

## Norwalk – La Mirada Unified School District Curriculum Map

Grade 8						
Year Long Thread: Independent reading is a focus for eighth grade students – students are required to read 1 million words each year by the end of middle school. Students will have the opportunity to choose a variety of texts, set reading goals (quantity, range, and depth), and log their progress towards those goals throughout the year.						
Trimester 1		Trimester 2			Trimester 3	
Benchmark #1	Benchmark #2		Benchmark #3			
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
35 Total Days: 18 Reading 15 Writing 2 Flex	30 Total Days: 14 Reading 14 Writing 2 Flex	21 Total Days: 19 Reading 2 Flex	26 Total Days: 14 Reading 10 Writing 2 Flex	33 Total Days: 12 Reading 18 Writing 3 Flex	Instructional Days: 10 Days	Instructional Days: 20 Writing 3 Flex
<p><b>Reading Focus:</b> Analyzing Characters and Conflicts Across Texts and Time</p> <p><b>Writing Focus:</b> Memoir <i>Narrative</i></p>	<p><b>Reading Focus:</b> Reading with Critical Minds</p> <p><b>Writing Focus:</b> Persuasive <i>Argument</i></p>	<p><b>Reading Focus:</b> Poetry</p>	<p><b>Reading Focus:</b> Reading for Life</p> <p><b>Writing Focus:</b> Letter of Interest &amp; Bylaws <i>Explanatory</i></p>	<p><b>Reading Focus:</b> Author Study</p> <p><b>Writing Focus:</b> Response to Literature <i>Argument</i></p>	<p><b>Reading Focus:</b> Teacher Choice</p>	<p><b>Writing Focus:</b> Research Paper <i>Informative/ Explanatory</i></p>

<p style="text-align: center;"><b><u>Unit 1</u></b></p> <p><b>LRA 3.2</b> Evaluate the structural elements of plot, the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</p> <p><b>LRA 3.3</b> Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations.</p> <p><b>LRA 3.4</b> Analyze the relevance of setting to the mood, tone, and meaning of the text.</p> <p><b>WA 2.1 Write biographies, autobiographies, short stories, or narratives:</b>  <b>a)</b> Relate a clear, coherent incident, event, or situation by using well-chosen details.  <b>b)</b> Reveal the significance of, or the writer's attitude about, the subject. <b>c)</b> Employ narrative and descriptive strategies.</p>	<p style="text-align: center;"><b><u>Unit 2</u></b></p> <p><b>RC 2.2:</b> Analyze text that uses proposition and support patterns.</p> <p><b>RC 2.3:</b> Find similarities and differences between texts in treatment, scope, or organization of ideas.</p> <p><b>RC 2.7</b> Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p> <p><b>WA 2.4 Write persuasive compositions:</b>  <b>a)</b> Include a well-defined thesis.  <b>b)</b> Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.</p>	<p style="text-align: center;"><b><u>Unit 3</u></b></p> <p><b>RC 2.4:</b> Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p> <p><b>LRA 3.1:</b> Determine and articulate the relationship between the purposes and characteristics of different forms of poetry.</p> <p><b>LRA 3.5:</b> Identify and analyze recurring themes across traditional and contemporary works.</p> <p><b>LRA 3.6:</b> Identify significant literary devices that define a writer's style and use those elements to interpret the work.</p>	<p style="text-align: center;"><b><u>Unit 4</u></b></p> <p><b>RC 2.1:</b> Compare and contrast features and elements of consumer materials to gain meaning from documents.</p> <p><b>RC 2.5:</b> Understand and explain the use of a complex mechanical device by following technical directions.</p> <p><b>RC 2.6:</b> Use a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p><b>WA 2.5: Write documents related to career development, including simple business letters and job applications:</b>  <b>a)</b> Present information purposefully and succinctly and meet the needs of the intended audience.  <b>b)</b> Follow the conventional format for the type of document.</p> <p><b>WA 2.6: Write technical documents:</b>  <b>a)</b> Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.  <b>b)</b> Include all the factors and variables that need to be considered.  <b>c)</b> Use formatting techniques to aid comprehension.</p>	<p style="text-align: center;"><b><u>Unit 5</u></b></p> <p><b>LRA3.6:</b> Identify significant literary devices that define a writer's style</p> <p><b>LRA 3.7:</b> Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)</p> <p><b>WA 2.2 Write responses to literature:</b>  <b>a)</b> Exhibit careful reading and insight in their interpretations.  <b>b)</b> Connect the student's own responses to the writer's techniques and to specific textual references.  <b>c)</b> Draw supported inferences about the effects of a literary work on its audience.  <b>d)</b> Support judgments through references to the text, other works, other authors, or to personal knowledge.</p>		<p style="text-align: center;"><b><u>Unit 7</u></b></p> <p><b>WA 2.3: Write research reports:</b>  <b>a)</b> Define a thesis.  <b>b)</b> Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.  <b>c)</b> Use a variety of primary and secondary sources and distinguish the nature and value of each.  <b>d)</b> Organize and display information on charts, maps, and graphs.</p>
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