

Catholic Identity

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Grow 8.1 understand and integrate the content of what is learned into faith and daily life*	<input type="checkbox"/> 8.1A recognize that every human life is sacred because each person is created and loved by God* <input type="checkbox"/> 8.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts* <input type="checkbox"/> 8.1C recognize and oppose unjust social structures and work toward justice for all* <input type="checkbox"/> 8.1D see God at work in all things and as expressed in the sacraments* <input type="checkbox"/> 8.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)

Application	Instructional Focus	Unit	1	2	3
8.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 8.2A listen actively to interpret a message by summarizing, asking questions, and making comments <input type="checkbox"/> 8.2B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems <input type="checkbox"/> 8.2C advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively <input type="checkbox"/> 8.2D participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues				

Word Study

Application	Instructional Focus	Unit	1	2	3
8.3 use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 8.3A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech <input type="checkbox"/> 8.3B use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words <input type="checkbox"/> 8.3C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc				

Shared Reading

Application	Instructional Focus	Unit	1	2	3
Tools to Know 8.4 read grade-level text with fluency and comprehension 8.5 use the reading process to develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 8.4A adjust fluency when reading grade-level text <input type="checkbox"/> 8.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 8.5B generate questions about text before, during, and after reading to deepen understanding and gain information <input type="checkbox"/> 8.5C make and correct or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 8.5D create mental images to deepen understanding <input type="checkbox"/> 8.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down Tools to Know: Comprehension <input type="checkbox"/> 8.5F make connections to personal experiences, ideas in other texts, and society <input type="checkbox"/> 8.5G make inferences and use evidence to support understanding <input type="checkbox"/> 8.5H evaluate details read to determine key ideas <input type="checkbox"/> 8.5I synthesize information to create new understanding				

(continued)

Shared Reading (continued)

Application		Instructional Focus	Unit	1	2	3
Ways to Show	8.6/8.7 comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning	Ways to Show: Fiction <input type="checkbox"/> 8.6A demonstrate knowledge of literary genres such as realistic fiction, adventure, historical fiction, mysteries, humor, fantasy, science fiction, and short stories <input type="checkbox"/> 8.6L explain the author's purpose and message within a text <input type="checkbox"/> 8.7A analyze how themes are developed through the interaction of characters and events <input type="checkbox"/> 8.7B analyze how characters' motivations and behaviors influence events and resolution of the conflict <input type="checkbox"/> 8.7C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development <input type="checkbox"/> 8.7D explain how the setting influences the values and beliefs of characters <input type="checkbox"/> 8.7E summarize how literature helps us better understand ourselves, cultures and times*				
		Ways to Show: Poetry <input type="checkbox"/> 8.6B analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry <input type="checkbox"/> 8.6L explain the author's purpose and message within a text <input type="checkbox"/> 8.7A analyze how themes are developed through the interaction of characters and events <input type="checkbox"/> 8.7B analyze how characters' motivations and behaviors influence events and resolution of the conflict <input type="checkbox"/> 8.7C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development <input type="checkbox"/> 8.7D explain how the setting influences the values and beliefs of characters				
		Ways to Show: Drama <input type="checkbox"/> 8.6C analyze how playwrights develop dramatic action through the use of acts and scenes <input type="checkbox"/> 8.6L explain the author's purpose and message within a text <input type="checkbox"/> 8.7A analyze how themes are developed through the interaction of characters and events <input type="checkbox"/> 8.7B analyze how characters' motivations and behaviors influence events and resolution of the conflict <input type="checkbox"/> 8.7C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development <input type="checkbox"/> 8.7D explain how the setting influences the values and beliefs of characters				
		Ways to Show: Informational <input type="checkbox"/> 8.6D analyze characteristics and structural elements of informational text, including features such as footnotes, endnotes, and citations <input type="checkbox"/> 8.6E analyze the controlling idea or thesis with supporting evidence <input type="checkbox"/> 8.6F analyze multiple organizational patterns within a text to develop the thesis <input type="checkbox"/> 8.6L explain the author's purpose and message within a text				
		Ways to Show: Argumentative <input type="checkbox"/> 8.6G analyze characteristics and structures of argumentative text <input type="checkbox"/> 8.6H identify the claim and analyze the argument <input type="checkbox"/> 8.6I identify the intended audience or reader <input type="checkbox"/> 8.6J identify and explain the counter argument <input type="checkbox"/> 8.6L explain the author's purpose and message within a text <input type="checkbox"/> 8.7F identify how literature develops the faculty of personal judgment* <input type="checkbox"/> 8.7G analyze how literature assists in the ability to make judgments based on right and wrong*				
		Ways to Show: Multimodal and Digital <input type="checkbox"/> 8.6K analyze characteristics of multimodal and digital texts <input type="checkbox"/> 8.6L explain the author's purpose and message within a text				
Author's Craft	8.8 analyze the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking	Analysis: All Genres <input type="checkbox"/> 8.8A identify and analyze the use of literary devices, including multiple points of view and irony <input type="checkbox"/> 8.8B analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 8.8C analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 8.8D describe how the author's use of figurative language such as extended metaphor achieves specific purposes <input type="checkbox"/> 8.8E analyze how the author's use of language contributes to the mood, voice, and tone <input type="checkbox"/> 8.8F explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning <input type="checkbox"/> 8.8G explain how Christian and Western symbols and symbolism communicate the battle between good and evil*				

Independent Reading

Application	Instructional Focus	Unit	1	2	3
8.9 self-select text and read independently	<input type="checkbox"/> 8.9A self-select text and read independently for a sustained period of time <input type="checkbox"/> 8.9B share beautifully told and well-crafted works*				

Responding to Text (applied to both Shared Reading and Independent Reading)

Application	Instructional Focus				
Ways to Show 8.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: All Genres <input type="checkbox"/> 8.10A describe personal connections. to a variety of sources, including self- selected texts <input type="checkbox"/> 8.10B write responses that demonstrate understanding of texts, including comparing sources within and across genres <input type="checkbox"/> 8.10C use text evidence to support an appropriate response <input type="checkbox"/> 8.10D paraphrase and summarize texts in ways that maintain meaning and logical order <input type="checkbox"/> 8.10E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating <input type="checkbox"/> 8.10F respond using newly acquired vocabulary as appropriate <input type="checkbox"/> 8.10G discuss and write about the explicit or implicit meanings of text <input type="checkbox"/> 8.10H respond orally or in writing with appropriate register, vocabulary, tone, and voice <input type="checkbox"/> 8.10I reflect on and adjust responses as new evidence is presented <input type="checkbox"/> 8.10J defend or challenge the authors' claims using relevant text evidence				

Writing

Application	Instructional Focus				
8.11A plan first drafts	<input type="checkbox"/> 8.11A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests				
Tools to Know: Writing Process 8.11B develop drafts	develop drafts into a focused, structured, and coherent piece of writing by: <input type="checkbox"/> 8.11B.1 organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 8.11B.2 developing an engaging idea reflecting depth of thought with specific facts, details, and examples				
	8.11C revise drafts	<input type="checkbox"/> 8.11C revise drafts for clarity, development, organization, style, word choice, and sentence variety			
Tools to Know: Writing Process 8.11D edit drafts	edit drafts using standard English conventions, including: <input type="checkbox"/> 8.11D.1 complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 8.11D.2 consistent, appropriate use of verb tenses and active and passive voice <input type="checkbox"/> 8.11D.3 prepositions and prepositional phrases and their influence on subject-verb agreement <input type="checkbox"/> 8.11D.4 pronoun-antecedent agreement <input type="checkbox"/> 8.11D.5 correct capitalization <input type="checkbox"/> 8.11D.6 punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses <input type="checkbox"/> 8.11D.7 correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too				
	8.11E publish written work	<input type="checkbox"/> 8.11E publish written work for appropriate audiences			
8.12A use the writing process to compose literary texts	<input type="checkbox"/> 8.12A compose personal narratives using genre characteristics and craft <input type="checkbox"/> 8.12A compose fiction using genre characteristics and craft <input type="checkbox"/> 8.12A compose poetry using genre characteristics and craft				
8.12B use the writing process to compose informational texts	<input type="checkbox"/> 8.12B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft				
8.12C use the writing process to compose argumentative texts	<input type="checkbox"/> 8.12C compose multi-paragraph argumentative texts using genre characteristics and craft				
8.12D use the writing process to compose correspondence	<input type="checkbox"/> 8.12D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure				

Unit Map – Grade 8 Literacy

Research (embedded skills throughout Reading and Writing)

Application	Instructional Focus				
8.13 use research skills to plan and present in written, oral, or multimodal formats	<ul style="list-style-type: none"> <input type="checkbox"/> 8.13A generate student-selected and teacher-guided questions for formal and informal inquiry <input type="checkbox"/> 8.13B develop and revise a plan <input type="checkbox"/> 8.13C refine the major research question, if necessary, guided by the answers to a secondary set of questions <input type="checkbox"/> 8.13D identify and gather relevant information from a variety of sources <input type="checkbox"/> 8.13E differentiate between primary and secondary sources <input type="checkbox"/> 8.13F synthesize information from a variety of sources <input type="checkbox"/> 8.13G differentiate between paraphrasing and plagiarism when using source materials <input type="checkbox"/> 8.13H examine sources for: <ul style="list-style-type: none"> <input type="checkbox"/> 8.13H.1 reliability, credibility, and bias, including omission <input type="checkbox"/> 8.13H.2 faulty reasoning such as bandwagon appeals, repetition, and loaded language <input type="checkbox"/> 8.13I display academic citations and use source materials ethically <input type="checkbox"/> 8.13J use an appropriate mode of delivery, whether written, oral, or multimodal, to present results 				