

Granite School District  
8th Grade ELA Utah State Core Standards Curriculum Map

**Understanding the Secondary ELA Curriculum Maps**

The Utah State Core for English Language Arts is the basis for the Granite School District ELA Curriculum Maps. The Core recognizes that the content for English Language Arts differs from that of other content areas. The State Core Standards are the content. The materials - such as novels, primary documents, and organizers - are merely the vehicle (see Approved Materials below). Each teacher within Granite School District is expected to follow the curriculum maps. The areas below marked with an asterisk represent the science of teaching. Teachers need to follow these explicitly. The other areas listed on the map represent the art of teaching. Although it is expected that every class will include these elements, there is leeway for the teacher, departments, and networks to determine the specifics. The following explains the intent and application of each section of the map:

<b>*Focus Standards</b>	English is an integrated curriculum. The purpose of the Focus Standards is not to limit integration but to focus on certain skills for mastery. By focusing on a limited number of standards for mastery each quarter, the Utah State Core can be covered by the end of the year. Focusing on specific standards will ensure that students moving from one school to the next will be mastering the same content/standard during the same quarter. The Focus Standards are expected to be followed by all teachers in the district.
<b>*Content Objectives (I Can)</b>	These are the essential concepts/skills for the English Language Arts. All schools are expected to work with the same I Can statements. This will guarantee that students are mastering the same skills as they move from school to school and teachers will know what to expect from incoming students. The I Can statements will restate the core standard since the standard is the content.
<b>*Key Concepts for Differentiation</b>	<p style="text-align: center;">0—*      Marked with a key in the I Can column.</p> <p><b>Definition:</b> In an effort to assist teachers in the process of differentiation in Tier I teaching, Key Concepts have been identified in the curriculum maps as those specific objectives a teacher would focus on during small group instruction with struggling students.</p> <p>These concepts cover minimum, basic skills and knowledge every student must master. However, Key Concepts for Differentiation <u>are not</u> an alternative to the Utah Core Standards; rather they emphasize which concepts to prioritize for differentiation.</p> <p><b>Note:</b> A discussion of interventions and extensions is located in the box on differentiation.</p>
<b>Language Objectives (Will Do)</b>	This is <u>how</u> a student will demonstrate that he/she understands the concept. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students
<b>*Academic Vocabulary</b>	These are terms pulled from the State Core that students must comprehend to master skills, discuss content, and pass tests. It is expected that the Academic Vocabulary be taught in all classes.
<b>Assessment</b>	In addition to state and district required assessments, teachers should use their art to determine appropriate means to monitor student progress and understanding. Formative assessments, such as checks for understanding, should be ongoing and constant. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students.

Granite School District  
8th Grade ELA Utah State Core Standards Curriculum Map

<b>Differentiation</b>	<p>“In Tier 1 instruction all students receive high quality, differentiated culturally responsive core academic and behavioral instruction through the general education program.” (GSD MTSS Common Vocabulary) Differentiation in the secondary classroom includes both intervention and extension. Secondary ELA teachers are expected to differentiate for all students’ needs.</p> <p><b>Interventions</b> – Interventions are those supplemental procedures put in place to help the struggling student. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students.</p> <p><b>Note:</b> The Keys for differentiation are only intended for those students who struggle the most. Interventions are intended for the larger group needing a variety of different learning experiences to meet all of the expected standards.</p> <p><b>Extensions</b> – Extensions are adaptations made for the advanced learner. Advanced learners need differentiation in instruction to guarantee growth. It is expected that differentiation for these students meet individual needs. A few examples are listed. Teachers, departments, and networks should determine what works best for them and their students.</p>
<b>*Approved Materials</b>	<p>The choice of vehicle for teaching a skill is to be determined by the teacher, department, and/or network within the parameters of the approved materials. The Granite School District approved texts for secondary classes are:</p> <p><a href="#"><i>Holt Elements of Literature and Holt Elements of Language</i></a></p> <p><a href="#">MYAccess! (Writing)</a></p> <p><a href="#">Approved Novels List (Novels List)</a> - All lengthy pieces of work used in either whole group or small group instruction, both fiction and non-fiction, must be approved through the designated process. Following is a statement from the board policy on novels:</p> <p><u>“Teacher Charge</u></p> <p>It is important to note that any lengthy work, fiction or non-fiction, used in whole group or small group (such as literary circles) <b>must</b> be from the Granite District Approved Novels List.</p> <p>In addition to <u>only</u> using novels from the approved list, teachers must also use their best judgment (considering lexile levels, interest levels, State Core standards, individual community standards and student need) in choosing materials from the approved list for their classes.”</p>

**Notes:**

**Additional Resources:** It is recognized that there are many great resources that can enhance teaching. Examples: [Safari Montage](#), [USOE Digital Textbooks](#), [State Core Appendices](#), [State Writing Rubrics](#), [State Close Reading Rubrics](#), [UEN performance tasks and lesson plans](#), [the Teaching Channel](#), other

Exercise extreme caution when using sources not on the official Approved Materials list. It is the responsibility of the teacher to ensure that anything used in class or required of students is appropriate for the purpose, students, and community. Always read the material thoroughly before using them with students.

Teachers must also keep in mind that any lengthy piece of work from any source must first be on the novels list before being used in class or in small group.

**Department and Network Alignment:** Departments and networks are advised to align materials, such as novels, both at grade level and vertically, to avoid duplication and to keep communication open with departments and with feeder schools. It is also advisable for schools to create a reference guide for teachers that identify books, ideas, and resources available at the school.

Granite School District  
8th Grade ELA Utah State Core Standards Curriculum Map

**FOCUS STANDARDS OVERVIEW** - Refer to the [Utah State Core Standards](#) for complete standard and grade level expectation.

Qtr	Reading Literature	Reading Informational Text	Writing	Speaking/Listening	Language
1	<p>RL.8.1 Cite textual Evidence.</p> <p>RL.8.2 Determine central Idea. Summarize.</p> <p>RL.8.3 Analyze story elements.</p> <p>RL.8.4 Determine contextual meaning of words and phrases.</p>	<p>RI.8.1 Cite textual Evidence.</p> <p>RI.8.2 Determine central Idea. Summarize.</p> <p>RI.8.3 Analyze interaction of individuals, events, and ideas.</p> <p>RI.8.4 Determine contextual meaning of words and phrases.</p>	<p><b>Review of the Writing Process</b></p> <p>W.8.4 Produce organized writing.</p> <p>W.8.5 Revise and edit.</p> <p>W.8.6 Use technology to publish.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SL.8.1 Collaborative discussions and preparation of reading required materials</p> <p>SL.8.2 Analyze main ideas and details in diverse media</p>	<p>L.8.2 Capitalization, punctuation, spelling</p> <p>L.8.4 Clarification of unknown and multiple-meaning words or phrases</p> <p>L.8.6 Use academic and domain-specific vocabulary</p>
2	<p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how structures.</p>	<p>RI.8.6 Determine author's point of view or purpose.</p> <p>RI.8.8 Delineate and evaluate the argument and specific claims in text</p> <p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic</p>	<p><b>Argument Writing</b></p> <p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>SL.8.3 Delineate a speaker's argument and specific claims.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details</p>	<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
3	<p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p> <p>RL.8.7 Analyze the extent to which a filmed or live production stays faithful to or departs from the text or script</p>	<p>RI.8.5 Analyze the structure of a specific paragraph in a text.</p> <p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p>	<p><b>Informational Writing</b></p> <p>W.8.2 Write informative/explanatory texts.</p> <p>W.8.7 Conduct short research projects to answer a question.</p> <p>W.8.8 Gather relevant information from multiple print and digital sources Avoid plagiarism.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SL.8.5 Integrate multimedia and visual displays into presentations</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>Review language standards as needed.</p>
4	<p>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.</p> <p>RL.8.10 By the end of the year, read and comprehend literature at the high end of grades 6 – 8 text complexity band independently and proficiently.</p>	<p>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>	<p><b>Narrative Writing</b></p> <p>W.8.3 Write narratives to develop real or imagined experiences or events.</p> <p>W.8.10 Write routinely over extended and short time frames.</p>	<p>Review speaking and listening standards as needed.</p>	<p>Review language standards as needed.</p>

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8th Grade ELA Utah State Core Standards Curriculum Map

**QUARTER 1**

Quarter 1 - Focus Standards (Essential Concepts):	Content Objectives	Language Objectives	Academic Vocabulary
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</li> <li>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.</li> </ul> <p><b>Writing – Review of writing process</b></p> <ul style="list-style-type: none"> <li>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 W1–3).</li> <li>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 59.)</li> <li>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.</li> <li>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.             <ol style="list-style-type: none"> <li>Apply grade 8 Reading standards 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”).</li> <li>Apply grade 8 Reading standards to literary nonfiction (i.e., “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”).</li> </ol> </li> </ul>	<p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li>I can cite textual evidence to support analysis of literary text. (RL1)</li> </ul> <p><b>✦ I can state the theme or central idea in a literary text. (RL2)</b></p> <ul style="list-style-type: none"> <li>I can provide a summary of a literary text. (RL2)</li> <li>I can analyze how elements of a story interact. (RL3)</li> <li>I can determine the meaning of words and phrases including figurative and connotative meanings and the impact of rhymes and alliteration. (RL4, RI4)</li> <li>I can cite textual evidence to support analysis of informational text. (RI1)</li> <li>I can provide a summary of an informational text. (RI2)</li> <li>I can analyze the connections and ideas in an informational text. (RI3)</li> <li>I can produce coherent writing at grade level expectations appropriate to task, purpose, and audience. (W4)</li> </ul>	<p><b>I will statements:</b></p> <p><b>Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.</b></p> <p><u>Example:</u> I will find the central idea in a variety of texts.</p> <p><u>Example:</u> I will write a properly organized paper using the writing process.</p>	<ul style="list-style-type: none"> <li>allusion</li> <li>analogy</li> <li>analysis</li> <li>audience</li> <li>central idea</li> <li>character</li> <li>cite</li> <li>collaboration</li> <li>comma</li> <li>comparison</li> <li>connotation</li> <li>context clue</li> <li>conventions</li> <li>dash</li> <li>editing</li> <li>ellipsis</li> <li>figurative language</li> <li>inference</li> <li>objective</li> <li>plot</li> <li>prefix</li> <li>purpose</li> <li>revision</li> <li>root</li> <li>setting</li> <li>style</li> <li>suffix</li> <li>summary</li> <li>supporting idea</li> <li>technical meaning</li> <li>textual evidence</li> <li>theme</li> <li>tone</li> <li>word choice</li> </ul>

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<p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>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.             <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or re- searched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>B. Follow rules for collegial discussions and decision- making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul> </li> <li>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation</li> </ul> <p><b>Language</b> For a scope and sequence of specific language skills, click here.</p> <ul style="list-style-type: none"> <li>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.             <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ul> </li> <li>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.             <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> </li> <li>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>	<ul style="list-style-type: none"> <li>I can use the writing process to organize and revise my writing. (W5)</li> <li>I can use technology to publish my writing. (W6)</li> </ul> <p><b>Key</b> <i>I can draw evidence from the text. (W9)</i></p> <ul style="list-style-type: none"> <li>I can prepare for and participate in collaborative discussions. (SL1)</li> <li>I can analyze information presented in diverse formats. (SL2)</li> </ul> <p><b>Key</b> <i>I can use standard English in my speaking and writing.(L2)</i></p> <ul style="list-style-type: none"> <li>I can determine the meaning of unknown and multiple-meaning words or phrases at grade level. (L4)</li> <li>I can use academic and domain specific vocabulary. (L6)</li> </ul>		
<p><b>Assessments</b></p>	<p><b>Interventions</b></p>	<p><b>Extensions</b></p>	
<p><b>State and district mandated assessment.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>SRI, Benchmarks, SAGE</li> </ul> <p><b>Others as determined at classroom, department, and network level. Examples:</b></p> <ul style="list-style-type: none"> <li>Formative assessments determined by teacher</li> <li>Formal paper with departmental rubric (Portfolio)</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust length of required writing</li> <li>Adjust vocabulary and text complexity</li> <li>Word walls</li> <li>Explicit teaching of Tier Two academic language</li> <li>Cooperative learning</li> <li>Peer tutoring/translating</li> <li>Teacher mentoring</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust text complexity</li> <li>Recommendation for honors placement</li> <li>Departmental electives</li> <li>Tutoring</li> <li>Project-based learning</li> <li>Cross-curricular project-based learning</li> </ul>	

For lesson design help, see [Approved Materials](#) and [Additional Resources](#) from page 2.

Granite School District  
8th Grade ELA Utah State Core Standards Curriculum Map

**QUARTER 2**

Quarter 2 - Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>RL.8.5 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.</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> <p><b>Writing – Argument Writing</b></p> <ul style="list-style-type: none"> <li>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.               <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> </li> </ul> <p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</li> <li>SL.8.4 appropriate eye contact, adequate volume, and clear pronunciation. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul>	<p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li>I can compare and contrast two or more literary texts. (RL5)</li> <li>I can determine point of view or purpose in nonfiction and respond to conflicting evidence. (RI6)</li> </ul> <p><b>✦ I can recognize when irrelevant information is introduced. (RI8)</b></p> <ul style="list-style-type: none"> <li>I can analyze two or more texts with conflicting information on the same topic. (RI9)</li> </ul> <p><b>✦ I can write an argument text. (W1)</b></p> <ul style="list-style-type: none"> <li>I can identify relevant and irrelevant claims in a presentation. (SL3)</li> <li>I can present my ideas in a coherent manner. (SL4)</li> <li>I can use standard English grammar when speaking and writing. (L1, L3)</li> </ul>	<p><b>I will statements:</b></p> <p><b>Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.</b></p> <p><u>Example:</u> I will recognize and identify different points-of-view on the same subject.</p> <p><u>Example:</u> I will demonstrate the use of Standard English grammar in a finished writing project.</p>	<ul style="list-style-type: none"> <li>analyze</li> <li>argument</li> <li>character type</li> <li>citation</li> <li>claim</li> <li>cohesion</li> <li>concrete details</li> <li>credible source</li> <li>evaluate</li> <li>evidence</li> <li>explanatory</li> <li>exposition</li> <li>formal style</li> <li>formatting</li> <li>informative</li> <li>integrate</li> <li>pattern of events</li> <li>plagiarism</li> <li>point of view</li> <li>precise language</li> <li>puns</li> <li>purpose</li> <li>relevant/irrelevant evidence</li> <li>structure</li> <li>theme</li> <li>transitions</li> <li>verbal irony</li> <li>viewpoints</li> </ul>

Granite School District  
8th Grade ELA Utah State Core Standards Curriculum Map

<p><b>Language</b> For a scope and sequence of specific language skills, click here.</p> <ul style="list-style-type: none"> <li>• L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb.</li> </ul> </li> <li>• L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul> </li> <li>• L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• I can understand figurative language such as verbal irony, puns, and distinguish between connotation and denotation. (L5)</li> </ul>		
<b>Assessments</b>		<b>Interventions</b>	<b>Extensions</b>	
<p><b>State and district mandated assessment.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• SRI, Benchmarks, SAGE</li> </ul> <p><b>Others as determined at classroom, department, and network level. Examples:</b></p> <ul style="list-style-type: none"> <li>• Formative assessments as determined by teacher</li> <li>• Formal paper with departmental rubric (Portfolio)</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Adjust length of required writing</li> <li>• Adjust vocabulary and text complexity</li> <li>• Word walls</li> <li>• Explicit teaching of Tier Two academic language</li> <li>• Cooperative learning</li> <li>• Peer tutoring/translating</li> <li>• Teacher mentoring</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Adjust text complexity</li> <li>• Recommendation for honors placement</li> <li>• Departmental electives</li> <li>• Tutoring</li> <li>• Project-based learning</li> <li>• Cross-curricular project-based learning</li> </ul>		

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Granite School District  
8th Grade ELA Utah State Core Standards Curriculum Map

**QUARTER 3**

Quarter 3 - Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</li> </ul> <p><b>Writing – Informational Writing</b></p> <ul style="list-style-type: none"> <li>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.               <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> </li> <li>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.</li> <li>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.</li> <li>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.               <ol style="list-style-type: none"> <li>Apply grade 8 Reading standards 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”).</li> <li>Apply grade 8 Reading standards to literary nonfiction (i.e., “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”).</li> </ol> </li> </ul>	<p><b>I can statements:</b></p> <p>🔑 <i>I can recognize different points-of-view. (RL6)</i></p> <ul style="list-style-type: none"> <li>I can recognize the effects such as suspense or humor in a text. (RL6)</li> <li>I can compare and analyze a written literary text to a film or live production. (RL7)</li> </ul> <p>🔑 <i>I can analyze paragraph structure. (RI5)</i></p> <ul style="list-style-type: none"> <li>I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI7)</li> <li>I can write an informative/explanatory text. (W2)</li> <li>I can research using several resources. (W7, W8)</li> <li>I can gather several sources and assess their accuracy and credibility. (W8)</li> </ul>	<p><b>I will statements:</b></p> <p><b>Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.</b></p> <p><u>Example:</u> I will compare two texts on the same subject to determine the similarities..</p> <p><u>Example:</u> I will use visuals in an oral presentation.</p>	<ul style="list-style-type: none"> <li>analyze</li> <li>argument</li> <li>claim</li> <li>compare</li> <li>contrast</li> <li>delineate</li> <li>evaluate</li> <li>evidence</li> <li>fact vs interpretation</li> <li>relevant/irrelevant evidence</li> <li>script</li> <li>style</li> </ul>

Granite School District  
8th Grade ELA Utah State Core Standards Curriculum Map

<p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> <li>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 on page 59 for specific expectations.)</li> </ul> <p><b>Language</b> For a scope and sequence of specific language skills, click here.</p> <ul style="list-style-type: none"> <li>Review standards as needed...</li> </ul>	<p> <i>I can draw evidence from the text. (W9)</i></p> <ul style="list-style-type: none"> <li>I can use visual displays in my presentations. (SL5)</li> <li>I can demonstrate a command of formal English in speaking.</li> </ul> <p> <i>I can use standard English grammar in speaking and writing (L1-6).</i></p>		
Assessments	Interventions	Extensions	
<p><b>State and district mandated assessment.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>SRI, Benchmarks, SAGE</li> </ul> <p><b>Others as determined at classroom, department, and network level. Examples:</b></p> <ul style="list-style-type: none"> <li>Formative assessments as determined by teacher</li> <li>Formal paper with departmental rubric (Portfolio)</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust length of required writing</li> <li>Adjust vocabulary and text complexity</li> <li>Word walls</li> <li>Explicit teaching of Tier Two academic language</li> <li>Cooperative learning</li> <li>Peer tutoring/translating</li> <li>Teacher mentoring</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust text complexity</li> <li>Recommendation for honors placement</li> <li>Departmental electives</li> <li>Tutoring</li> <li>Project-based learning</li> <li>Cross-curricular project-based learning</li> </ul>	

For lesson design help, see [Approved Materials](#) and [Additional Resources](#) from page 2.

Granite School District  
8th Grade ELA Utah State Core Standards Curriculum Map

**QUARTER 4**

Quarter 4 - Focus Standards (Essential Concepts)	Content Objectives	Language Objectives	Academic Vocabulary
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</li> </ul> <p><b>Writing – Narrative Writing</b></p> <ul style="list-style-type: none"> <li>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.               <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol> </li> <li>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</li> </ul> <p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>Review standards as needed for mastery..</li> </ul> <p><b>Language</b> For a scope and sequence of specific language skills, click here.</p> <ul style="list-style-type: none"> <li>Review standards as needed for mastery..</li> </ul>	<p><b>I can statements:</b></p> <ul style="list-style-type: none"> <li> I can identify classical themes. (RL9)</li> <li> I can read and comprehend literary texts on grade level. (RL10)</li> <li> I can read and comprehend nonfiction on grade level. (RI10)</li> <li> I can write a narrative text. (W3)               <ul style="list-style-type: none"> <li>I can write routinely over extended and short time frames. (W10)</li> <li>I can discuss and present information in a variety of circumstances and using a variety of methods. (SL1-6)</li> </ul> </li> <li> I can use standard English grammar in my speaking and writing. (L1-6)</li> </ul>	<p><b>I will statements:</b></p> <p><b>Note: Use teacher and departmental collaboration to determine specific I will statements for your class and school.</b></p> <p><u>Example:</u> I will read both a literary and informational text at the 8<sup>th</sup> grade lexile level.</p> <p><u>Example:</u> I will write a personal narrative.</p>	<ul style="list-style-type: none"> <li>action</li> <li>context</li> <li>description</li> <li>description</li> <li>dialogue</li> <li>event sequence</li> <li>narrative</li> <li>narrator</li> <li>pacing</li> <li>reflection</li> <li>sensory detail</li> <li>sequence</li> </ul>
Assessments	Interventions	Extensions	
<p><b>State and district mandated assessment.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>SRI, Benchmarks, SAGE</li> </ul> <p><b>Others as determined at classroom, department, and network level. Examples:</b></p> <ul style="list-style-type: none"> <li>Formative assessments as determined by teacher</li> <li>Formal essay paper with departmental rubric (Portfolio)</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust length of required writing</li> <li>Adjust vocabulary and text complexity</li> <li>Word walls</li> <li>Explicit teaching of Tier Two academic language</li> <li>Cooperative learning</li> <li>Peer tutoring/translating</li> <li>Teacher mentoring</li> </ul>	<p><b>Determined at classroom, department, and network level.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>Adjust text complexity</li> <li>Recommendation for honors placement</li> <li>Departmental electives</li> <li>Tutoring</li> <li>Project-based learning</li> <li>Cross-curricular project-based learning</li> </ul>	

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