Grade 8 Curriculum Map

FCS 2026-2027 Year-at-a-Glance	Unit 1 Theme: What Matters (Textbook Unit 3)		Unit 2 Theme: Rites of Passage (Textbook Unit 1)	
	44 Days (August 3-October 9)		44 Days (October 13-December 18)	
Domain	**Texts**		**Texts**	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Context	*8.T.C.1.b* 8.T.C.2.a 8.T.C.2.b *8.T.C.2.c*	8.T.C.1.c	*8.T.C.1.a* 8.T.C.2.a	8.T.C.2.d
Structure & Style	*8.T.SS.1.a* **8.T.SS.2.a**	*8.T.SS.1.b* 8.T.SS.1.c **8.T.SS.1.d** *8.T.SS.2.b* 8.T.SS.2.c	**8.T.SS2.a**	8.T.SS.1.c **8.T.SS.1.d** *8.T.SS.2.b*
Techniques	***8.T.T.1.a*** **8.T.T.2.a** 8.T.T.2.b **8.T.T.3.a**	***8.T.T.2.d*** **8.T.T.3.c**	***8.T.T.1.a*** 8.T.T.1.b 8.T.T.1.c 8.T.T.1.d **8.T.T.2.a** **8.T.T.3.a** 8.T.T.4.a	*8.T.T.1.e* ***8.T.T.2.d*** **8.T.T.3.c** *8.T.T.4.b*
Research & Analysis	*8.T.RA.1.a* *8.T.RA.1.b* 8.T.RA.2.a **8.T.RA.2.b**	***8.T.RA.1.c***	**8.T.RA.2.b**	***8.T.RA.1.c***
Periods & Movements			8.T.PM.1.a	

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Domain	Language		Language	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Grammar & Conventions	K-12.L.GC.1.43 K-12.L.GC.1.45 K-12.L.GC.1.49 K-12.L.GC.1.55 K-12.L.GC.1.58 K-12.L.GC.1.60		K-12.L.GC.1.44 K-12.L.GC.1.47 K-12.L.GC.1.53 K-12.L.GC.1.56 K-12.L.GC.1.57 K-12.L.GC.1.59	
	Interpreting	**Constructing**	**Interpreting**	**Constructing**
		8.L.G.C.2.b	*8.L.GC.2.a*	*8.L.GC.2.c* 8.L.GC.2.d
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Vocabulary	**6-8.L.V.1.a** 6-8.L.V.2.a 6-8.L.V.3.b 6-8.L.V.3.c	**6-8.L.V.1.b** 6-8.L.V.2.c	**6-8.L.V.1.a** 6-8.L.V.2.b 6-8.L.V.3.c	**6-8.L.V.1.b** 6-8.L.V.2.d
Domain	**Practices**		**Practices**	

This domain is designed so that students will continuously cultivate key practices that will sustain their literacy endeavors throughout their K-12 education experiences and beyond. The standards and expectations for Practices are exactly that—*practices* for students to develop throughout the years. When students are in earlier grades, they will engage in these practices with simpler and shorter texts and will benefit from more guidance and support than they will in later grades. When instruction is designed with these practices in mind, teachers will often engage in these practices *with* their students as active consumers and producers of texts themselves. Sometimes, students will cultivate these practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. The Practices domain is focused primarily on the relationship between reading and writing print and digital texts; however, listening, viewing, speaking, and creating multimodal texts are integral to the development of each practice.

Big Idea	All Units			
Engagement & Intention for Comprehension & Composition	**K-12.P.EICC.1.a** **K-12.P.EICC.1.b** **K-12.P.EICC.1.c** **K-12.P.EICC.1.d**	**K-12.P.EICC.2.a** **K-12.P.EICC.2.b** **K-12.P.EICC.2.c** **K-12.P.EICC.2.d**	**K-12.P.EICC.3.a** **K-12.P.EICC.3.b** **K-12.P.EICC.3.c** **K-12.P.EICC.3.d**	**K-12.P.EICC.4.a** **K-12.P.EICC.4.b** **K-12.P.EICC.4.c** **K-12.P.EICC.4.d**

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	K-12.P.EICC.1.e **K-12.P.EICC.1.f**	**K-12.P.EICC.2.e**	**K-12.P.EICC.3.e** **K-12.P.EICC.3.f** **K-12.P.EICC.3.g**	**K-12.P.EICC.4.e** **K-12.P.EICC.4.f** **K-12.P.EICC.4.g** **K-12.P.EICC.4.h**
Situating Texts: Author, Audience, Context, & Purpose	**K-12.P.ST.1.a** **K-12.P.ST.1.b** **K-12.P.ST.1.c**		**K-12.P.ST.2.a** **K-12.P.ST.2.b** **K-12.P.ST.2.c**	
Author's Craft	**K-12.P.AC.1.a** **K-12.P.AC.1.b** **K-12.P.AC.1.c** **K-12.P.AC.1.d**	**K-12.P.AC.2.a** **K-12.P.AC.2.b** **K-12.P.AC.2.c** **K-12.P.AC.2.d**	**K-12.P.AC.3.a** **K-12.P.AC.3.b** **K-12.P.AC.3.c** **K-12.P.AC.3.d**	
Collaboration & Presentation	**K-12.P.CP.1.a** **K-12.P.CP.1.b** **K-12.P.CP.1.c** **K-12.P.CP.1.d**		**K-12.P.CP.2.a** **K-12.P.CP.2.b** **K-12.P.CP.2.c** **K-12.P.CP.2.d** **K-12.P.CP.2.e**	

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Grade 8 Curriculum Map

FCS 2026-2027 Year-at-a-Glance	Unit 3 Theme: Human Intelligence (Textbook Unit 4) 43 Days (January 5-March 12)		Unit 4 Theme: Invention (Textbook Unit 5) 44 Days (March 16-May 21)	
Domain	**Texts**		**Texts**	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Context	*8.T.C.1.a* 8.T.C.2.b	8.T.C.2.d	*8.T.C.1.b* 8.T.C.2.a *8.T.C.2.c*	8.T.C.1.c
Structure & Style	*8.T.SS.1.a* **8.T.SS.2.a**	**8.T.SS.1.d** 8.T.SS.2.c	**8.T.SS.2.a**	*8.T.SS.1.b* **8.T.SS.1.d**
Techniques	**8.T.T.1.a** 8.T.T.1.b 8.T.T.1.c **8.T.T.2.a** 8.T.T.2.b **8.T.T.3.a**	*8.T.T.1.e* ***8.T.T.2.d*** **8.T.T.3.c**	**8.T.T.1.a** 8.T.T.1.d **8.T.T.2.a** **8.T.T.3.a** 8.T.T.4.a	*8.T.T.1.e* ***8.T.T.2.d*** **8.T.T.3.c** *8.T.T.4.b*
Research & Analysis	*8.T.RA.1.a* 8.T.RA.2.a **8.T.RA.2.b**	***8.T.RA.1.c*** 8.T.RA.2.c	*8.T.RA.1.b* **8.T.RA.2.b**	***8.T.RA.1.c*** 8.T.RA.2.c
Periods & Movements	8.T.PM.1.b		8.T.PM.1.a	
Domain	**Language**		**Language**	

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Big Idea	Interpreting	Constructing	Interpreting	Constructing
Grammar & Conventions	K-12.L.GC.1.46 K-12.L.GC.1.48 K-12.L.GC.1.50 K-12.L.GC.1.51 K-12.L.GC.1.52 K-12.L.GC.1.53 K-12.L.GC.1.54		K-12.L.GC.1.49 K-12.L.GC.1.52 K-12.L.GC.1.54 K-12.L.GC.1.57 K-12.L.GC.1.61	
	Interpreting	**Constructing**	**Interpreting**	**Constructing**
	8.L.GC.2.a	*8.L.GC.2.b*	*8.L.GC.2.a*	*8.L.GC.2.c*
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Vocabulary	**6-8.L.V.1.a** 6-8.L.V.2.a 6-8.L.V.3.b 6-8.L.V.3.d	**6-8.L.V.1.b** 6-8.L.V.3.e	**6-8.L.V.1.a** 6-8.L.V.2.a 6-8.L.V.3.b 6-8.L.V.3.c	**6-8.L.V.1.b**
Domain	**Practices**			
This domain is designed so that students will continuously cultivate key practices that will sustain their literacy endeavors throughout their K-12 education experiences and beyond. The standards and expectations for Practices are exactly that—*practices* for students to develop throughout the years. When students are in earlier grades, they will engage in these practices with simpler and shorter texts and will benefit from more guidance and support than they will in later grades. When instruction is designed with these practices in mind, teachers will often engage in these practices *with* their students as active consumers and producers of texts themselves. Sometimes, students will cultivate these practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. The Practices domain is focused primarily on the relationship between reading and writing print and digital texts; however, listening, viewing, speaking, and creating multimodal texts are integral to the development of each practice.				
Big Idea	**All Units**			
Engagement and Intention for Comprehension & Composition	**K-12.P.EICC.1.a** **K-12.P.EICC.1.b** **K-12.P.EICC.1.c** **K-12.P.EICC.1.d** **K-12.P.EICC.1.e**	**K-12.P.EICC.2.a** **K-12.P.EICC.2.b** **K-12.P.EICC.2.c** **K-12.P.EICC.2.d** **K-12.P.EICC.2.e**	**K-12.P.EICC.3.a** **K-12.P.EICC.3.b** **K-12.P.EICC.3.c** **K-12.P.EICC.3.d** **K-12.P.EICC.3.e**	**K-12.P.EICC.4.a** **K-12.P.EICC.4.b** **K-12.P.EICC.4.c** **K-12.P.EICC.4.d** **K-12.P.EICC.4.e**

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	K-12.P.EICC.1.f		**K-12.P.EICC.3.f** **K-12.P.EICC.3.g**	**K-12.P.EICC.4.f** **K-12.P.EICC.4.g** **K-12.P.EICC.4.h**
Situating Texts: Author, Audience, Context, & Purpose		**K-12.P.ST.1.a** **K-12.P.ST.1.b** **K-12.P.ST.1.c**	**K-12.P.ST.2.a** **K-12.P.ST.2.b** **K-12.P.ST.2.c**	
Author's Craft	**K-12.P.AC.1.a** **K-12.P.AC.1.b** **K-12.P.AC.1.c** **K-12.P.AC.1.d**	**K-12.P.AC.2.a** **K-12.P.AC.2.b** **K-12.P.AC.2.c** **K-12.P.AC.2.d**		**K-12.P.AC.3.a** **K-12.P.AC.3.b** **K-12.P.AC.3.c** **K-12.P.AC.3.d**
Collaboration & Presentation		**K-12.P.CP.1.a** **K-12.P.CP.1.b** **K-12.P.CP.1.c** **K-12.P.CP.1.d**	**K-12.P.CP.2.a** **K-12.P.CP.2.b** **K-12.P.CP.2.c** **K-12.P.CP.2.d** **K-12.P.CP.2.e**	

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Grade 8 Curriculum Map

	Unit 1 Theme: What Matters (Textbook Unit 3) 44 Days (August 3-October 9)	**Unit 2** Theme: Rites of Passage (Textbook Unit 1) 44 Days (October 13-December 18)
Domain	**Texts**	**Texts**
Context	*8.T.C.1.b: Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts. (I)* 8.T.C.1.c: Construct multimodal texts and/or presentations that serve more than one purpose and target a specific audience, using multiple, clearly identifiable features of incorporated modes. (C). 8.T.C.2.a: Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. (I). 8.T.C.2.b: Identify an author's bias and determine how that bias impacts text credibility. (I) *8.T.C.2.c: Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development. (I)*	*8.T.C.1.a: Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. (I)* 8.T.C.2.a: Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. (I). 8.T.C.2.d: Use a variety of credible sources to research the answers to questions on academic and individual topics of interest. (C)
Structure & Style	*8.T.SS.1.a: Analyze the impact of how authors modify text structures or features to convey meaning, respond to the audience, or achieve specific purposes. (I)* *8.T.SS.1.b: Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience. (C)* 8.T.SS.1.c: Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion. (C). **8.T.SS.1.d: Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and**	8.T.SS.1.c: Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion. (C). **8.T.SS.1.d: Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality. (C)** **8.T.SS.2.a: Analyze how figurative language, connotative language, and literary device choices are used strategically to achieve specific purposes for target audiences. (I)**

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	integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality. (C) **8.T.SS.2.a: Analyze how figurative language, connotative language, and literary device choices are used strategically to achieve specific purposes for target audiences. (I)** *8.T.SS.2.b: Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience. (C)* 8.T.SS.2.c: Use formal or informal style characteristics as indicated by a text's purpose, audience, and disciplinary context. (C)	*8.T.SS.2.b: Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience. (C)*
Techniques	***8.T.T.1.a: Analyze how narrative techniques used across the text to develop plot, characters, and setting. (I)*** **8.T.T.2.a: Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure. (I)** 8.T.T.2.b: 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) ***8.T.T.2.d: Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. (C)*** **8.T.T.3.a: Analyze the development of argumentative techniques used to present and design content, including an author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument. (I)**	***8.T.T.1.a: Analyze how narrative techniques used across the text to develop plot, characters, and setting. (I)*** 8.T.T.1.b: Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience. (I) 8.T.T.1.c: Analyze how authors convey and reveal themes through characters, events, and other story elements. (I) 8.T.T.1.d: Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods. (I) *8.T.T.1.e: Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C)* **8.T.T.2.a: Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure. (I)**

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	8.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. (C)	***8.T.T.2.d: Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. (C)*** **8.T.T.3.a: Analyze the development of argumentative techniques used to present and design content, including an author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument. (I)** **8.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. (C)** 8.T.T.4.a: Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony. (I) *8.T.T.4.b: Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. (C)*
Research & Analysis	*8.T.RA.1.a:Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas. (I)* *8.T.RA.1.b: Conduct research by locating, gathering, curating, and integrating information from reliable sources (including print, digital, and personal communication) about texts and related topics. (I)* ***8.T.RA.1.c: Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information. (C)*** 8.T.RA.2.a:Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres. (I)	***8.T.RA.1.c: Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information. (C)*** **8.T.RA.2.b:Analyze print, digital, and multimodal sources for accuracy, credibility, and relevance, determining whether the ideas and information support the topic under investigation and appeal to the target audience. (I)**

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	8.T.RA.2.b:Analyze print, digital, and multimodal sources for accuracy, credibility, and relevance, determining whether the ideas and information support the topic under investigation and appeal to the target audience. (I)	
Periods & Movements		8.T.PM.1.a: Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works. (I)
Domain	**Language**	**Language**
Grammar & Conventions	K-12.LGC.1.43: Form and use the progressive, perfect, and perfect progressive verb aspects. (Reinforce) K-12.LGC.1.45: Recognize and correct vague pronoun references. (Reinforce) K-12.L.GC.1.49: Use commas, parentheses, and dashes to set on nonessential words, phrases, or clauses. (Reinforce) K-12.L.GC.1.55: Use demonstrative pronouns. (Reinforce) K-12.L.GC.1.58: Use tenses and aspects to indicate the mood of a verb. (Introduce) K-12.L.GC.1.60: Use dashes appropriately (Introduce) *8.L.GC.2.b: Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text. (C)*	K-12.L.GC.1.44: Form and use participles. (Reinforce) K-12.L.GC.1.47: Use conventional capitalization, quotation marks, and punctuation to indicate exact wording in lines of dialogue. (Reinforce) K-12.L.GC.1.53: Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier). (Master) K-12.L.GC.1.56: Use colons to introduce lists, examples, and explanations. (Master) K-12.L.GC.1.57: Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. (Continue) K-12.LGC.1.59: Use colons to introduce quotations. (Introduce) *8.L.GC.2.a: Apply understandings of syntax to comprehend and analyze a variety of grade-level texts. (I)* *8.L.GC.2.c: Distinguish between active and passive voice, revising texts to maintain consistency in active voice. (C)* 8.L.GC.2.d: Build and enrich ideas and information in texts, integrating modifying phrases and clauses and eliminating misplaced or dangling modifiers to convey meaning and facilitate engagement. (C)

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Vocabulary	**6-8.L.V.1.a: Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)** **6-8.L.V.1.b: Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. (C)** 6-8.L.V.2.a: Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts. (I) 6-8.L.V.2.c: Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. C) 6-8.L.V.3.b: Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases. (I) 6-8.L.V.3.c: Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug). (I)	**6-8.L.V.1.a: Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)** **6-8.L.V.1.b: Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. (C)** 6-8.L.V.2.b: Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts. (I) 6-8.L.V.2.d: Use knowledge of parts of speech to determine precise words and phrases when constructing texts. (C) 6-8.L.V.3.c: Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug). (I)
Domain	**Practices**	
Engagement & Intention for Comprehension & Composition	**Reader and Writer Identity**: **K-12.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.** **K-12.P.EICC.1.b: Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.** **K-12.P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics** **K-12.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.** **K-12.P.EICC.1.e: Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.**	

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Grade 8 Curriculum Map

	K-12.P.EICC.1.f: Develop independence and autonomy as a reader and writer. **Engagement & Intention:** **K-12.P.EICC.2.a: Share real or imagined experiences by interpreting and constructing texts that tell or include stories.** **K-12.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.** **K-12.P.EICC.2.c: Explain and learn concepts and processes by interpreting and constructing texts.** **K-12.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.** **K-12.P.EICC.2.e: Consume and produce texts in order to solve problems or influence decisions.** **Comprehension Strategies:** **K-12.P.EICC.3.a: Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.** **K-12.P.EICC.3.b: Scan and skim the text, making note of structures and sections that might be most useful.** **K-12.P.EICC.3.c: Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.** **K-12.P.EICC.3.d: Summarize and visualize sections of the text to maintain understanding.** **K-12.P.EICC.3.e: Make and track predictions about the events and information likely to come next.** **K-12.P.EICC.3.f: Make, track, and support inferences about different levels of meaning within the text.** **K-12.P.EICC.3.g: Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.** **Writing Processes:** **K-12.P.EICC.4.a: Establish a purpose and goals for writing and identify a target audience.** **K-12.P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.** **K-12.P.EICC.4.c: Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.** **K-12.P.EICC.4.d: Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.** **K-12.P.EICC.4.e: Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.** **K-12.P.EICC.4.f: Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.** **K-12.P.EICC.4.g: Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.** **K-12.P.EICC.4.h: Edit the text, ensuring it adheres to the conventions of written language.**

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Grade 8 Curriculum Map

Situating Texts: Author, Audience, Context & Purpose	**Context:** **K-12.P.ST.1.a: Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.** **K-12.P.ST.1.a: Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.** **K-12.P.ST.1.c: Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.** **Author, Audience, & Purpose:** **K-12.P.ST.2.a: Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.** **K-12.P.ST.2.b: Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.** **K-12.P.ST.2.c: Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective.**
Author's Craft	**Reading Like a Writer:** **K-12.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.** **K-12.P.AC.1.b: Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.** **K-12.P.AC.1.c: Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.** **K-12.P.AC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility and support the text's purpose.** **Writing Like a Reader:** **K-12.P.AC.2.a: Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.** **K-12.P.AC.2.b: Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.** **K-12.P.AC.2.c: Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.** **K-12.P.AC.2.d: Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.**

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Grade 8 Curriculum Map

	Text Design: **K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.** **K-12.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.** **K-12.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.** **K-12.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.**
Collaboration & Presentation	**Collaboration:** **K-12.P.CP.1.a: Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.** **K-12.P.CP.1.b: Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.** **K-12.P.CP.1.c: Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.** **K-12.P.CP.1.d: Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.** **Presentation:** **K-12.P.CP.2.a: Communicate clearly to present ideas, information, and texts.** **K-12.P.CP.2.b: Integrate modes and genres most appropriate to purpose and audience.** **K-12.P.CP.2.c: Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.** **K-12.P.CP.2.d: Engage in dialogue with audiences by asking and answering questions.** **K-12.P.CP.2.e: Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.**

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Grade 8 Curriculum Map

	Unit 3 Theme: Human Intelligence (Textbook Unit 4) 43 Days (January 5-March 20)	**Unit 4** Theme: Invention (Textbook Unit 5) 44 Days (March 16-May 21)
Domain	**Texts**	**Texts**
Context	*8.T.C.1.a: Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. (I)* 8.T.C.2.b: Identify an author's bias and determine how that bias impacts text credibility. (I) 8.T.C.2.d: Use a variety of credible sources to research the answers to questions on academic and individual topics of interest. (C)	*8.T.C.1.b: Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts. (I)* 8.T.C.1.c: Construct multimodal texts and/or presentations that serve more than one purpose and target a specific audience, using multiple, clearly identifiable features of incorporated modes. (C) 8.T.C.2.a: Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. (I) *8.T.C.2.c: Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.* (I)
Structure & Style	*8.T.SS.1.a: Analyze the impact of how authors modify text structures or features to convey meaning, respond to the audience, or achieve specific purposes. (I)* **8.T.SS.1.d: Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality. (C)** **8.T.SS.2.a: Analyze how figurative language, connotative language, and literary device choices are used strategically to achieve specific purposes for target audiences. (I)** 8.T.SS.2.c: Use formal or informal style characteristics as indicated by a text's purpose, audience, and disciplinary context. (C)	*8.T.SS.1.b: Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience. (C)* **8.T.SS.1.d: Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality. (C)** **8.T.SS.2.a: Analyze how figurative language, connotative language, and literary device choices are used strategically to achieve specific purposes for target audiences. (I)**

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Grade 8 Curriculum Map

Techniques	***8.T.T.1.a: Analyze how narrative techniques used across the text to develop plot, characters, and setting.* (I)** 8.T.T.1.b: Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience. (I) 8.T.T.1.c: Analyze how authors convey and reveal themes through characters, events, and other story elements. (I) *8.T.T.1.e: Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C)* **8.T.T.2.a: Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure. (I)** 8.T.T.2.b: 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. ***8.T.T.2.d: Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. (C)*** **8.T.T.3.a: Analyze the development of argumentative techniques used to present and design content, including an author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument. (I)** **8.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. (C)**	***8.T.T.1.a: Analyze how narrative techniques used across the text to develop plot, characters, and setting.* (I)** 8.T.T.1.d: Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods. (I) *8.T.T.1.e: Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C)* **8.T.T.2.a: Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure. (I)** ***8.T.T.2.d: Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. (C)*** **8.T.T.3.a: Analyze the development of argumentative techniques used to present and design content, including an author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument. (I)** **8.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. (C)** 8.T.T.4.a: Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony. (I) *8.T.T.4.b: Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. (C)*

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Grade 8 Curriculum Map

Research & Analysis	*8.T.RA.1.a:Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas. (I)* ***8.T.RA.1.c: Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information. (C)*** 8.T.RA.2.a:Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres. (I) **8.T.RA.2.b:Analyze print, digital, and multimodal sources for accuracy, credibility, and relevance, determining whether the ideas and information support the topic under investigation and appeal to the target audience. (I)** 8.T.RA.2.c: Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page. (I)	*8.T.RA.1.b: Conduct research by locating, gathering, curating, and integrating information from reliable sources (including print, digital, and personal communication) about texts and related topics. (I)* ***8.T.RA.1.c: Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information. (C)*** **8.T.RA.2.b:Analyze print, digital, and multimodal sources for accuracy, credibility, and relevance, determining whether the ideas and information support the topic under investigation and appeal to the target audience. (I)** 8.T.RA.2.c: Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page. (I)
Periods & Movements	8.T.PM.1.b: Compare and contrast the treatment of a common theme by different writers within a time period. (I)	8.T.PM.1.a: Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works. (I)
Domain	**Language**	**Language**
Grammar & Conventions	K-12.L.GC.1.46: Use correlative words to join words/phrases/clauses. (Reinforce) K-12.L.GC.1.48: Use semicolons to separate items in a series or list when at least one of the items already includes commas (Reinforce) K-12.L.GC.1.50: Use ellipses appropriately. (Master)	K-12.L.GC.1.49: Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses. (Reinforce) K-12.L.GC.1.52: Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences. (Master)

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	K-12.L.GC.1.51: Use hyphens with appropriate affixes and compound words. (Master) K-12.L.GC.1.52: Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences. (Master) K-12.L.GC.1.53: Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier). (Master) K-12.L.GC.1.54: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Continue) *8.L.GC.2.a: Apply understandings of syntax to comprehend and analyze a variety of grade-level texts. (I)* *8.L.GC.2.b: Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text. (C)*	K-12.L.GC.1.54: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Continue) K-12.L.GC.1.57: Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. (Continue) K-12:.L.GC.1.61: Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. (Introduce) *8.L.GC.2.a: Apply understandings of syntax to comprehend and analyze a variety of grade-level texts. (I)* *8.L.GC.2.c: Distinguish between active and passive voice, revising texts to maintain consistency in active voice. (C)*
Vocabulary	**6-8.L.V.1.a: Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)** **6-8.L.V.1.b: Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. (C)** 6-8.L.V.2.a: Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts. (I) 6-8.L.V.3.b: Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to	**6-8.L.V.1.a: Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)** **6-8.L.V.1.b: Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. (C)** 6-8.L.V.2.a: Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts.(I) 6-8.L.V.3.b: Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases. (I)

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	determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases. (I) 6-8.L.V.3.d: Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. (I) 6-8.L.V.3.e: Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing. (C)	6-8.L.V.3.c: Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug). (I)
Domain	**Practices**	
Engagement & Intention for Comprehension & Composition	**Reader and Writer Identity**: **K-12.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.** **K-12.P.EICC.1.b: Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.** **K-12.P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics** **K-12.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.** **K-12.P.EICC.1.e: Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.** **K-12.P.EICC.1.f: Develop independence and autonomy as a reader and writer.** **Engagement & Intention**: **K-12.P.EICC.2.a: Share real or imagined experiences by interpreting and constructing texts that tell or include stories.** **K-12.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.** **K-12.P.EICC.2.c: Explain and learn concepts and processes by interpreting and constructing texts.** **K-12.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.** **K-12.P.EICC.2.e: Consume and produce texts in order to solve problems or influence decisions.**	

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	Comprehension Strategies: **K-12.P.EICC.3.a: Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.** **K-12.P.EICC.3.b: Scan and skim the text, making note of structures and sections that might be most useful.** **K-12.P.EICC.3.c: Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.** **K-12.P.EICC.3.d: Summarize and visualize sections of the text to maintain understanding.** **K-12.P.EICC.3.e: Make and track predictions about the events and information likely to come next.** **K-12.P.EICC.3.f: Make, track, and support inferences about different levels of meaning within the text.** **K-12.P.EICC.3.g: Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.** **Writing Processes:** **K-12.P.EICC.4.a: Establish a purpose and goals for writing and identify a target audience.** **K-12.P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.** **K-12.P.EICC.4.c: Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.** **K-12.P.EICC.4.d: Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.** **K-12.P.EICC.4.e: Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.** **K-12.P.EICC.4.f: Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.** **K-12.P.EICC.4.g: Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.** **K-12.P.EICC.4.h: Edit the text, ensuring it adheres to the conventions of written language.**
Situating Texts: Author, Audience, Context & Purpose	**Context:** **K-12.P.ST.1.a: Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.** **K-12.P.ST.1.a: Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.** **K-12.P.ST.1.c: Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.**

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	Author, Audience, & Purpose: **K-12.P.ST.2.a: Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.** **K-12.P.ST.2.b: Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.** **K-12.P.ST.2.c: Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective.**
Author's Craft	**Reading Like a Writer:** **K-12.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.** **K-12.P.AC.1.b: Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.** **K-12.P.AC.1.c: Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.** **K-12.P.AC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility and support the text's purpose.** **Writing Like a Reader:** **K-12.P.AC.2.a: Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.** **K-12.P.AC.2.b: Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.** **K-12.P.AC.2.c: Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.** **K-12.P.AC.2.d: Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.** **Text Design:** **K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.** **K-12.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.** **K-12.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.**

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Grade 8 Curriculum Map

	K-12.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.
Collaboration & Presentation	**Collaboration:** **K-12.P.CP.1.a: Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.** **K-12.P.CP.1.b: Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.** **K-12.P.CP.1.c: Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.** **K-12.P.CP.1.d: Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.** **Presentation:** **K-12.P.CP.2.a: Communicate clearly to present ideas, information, and texts.** **K-12.P.CP.2.b: Integrate modes and genres most appropriate to purpose and audience.** **K-12.P.CP.2.c: Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.** **K-12.P.CP.2.d: Engage in dialogue with audiences by asking and answering questions.** **K-12.P.CP.2.e: Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.**

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