

English Language Arts Curriculum Map

Grade 8 Year-at-a-glance

Unit 1					
	Students will...	CCSS Reading	CCSS Writing	CCSS Speaking & Listening	CCSS Language
Unit 1 Reading Classic Literature Suggested Text: Tom Sawyer Approximately 6-7 Weeks	<p>Learn about a classic author, possibly an American author to align with history. They will read at least one work by that author as well as informational texts about the author. Students will also read about the time period in which the novel was published or set. Students will synthesize information across texts to analyze author's purpose and discuss the enduring significance of the classic work.</p> <p>Reading</p> <ul style="list-style-type: none"> • Read and analyze a classic novel • Read a variety of informational texts about the author as well as historical timeframe. <p>Writing</p> <ul style="list-style-type: none"> • Write a literary analysis essay <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Engage in academic discussions about the texts and issues raised • Listen to audio selections to develop an ear for the dialect in the novel <p>Language</p> <ul style="list-style-type: none"> • Develop understanding of the dialect of the time period in the classic novel • Use academic language when discussing and writing about the novel and other works 	<p>RL 8.1 Cite textual evidence.</p> <p>RL 8.2 Determine theme.</p> <p>RL 8.3 Analyze how lines of dialogue or incidents propel action, reveal aspects of a character, or provoke a decision.</p> <p>RL 8.6 Analyze how differences in point of view create effects such as suspense or humor.</p> <p>RI 8.1 Cite textual evidence.</p> <p>RI 8.2 Determine central idea.</p> <p>RI 8.6 Determine author's point of view and analyze how author responds to conflicting evidence or viewpoints.</p>	<p>W 8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W 8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W 8.9 Draw evidence from literary and informational texts to support analysis, reflection, and research</p>	<p>SL 8.1 Engage effectively in a range of collaborative discussions on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL 8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>L 8.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>L 8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>L 8.5 Demonstrate understanding of figurative language, word relationships, and nuances word meanings.</p>
<p>Unit 1 Resources: http://safari02.sandi.net/SAFARI/montage/playlistedit.php?SearchType=district&Action=MakeActive&playlistkeyindex=7459&location=local&newlessonfromplaylist=f</p>					

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Unit 2					
	Students will...	CCSS Reading	CCSS Writing	CCSS Speaking & Listening	CCSS Language
Unit 2 How Authors Reflect and Challenge History Suggested Extended Texts Fire From the Rock and Warriors Don't Cry OR Boy in the Striped Pajamas, Book Thief OR Farewell to Manzanar, Hotel on the Corner of Bitter and Sweet Approximately 7-8 Weeks	<p>Continue to build on the ideas raised in the first unit. Students will read several narrative texts that deal with an historical issue, as well as informational texts to build the historical context of the issue and novel(s). Students will work on synthesizing ideas across a variety of texts from a variety of perspectives. Students will write a complex literary analysis focused on the historical implications and relationships between literary works and historical time periods.</p> <p>Reading</p> <ul style="list-style-type: none"> • Read several texts that deal with an historical issue • Read a variety of informational texts to build historical context around the issue • Synthesize ideas across a variety of texts from a variety of perspectives <p>Writing</p> <ul style="list-style-type: none"> • Write a complex literary analysis focused on the historical implications and relationships between literary works and historical time period <p>Speaking and Listening</p> <p>Engage in academic discussions about texts and issues being raised Make presentations providing background information of historical context</p> <p>Language</p> <ul style="list-style-type: none"> • Using appropriate academic language when discussing and writing about texts and issues, including vocabulary learned from reading about the issues • Use academic vocabulary including the historical vocabulary when making a formal presentation to classmates 	<p>Continued from previous unit: RL 8.1, 8.2, 8.3 RI 8.1, 8.2, 8.6,</p> <p>In addition: RL 8.5 Compare and contrast the structure of multiple texts and analyze structures of each.</p> <p>RI 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas or events.</p>	<p>Continued from previous unit: W 8.1, 8.9</p> <p>In addition: W 8.2 Write informative/explanatory texts. W 8.7 Conduct short research projects. W 8.8 Gather relevant information from multiple sources.</p>	<p>Continued from previous unit: SL 8.1, 8.4</p>	<p>Continued from previous unit: L 8.4, 8.5</p>
<p>Unit 2 Resources: ELA Grade 8 Common Core State Standards Aligned Sample Unit http://safari02.sandi.net/SAFARI/montage/playlistedit.php?SearchType=my&Action=MakeActive&playlistkeyindex=6696&location=local&newlessonfromplaylist=f</p>					

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Unit 3					
	Students will...	CCSS Reading	CCSS Writing	CCSS Speaking & Listening	CCSS Language
Unit 3 Argument – How Authors Make and Support Claims Approximately 5-6 Weeks	<p>Students will build knowledge of how to independently read and evaluate argument text. By the end of the unit, students will be able to identify the elements of argument text, analyze and evaluate authors’ position and types of supporting evidence, synthesize to gain deeper understanding of authors’ position, and problem solve unfamiliar vocabulary using context. After an in-depth study of argument, students will write a researched argument essay.</p> <p>Reading</p> <ul style="list-style-type: none"> • Read a variety of informational texts on current issues, possibly raised by the reading in the first two units • Read and analyze argument texts thinking about logic and credibility <p>Writing</p> <p>Write an argument essay Prepare argument and refutation for debate or Socratic Seminar</p> <p>Speaking and Listening</p> <p>Language</p> <ul style="list-style-type: none"> • Using appropriate academic language when discussing and writing about texts and issues, including vocabulary learned from reading about the issues • Using appropriate academic language when voicing opinions and possible differing viewpoints 	<p>Continued from previous unit: RI 8.1, 8.2, 8.3, 8.5, 8.6, 8.7,</p> <p>In addition: RI 8.8 Delineate and evaluate the argument and claims, assessing reasoning and evidence. RI 8.9 Analyze two or more texts with conflicting information.</p>	<p>Continued from previous unit: W 8.1, 8.7, 8.8, 8.9</p>	<p>Continued from previous unit: SL 8.1, 8.3, 8.4, 8.5</p> <p>In addition: SL 8.2 Analyze the purpose of information presented in diverse media and formats and evaluate motives behind its presentation.</p>	<p>Continued from previous unit: L 8.3, 8.4, 8.5</p>
<p>Unit 3 Resources: ELA Grade 8 Common Core State Standards Aligned Sample Argument Unit http://safari02.sandi.net/SAFARI/montage/playlistedit.php?SearchType=my&Action=MakeActive&playlistkeyindex=6980&location=local&newlessonfromplaylist=f</p>					

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Unit 4					
	Students will...	CCSS Reading	CCSS Writing	CCSS Speaking & Listening	CCSS Language
Unit 4 Authors as Visionaries Suggested Extended Texts Fahrenheit 451 Anthem Approximately 6-7 Weeks	<p>Explore the science fiction genre, thinking about why authors write science fiction and the effect this genre has on readers</p> <p>Reading</p> <ul style="list-style-type: none"> Read and analyze works of science fiction as well as informational texts about the genre and author biographical information <p>Writing</p> <ul style="list-style-type: none"> Write an argument essay Write a narrative <p>Speaking and Listening</p> <ul style="list-style-type: none"> Listen to radio drama Engage in academic discussions around their work Engage in a Socratic Seminar <p>Language</p> <p>Use academic language when writing and talking about texts and ideas</p>	Continued from previous unit: RL 8.1, 8.2, 8.3, 8.6 RI 8.2, 8.3	Continued from previous unit: W 8.1, 8.2, 8.9 In addition: W 8.3 Write narratives to develop real or imagined experiences	Continued from previous unit: SL 8.1, 8.4	Continued from previous unit: L 8.3, 8.5
Unit 4 Resources:					

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Unit 5					
	Students will...	CCSS Reading	CCSS Writing	CCSS Speaking & Listening	CCSS Language
Unit 5 Modern Literature – How Current Authors Draw on the Past Shakespeare Sherlock Holmes Flowers for Angernon Approximately 6-7 Weeks	<p>Read and analyze a modern work of literature that has been influenced by an author from the past. They will also read biographical information about the author and informational text about the historical periods read about and discussed.</p> <p>Reading</p> <ul style="list-style-type: none"> • Read and analyze a modern work of literature that has been influenced by an author from the past • Read biographical information about the author and informational text about the historical period <p>Writing</p> <ul style="list-style-type: none"> • Write an argument essay synthesizing the information and choices the author made based on their purpose <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Engage in academic discussions around their work • Listen to and view excerpts of works in the past (ex. Shakespeare) to develop an ear for the language <p>Language</p> <p>Learn language of the original text and how it is revised in the modern work</p>	Continued from previous unit: RL 8.1,2,3,7,8,9 RI 8.1,2, 3,5	Continued from previous unit: W 8.1, 8.3, 8.9	Continued from previous unit: SL 8.1	Continued from previous unit: L 8.3,4,5
Unit 5 Resources:					