

Unit	Essential Standard(s)	Learning Objectives	Supporting Standard(s)	Learning Objectives
<p>Unit 1: Reading and Writing Foundations</p> <p>Estimated Teaching Time: 20 Days</p> <p>Texts: "Dreams" by Langston Hughes "Harlem" by Langston Hughes "Grit: The Power of Passion and Perseverance" (Common Lit) "Characteristics of Resilient People" (Common Lit)</p> <p>Vocabulary Inference Evidence Summary Theme Narrative Plot Imagery Internal- Thought</p>	<p>8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>8W2: 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>I can write a clear claim.</p> <ul style="list-style-type: none"> I can choose relevant textual evidence. I can support my claim with clear and relevant reasoning. I can write a response that includes a clear claim, evidence, and reasoning. <p>I can write a personal narrative that includes narrative techniques.</p> <ul style="list-style-type: none"> I can write a personal narrative that includes a well structured event sequence. I can write a personal narrative that includes a well-developed character(s). I can write a personal narrative that includes dialogue. 	<p>8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8RL2: 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.</p> <p>8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8RI2: Determine a central idea of a text and analyze its</p>	<p>I can cite textual evidence that most strongly supports my analysis of the text.</p> <p>I can write a summary of a text that includes the central idea and supporting details.</p> <p>I can determine the theme of a literary text.</p> <p>I can cite textual evidence that most strongly supports my analysis of the text.</p> <p>I can determine the central idea of a text.</p>

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<p>Dialogue Informative Compare Contrast ArgumentativeClaim Counterclaim</p>		<ul style="list-style-type: none"> I can write a personal narrative that includes internal thought. I can write a personal narrative that includes imagery. <p>I can write an essay that compares and contrasts two or more texts.</p> <ul style="list-style-type: none"> I can introduce a topic with a clear claim and reasons. I can develop the topic with relevant evidence. I can write a conclusion that summarizes the claim and main points. 	<p>development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>I can write a summary that includes the central idea and supporting details.</p> <p>I can make connections between individuals, ideas, and events using comparisons, analogies, and/or categories.</p> <p>I can make distinctions between individuals, ideas, and events using comparisons, analogies, and/or categories.</p>
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<p>Unit 2: Suspense, Irony, Point of View</p> <p>Estimated Teaching Time: 35 Days</p> <p>Texts: "Button, Button" by Richard Matheson "Lamb to the Slaughter" by Roald Dahl "Ruthless" by William DeMille "Lather and Nothing Else" by Hernando Tellez "The Tell-Tale Heart" By Edgar Allan Poe "The Cone" by H.G. Wells "The Psychology of Suspense" by R.J. Jacobs "The Black Cat" by Edgar Allan Poe</p> <p>Vocabulary Point of view First person Second person Third person limited Third person objective Third Person omniscient Perspective Irony</p>	<p>8RL3: 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.</p> <p>RL5: 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.</p> <p>8RL6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of</p>	<p>I can infer information about a character's traits based on dialogue and actions.</p> <p>I can explain how dialogue and events in a story lead to other actions and/or cause a character to make a decision.</p> <p>I can compare and contrast the structure of two or more texts.</p> <p>I can make connections between the organizational techniques an author uses and the overall meaning of a text.</p> <p>I can analyze how an author develops the points of view of different characters in a literary text.</p>	<p>8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8W2: 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>I can cite textual evidence that most strongly supports my analysis of the text.</p> <p>I can write a response that includes a clear claim, evidence, and reasoning.</p> <p>I can write an essay that compares and contrasts two or more texts.</p>

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Dramatic irony Situational irony Verbal Irony Suspense Unreliable narrator	dramatic irony) create such effects as suspense or humor.	I can analyze how authors create suspense and humor by using dramatic irony.		
<p>Unit 3: Characterization, Conflict, and Theme</p> <p>Estimated Teaching Time: 35 Days</p> <p>Texts: "The Outsiders" by S.E. Hinton "We Real Cool" by Gwendolyn Brooks "Herd Behavior" (Common Lit) "Self-Concept" (Common Lit) "Nothing Gold Can Stay" by Robert Frost "What Love Isn't" by Yrsa Daley-Ward "Healing Brick City" (Common Lit) "Of Revenge" by Sir Francis Bacon "O Captain, My Captain" by Walt Whitman</p>	<p>8RL2: 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.</p> <p>8RL3: 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.</p>	<p>I can write a summary of a text that includes the central idea and supporting details.</p> <p>I can determine the theme of a literary text.</p> <p>I can analyze the development of a theme throughout a literary text focusing on characters, setting, and plot.</p> <p>I can infer information about a character's traits based on dialogue and actions.</p> <p>I can explain how dialogue and events in a story lead to other action and/or cause a character to make a decision.</p> <p>I can analyze how conflict affects</p>	<p>8RL 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.</p>	<p>I can cite textual evidence that most strongly supports my analysis of the text.</p>

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<p>"If" by Rudyard Kipling</p> <p>"The Boys Who Were Killed in my Alley" by Gwendolyn Brooks</p> <p>"Mother to Son" by Langston Hughes</p> <p><u>Vocabulary</u></p> <p>Inference</p> <p>Topic</p> <p>Theme</p> <p>Central Idea (main idea)</p> <p>Summary</p> <p>Connections</p> <p>Setting</p> <p>Plot</p> <p>Dialogue</p> <p>Antagonist</p> <p>Protagonist</p> <p>Characters</p> <p>Traits</p> <p>Static</p> <p>Dynamic</p> <p>Flat</p> <p>Round</p>		<p>characters and moves the plot forward.</p>		
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<p>Unit 4: Poetic Devices, Figurative Language, Allusion</p> <p>Estimated Teaching Time: 15 Days</p> <p>Texts: "Annabel Lee" by Edgar Allan Poe</p> <p>"The Raven" by Edgar Allan Poe</p> <p>"The Bells" by Edgar Allan Poe</p> <p>"The Lottery" by Shirley Jackson</p> <p>Vocabulary Literal language Figurative Language Simile Metaphor Personification Idiom Allusion</p>	<p>8RL 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.</p>	<p>I can determine the meaning of words and phrases that are used in the text.</p> <p>I can identify and interpret various forms of figurative language in a text.</p> <p>I can explain the difference between denotative meaning and connotative meaning.</p> <p>I can analyze how word choice affects the meaning and tone of a text.</p> <p>I can analyze analogies and allusions to other texts.</p>	<p>8RL 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.</p>	<p>I can cite textual evidence that most strongly supports my analysis of the text.</p>

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<p>Analogy Allegory Tone Mood Connotation Denotation</p>				
<p>Unit 5: Argumentative Reading and Writing</p> <p>Estimated Teaching Time: 10 Days</p> <p>Texts: "Among Teens Sleep Deprivation an Epidemic" Common Lit "Lack of Sleep Can Turn Kids into Zombies" Common Lit "Fairfax, Montgomery Officials to Share Experience Delaying School Start Times" Common Lit "Changing School Start Times has Ripple Effects, and those Ripples Could Sink Many Families" Common Lit</p> <p>Vocabulary Purpose Audience</p>	<p>8RI8: 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> <p>8W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the</p>	<p>I can identify the author's main argument and reasons in a text.</p> <p>I can evaluate the relevance and sufficiency of the evidence provided to support the claims in a text.</p> <p>I can assess the overall strength and validity of an argument based on the quality of reasoning and evidence presented.</p> <p>I can introduce a claim, acknowledge alternate or opposing claims, and organize</p>	<p>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.</p> <p>8RI2: 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.</p> <p>8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through</p>	<p>I can cite textual evidence that most strongly supports my analysis of the text.</p> <p>I can determine the central idea of a text.</p> <p>I can analyze the development of the central idea throughout the text.</p> <p>I can write a summary that includes the central idea and supporting details.</p> <p>I can make connections between individuals, ideas, and events using comparisons, analogies, and/or categories.</p>

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<p>Rhetoric Ethos Pathos Logos Argument Claim Reason Anecdotal evidence Empirical evidence Reasoning Counterclaim Rebuttal Bias</p>	<p>claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>reasons and evidence logically in my argument.</p> <p>I can support my claim(s) with relevant evidence and logical explanations demonstrating an understanding of the topic or text.</p> <p>I can use words, phrases, and clauses to connect ideas in my writing.</p> <p>I can establish and maintain a formal style by using appropriate grammar, word choice, and vocabulary.</p> <p>I can provide a concluding statement that summarizes the main points of the argument.</p>	<p>comparisons, analogies, or categories).</p>	<p>I can make distinctions between individuals, ideas, and events using comparisons, analogies, and/or categories.</p>
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<p>Unit 6: Crisis and Courage</p> <p>Multi-Genre Unit</p> <p>Estimated Teaching Time: 45 Days</p> <p>Texts: "Refugee" by Alan Gratz "The Terrible Things" by Eve Bunting "First They Came" by Martin Niemöller "Hope is a Things with Feathers" by Emily Dickinson "Refugees" by Brian Bilson Various Informational Texts</p> <p>Vocabulary Inference In-text citation Analyze Summary Central idea Supporting Details</p>	<p>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.</p> <p>RL5: 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.</p> <p>8RL6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of</p>	<p>I can infer information about a character’s traits based on dialogue and actions.</p> <p>I can explain how dialogue and events in a story lead to other actions and/or cause a character to make a decision.</p> <p>I can compare and contrast the structure of two or more texts.</p> <p>I can make connections between the organizational techniques an author uses and the overall meaning of a text.</p> <p>I can analyze how an author develops the points of view of different characters in a literary text.</p>	<p>8RL 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.</p> <p>8RI4: 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</p>	<p>I can determine the meaning of words and phrases that are used in the text.</p> <p>I can identify and interpret various forms of figurative language in a text.</p> <p>I can explain the difference between denotative meaning and connotative meaning.</p> <p>I can analyze how word choice affects the meaning and tone of a text.</p> <p>I can analyze analogies and allusions to other texts.</p> <p>I can identify various forms of figurative language in a text.</p> <p>I can determine the meaning of words and phrases that are used in the text.</p>

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<p>Objective, Subjective Informative Topic Thesis statement Relevant Irrelevant Domain- Specific- definitions Anecdote Call to action</p>	<p>dramatic irony) create such effects as suspense or humor.</p> <p>8RI5: 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.</p> <p>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.</p>	<p>I can analyze how authors create suspense and humor by using dramatic irony.</p> <p>I can analyze in detail the structure of a specific paragraph, including the order and arrangement of sentences.</p> <p>I can explain how particular sentences develop and refine key concepts.</p> <p>I can determine the author’s purpose in a text.</p> <p>I can analyze how the author acknowledges counterarguments.</p> <p>I can evaluate how the author responds to conflicting evidence or viewpoints.</p>	<p>and tone, including analogies or allusions to other texts.</p>	<p>I can explain the difference between denotative meaning and connotative meaning.</p> <p>I can analyze how word choice affects the meaning and tone of a text.</p> <p>I can analyze analogies and allusions to other texts.</p>
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<p>Unit 7: End of Year Review Narrative, Informative/Explanatory, Argumentative</p> <p>Estimated Teaching Time: 10 Days</p> <p>Texts: "Refugee" Excerpt/Writing Prompt by Alan Gratz "To Build a Fire" Excerpt/Writing Prompt by Jack London (Achieve the Core) "Screen Time Trio" Article Set/Writing Prompt (Achieve the Core)</p> <p>Vocabulary Narrative Plot Imagery</p>	<p>8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>8W2: 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>8W1: Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>I can write an imagined narrative that includes narrative techniques.</p> <p>I can write an essay that compares and contrasts two or more texts.</p> <p>I can write an argument to support claims with clear reasons and relevant evidence.</p>	<p>8RL 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.</p> <p>8RL2: 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.</p> <p>8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of</p>	<p>I can cite textual evidence that most strongly supports my analysis of the text.</p> <p>I can write a summary of a text that includes the central idea and supporting details.</p> <p>I can determine the theme of a literary text.</p> <p>I can analyze the development of a theme throughout a literary text focusing on characters, setting, and plot.</p> <p>I can infer information about a character's traits based on dialogue and actions.</p>

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<p>Internal- Thought Dialogue Informative Compare Contrast ArgumentativeClaim Counterclaim</p>			<p>a character, or provoke a decision.</p> <p>8RL 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.</p>	<p>I can explain how dialogue and events in a story lead to other action and/or cause a character to make a decision.</p> <p>I can infer information about a character’s traits based on dialogue and actions.</p> <p>I can explain how dialogue and events in a story lead to other actions and/or cause a character to make a decision.</p> <p>I can determine the meaning of words and phrases that are used in the text.</p> <p>I can identify and interpret various forms of figurative language in a text.</p> <p>I can explain the difference between denotative</p>
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			<p>8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8RI2: 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.</p>	<p>meaning and connotative meaning.</p> <p>I can analyze how word choice affects the meaning and tone of a text.</p> <p>I can analyze analogies and allusions to other texts.</p> <p>I can cite textual evidence that most strongly supports my analysis of the text.</p> <p>I can determine the central idea of a text.</p> <p>I can analyze the development of the central idea throughout the text.</p>
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			<p>8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>8RI4: 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.</p>	<p>I can write a summary that includes the central idea and supporting details.</p> <p>I can make connections between individuals, ideas, and events using comparisons, analogies, and/or categories.</p> <p>I can make distinctions between individuals, ideas, and events using comparisons, analogies, and/or categories.</p> <p>I can identify various forms of figurative language in a text.</p> <p>I can determine the meaning of words and phrases that are used in the text.</p> <p>I can explain the difference between denotative meaning and connotative meaning.</p>
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				<p>I can analyze how word choice affects the meaning and tone of a text.</p> <p>I can analyze analogies and allusions to other texts.</p>
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2025-2026 Cartersville Middle School

Curriculum Map

Grade Level/Subject Area: Grade 8 ELA

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