><i>LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i></b>
<b><i>LAFS.8.RL.1.2 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.</i></b>
<i>LAFS.8.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings</i>
<i>LAFS.8.RL.2.5 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.</i>
<b><u>Strand: Reading Standards for Informational Text</u></b>
<b><i>LAFS.8.RI.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i></b>
<b><i>LAFS.8.RI.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</i></b>
<b><i>LAFS.8.RI.1.3 analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</i></b>
<b><i>LAFS.8.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</i></b>
<i>LAFS.8.RI.2.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</i>
<i>LAFS.8.RI.3.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</i>
<b><u>Strand: Writing Standards</u></b>
<b><i>LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i></b>
<i>LAFS.8.W.3.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused, questions for further research and investigation.</i>
<i>LAFS.8.W.3.8 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.</i>

**St. Johns County School District**  
**ELA-MJ1-Grade 8-Quarter 1**  
**Curriculum Map-(2015-2016)–Florida Standards**

**Strand: Language Standards**

*LAFS.8.L.1.1 Demonstrate command of the conventions of standards English grammar and usage when writing or speaking.*

*LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

*LAFS.8.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.*

*LAFS.8.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibility from a range of strategies.*

**\*Research shows that grammar lessons should be embedded with all reading and writing throughout the year. Click [LAFS Grammar Standards Progression](#) for chart on grammar.**

**Strand: Standards for Speaking and Listening (These standards cover year-long class instruction and are not on DFA.)**

*LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on*

*LAFS.8.SL.1.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.*

*LAFS.8.SL.2.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent description, facts, details, and examples.*

*LAFS.8.SL.2.6 Adapt speech to a variety of contexts and tasks*

**Anchor Text**

*Note to teachers: “Anchor” texts are expected to be read with students during the quarter indicated. These texts have been deemed by St. Johns teacher teams to adequately address the themes, performance tasks, and standards indicated on the quarterly curriculum maps.*

**“My Favorite Chaperone” pg. 3**

**Supplemental Texts from HMH**

*Note to teachers: “Supporting/supplemental” texts may be chosen to support the anchor texts. Based on student skill level, support needs, and interest; teachers may also choose other appropriate texts as supplemental resources.*

- “A Place to Call Home”
- “The Powwow at the End of the World”
- “Golden Glass” in Close Reader
- FYI, History Channel, and Bio resources in Collections online textbook

**St. Johns County School District**  
**ELA-MJ1-Grade 8-Quarter 1**  
**Curriculum Map-(2015-2016)–Florida Standards**

- Videos on “Immigrating”, “New Immigrants Share Their Stories”, and “Laos” from History A&E Videos in Teacher Resources in Collections on line

**Outside Resources that support this theme:**

- “Mother to Son”
- “Robo Legs”
- “Educating Sons”
- “The First Americans”

**Essential Understanding:** Resilience is required of the individual when finding one’s place of belonging in a culture.

**Essential Questions:**

- How can the human spirit manage to triumph?
- How do personal trials test the depth of our resilience?

**Students will recognize and/or know:**

- textual evidence in informational text or literature that most strongly supports an analysis of what the text says explicitly as well as inferences drawn
- theme, central idea, supporting details, summarization
- figurative, connotative, and technical meaning of words and phrases
- the impact of word choice on meaning and tone including analogies and allusions to other texts
- connections and distinctions between individuals, ideas, or events through comparisons, analogies, and categories
- the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept
- relevant and irrelevant evidence
- sound reasoning
- conflicting information on the same topic in multiple texts
- how writers convey ideas, concepts and information through informative/explanatory text
  - selection, organization, and analysis of relevant content
  - introduction
  - topic development
  - transitions
  - precise language and domain-specific vocabulary
  - formal style
  - conclusion

**St. Johns County School District**  
**ELA-MJ1-Grade 8-Quarter 1**  
**Curriculum Map-(2015-2016)–Florida Standards**

- how writers conduct research by generating questions, drawing on several sources, and generating additional related focused questions
- how writers gather information, use search terms effectively, assess credibility and accuracy of sources, quote, paraphrase, annotate, cite properly, and avoid plagiarism

**Student will be able to:**

- Cite the textual evidence in informational text or literature that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 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 or supporting ideas; provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in an informational text or literature, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, and categories.
- 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.
- delineate (outline) and evaluate the argument and specific claims in a text
  - Assess/evaluate whether there is sound reasoning and enough relevant evidence to support the argument.
  - Recognize when irrelevant evidence is introduced.
- analyze two or more texts which provide conflicting information on the same topic and identify where texts disagree on matters of fact or interpretation
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
  - introduce a topic clearly, previewing what is to come.
  - organize ideas, concepts, and information into broader categories
  - include formatting, graphics, and multimedia when useful for comprehension
  - develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
  - use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
  - use precise language and domain-specific vocabulary to inform about or explain the topic
  - establish and maintain a formal style
  - provide a concluding statement or section that follows from and supports the information or explanation presented
- conduct short research projects to answer a self-generated question
  - draw upon several sources
  - generate additional focused questions that allow for multiple avenues of exploration.
- 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.

**St. Johns County School District**  
**ELA-MJ1-Grade 8-Quarter 1**  
**Curriculum Map-(2015-2016)–Florida Standards**

**Example of Exemplar Goal/Scale:**

<b>4</b>	SWBAT cite several pieces of textual evidence to support the analysis of what multiple texts say explicitly, as well as make inferences drawn from the text.
<b>3</b>	SWBAT cite more than one example of textual evidence to support analysis of what a single text says explicitly, as well as make inferences from the text (using MLA parenthetical citations and bibliographical information).
<b>2</b>	SWBAT cite evidence from the text (both orally and written), using direct quotes, paraphrases, summaries and reflections.
<b>1</b>	SWBAT define what textual evidence, direct quotes, paraphrases, summaries, and reflections are.

<b>Learning Plan</b>	
<p style="text-align: center;"><b><u>High Yield Instructional Strategies</u></b></p> <p><b><u>Identifying similarities and differences</u></b> - Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations (Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers)</p> <p><b><u>Summarizing and note taking</u></b> - Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words. Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break-down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.</p> <p><b><u>Setting objectives and providing feedback</u></b> - Teachers should create specific but flexible goals, allowing some student choice. Feedback should be corrective, timely, and specific to a criterion. (Articulating and displaying learning goals, KWL, contract learning goals, etc.)</p> <p><b><u>Questions, cues, and advance organizers</u></b> - Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important. (Graphic organizers, provide guiding questions before each lesson, think alouds,</p>	<p><b><u>Critical Vocabulary</u></b>            from “My Favorite Chaperone”: sponsor, stun, dispatcher, scuffle, whimper</p> <p><b><u>Key Vocabulary for Learning Strategies and Tasks</u></b>  <i>This section refers to vocabulary from the extended text only. We strongly encourage teachers to add vocabulary from other texts chosen.</i></p> <p><b><u>Academic Vocabulary:</u></b>            analyze, evidence, cite, paraphrase, annotate, transition, plagiarism, comparison, analogy, argument, denotation, connotation, memoir, expository, imagery, simile, metaphor, allusion, figurative language, plot structure, conflict</p> <p><b><u>Words to Front-Load:</u></b>            resilience, culture, adversity, refugee, immigrate</p> <p><b><u>Instructional Methods:</u></b>            context clues, affixes, root words, word walls, personalized word trackers, embedded text</p> <p style="text-align: center;"><b><u>Writing for End-of-Unit Understanding:</u></b></p> <p><b><u>Suggested activities:</u></b>  <b>Writing Mini Lessons- paragraphs, transitions, short text-based writing activities</b></p> <p><b>*Grammar lessons should be embedded with all reading and writing throughout the year. Click <a href="#">LAFS Grammar Standards Progression</a> for LAFS (Language Arts Florida Standards) Chart on Grammar. Suggested focus: Active and passive voice, using verbs to create mood in writing (see page 30 of textbook), shifts in voice and mood</b></p> <p style="text-align: center;"><b><u>Suggested Writing Task for Quarter 1:</u></b></p> <p>Use Collection Performance Task “Write an Expository Essay” on page 79 in the textbook. Use the “Plan” section to help students prepare in class and use the “Produce” and “Revise” sections for individual assessment.</p>

**St. Johns County School District**  
**ELA-MJ1-Grade 8-Quarter 1**  
**Curriculum Map-(2015-2016)–Florida Standards**

inferencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, foldables, annotating the text, etc.)

**Scaffolding / Intervention Strategies:**

*Performance Assessment Workbook* provides scaffolding for the District Writing Assessment.

**Resources:**

**Students:** HMH Collections (text, close reader, online resources)

**Teachers:** HMH Collections (TE and supplements); class novel sets as applicable

**St. Johns County School District**  
**ELA-MJ1-Grade 8-Quarter 1**  
**Curriculum Map-(2015-2016)–Florida Standards**

**Assessment Evidence**

**Performance Tasks/Other Evidence and Tools**

**Sound assessments:**

- align with learning goals;
- vary in type and format;
- use authentic performance tasks;
- use criteria scoring tools such as rubrics or exemplars;
- allow teachers and students to track growth over time;
- validate the acquisition of transferable knowledge;
- give insight into students' thinking processes;
- cause students to use higher level thinking skills;
- address guiding questions and identified skills and processes;
- provide informative feedback for teachers and students; and
- ask students to reflect on their learning.

**Diagnostic and/or Placement:**

- prior knowledge questions through the use of KWL charts - [KWL Chart Example](#)
- anticipation guides - [Anticipation Guide Examples](#)
- review of terms used in standards as well as subject matter
  - explicit versus inferential evidence
  - textual evidence
  - connotative meaning

**Formative:**

- exit slips - [Use of Exit Slips](#)
- response writing - [Writing a Response Essay](#)
- quizzes/short answer responses, dialectical journals ([Dialectical Journals](#))
- participation in Socratic Seminars [Socratic Seminar 2](#)
- class discussions (thoughtful conversations) based on the use of Comprehensive Instructional Sequence ([CIS Model](#))

**St. Johns County School District**  
**ELA-MJ1-Grade 8-Quarter 1**  
**Curriculum Map-(2015-2016)–Florida Standards**

**Digital Resources for Planning and Instruction:**

[Literacy Design Collaborative](#)

[Florida Students](#)

[CPALMS](#)

[NewsELA](#)

[Read Works](#)