

Grade 8 English Language Arts (ELA) Annual Curriculum Map

Overview: The 8th grade ELA program is an integrated, literature driven curriculum. Beginning with a piece of literature of various genres and themes, instruction incorporates all of the other language arts skills within its framework: reading, writing, grammar, usage, mechanics, spelling, vocabulary, critical thinking, problem solving, decision making, speaking, listening, viewing, and presenting. Emphasis is placed upon comprehension, analysis, application and development of the student’s ability to communicate more effectively in oral and written expression

	September-November (Term 1)	November-January (Term 2)	January-March (Term 3)	March-June (Term 4)	July-August (Term 5)
Major Skills/ Standards	-4.18 Determine the meaning of unfamiliar words using common Greek and Latin roots, suffixes, and prefixes -5.22 Describe the origin and meaning of common words and phrases, as well as foreign words or phrases used frequently in written language -8.24 Interpret mood and tone, give supporting evidence in text -9.5 Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting -19.21 Write research reports that include footnotes, quotations, and a biography -24.4 Differentiate between primary and secondary source materials -25.4 Develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects	-4.20 Determine the meaning of unfamiliar words using contextual clues -8.25 Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text -12.3 Identify and analyze structural elements of literature -15.5 Identify imagery, figurative language -19.19 Write stories or scripts with well developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail -19.20 Write poems using poetic technique and graphic elements -27.4 Create media presentations and written reports on the same subject and compare the differences in effects of each medium	-3.12 Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect -4.19 Determine pronunciation, meanings, alternative word choices, and parts of speech, or etymologies of words using dictionaries and thesauruses -8.27 Identify evidence used to support an argument -13.21 Recognize structure and use of arguments for and against an issue -Identify evidence used to support an argument -16.10 Identify and analyze similarities and differences in mythologies from different countries -19.22 Write and justify a personal interpretation of literary, informational, or expository reading	-4.22 Determine pronunciation, meanings, alternative word choices, parts of speech, or etymologies of words using dictionaries and thesauruses -8.28 Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text -10.4 Identify and analyze the characteristics of various genres as forms chosen by an author to accomplish a purpose -13.21 Recognize structure and use of arguments for and against an issue -17.6 Identify and analyze similarities and differences in the presentation of setting, character, plot in texts, plays and films -18.4 Develop and present characters through the use of basic acting skills -19.23 Write multi paragraph composition -23.11 Organize ideas for writing comparison and contrast essays	-4.22 Determine pronunciation, meanings, alternative word choices, parts of speech, or etymologies of words using dictionaries and thesauruses -8.23 Use knowledge of genre characteristics to analyze evidence in a text -9.4 Relate a literary work to information about its setting -19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure
Genre	Historical Fiction	Poetry Fiction (Science Fiction & Fantasy)	Non-Fiction Short Story (Mystery and Horror Tales)	Dramatic Literature Autobiography	Fiction

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Theme	“Building a Nation”	“Determination”	“Courage”	“Human Spirit”	“Understanding Relationships”
Major Projects	-Research Report -Learning Activity Packet -Field Trip	-Poetry Writing -Descriptive Essay -Media Presentation	-Persuasive Essay/Speech -Short Story Writing -Oral Presentation	-Debate -Compare and Contrast Essay -Dramatization	-Journal Writing -Field Experience
Materials	-Trade Book: <i>Johnny Tremain</i> -McDougal Littell: The Language of Literature: (Unit 5 Part 1, Unit 1 Part 2, Unit 5-Oral Tradition p.954) -Rubric	-Trade Book: <i>Tuck Everlasting</i> or <i>Bridge to Terrabithia</i> -McDougal Littell: The Language of Literature (Unit 2 Part 1, Unit 4 Part 1, Unit Oral Tradition p.942) -Rubric	-Trade Book: <i>The Contender</i> -McDougal Littell: The Language of Literature (Unit 4 Part 2, Unit 5 Part 2, Oral Tradition p.916) -Rubric	-Trade Book: <i>Diary of Ann Frank</i> -McDougal Littell: The Language of Literature (Unit 3 Part 2, Unit 2 Part2, Oral Tradition p. 932) -Rubric	-Trade Book: <i>The Cay</i> -McDougal Littell: The Language of Literature (Unit 1Part 1, Unit 3 Part 1, Unit 6 Oral Tradition p. 906) -Rubric
Assessment	-Writing Rubric -Performance Assessment Project -Teacher/Student Conference -Writing Portfolio	-Writing Rubric -Performance Assessment Project -Teacher/Student Conference -Writing Portfolio	-Writing Rubric -Performance Assessment Project -Teacher/Student Conference -Writing Portfolio	-Writing Rubric -Performance Assessment Project -Teacher/Student Conference -Writing Portfolio	-Writing Rubric -Performance Assessment Project -Teacher/Student Conference -Writing Portfolio -Journal

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Grade 8-Learning Standard Checklist (Also used for MCAS Alternative Assessment)

Strand/General Standard	Essence of the Standard(s)	Learning Standards as written		
Strand: Language General Standard 4: Vocabulary and Concept Development <i>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</i>	-Use the following to determine word meaning, pronunciation, and word choice: <ul style="list-style-type: none"> • Context clues • Definitions/dictionary/thesaurus • Greek/Latin roots, suffixes, prefixes 	<input type="checkbox"/> 4.20 Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).	<input type="checkbox"/> 4.21 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.	<input type="checkbox"/> 4.22 Determine pronunciations, meanings, alternative word choices, and parts of speech of words using dictionaries and thesauruses.
Strand: Reading and Literature General Standard 8: Understanding a Text <i>Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</i>	-For Imaginative/Literary texts: Identify and analyze with supporting evidence <ul style="list-style-type: none"> • Genre (e.g. fiction, poetry, drama) characters • Mood and tone • Character traits, emotions, motivation -For Informational /Expository texts: <ul style="list-style-type: none"> • Identify the structural elements in expository texts • Identify evidence to support an argument • Identify theme in literature and author’s purpose in expository text 	-For Imaginative / Literary texts: <input type="checkbox"/> 8.23 Use knowledge of genre characteristics to analyze a text. <input type="checkbox"/> 8.24 Interpret mood and tone and give supporting evidence in a text. <input type="checkbox"/> 8.25 Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.	-For Informational / Expository texts: <input type="checkbox"/> 8.26 Recognize organizational structures and use of arguments for and against an issue. <input type="checkbox"/> 8.27 Identify evidence used to support an argument. <input type="checkbox"/> 8.28 Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.	
Strand: Composition General Standard 19: Writing <i>Students will write with a clear focus, coherent organization, and sufficient detail.</i>	-For Imaginative/Literary writing: * Compose fictional stories, scripts, and poems using appropriate language, techniques, and elements. -For Informational/Expository writing, compose: <ul style="list-style-type: none"> • Research reports with quotations, footnotes/endnotes, and bibliography • Personal analysis of a reading • Multi-paragraph compositions 	-For Imaginative / Literary writing: <input type="checkbox"/> 19.19 Write stories or scripts with well-developed characters, dialogue, clear conflict and resolution, and sufficient descriptive detail. <input type="checkbox"/> 19.20 Write poems using poetic techniques (<i>alliteration, onomatopoeia, rhyme scheme</i>), figurative language (<i>simile, metaphor, personification</i>), and graphic elements (capital letters, line length, word position).	-For Informational / Expository writing: <input type="checkbox"/> 19.21 Write reports based on research that includes quotation, footnotes, and a bibliography. <input type="checkbox"/> 19.22 Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.	-For Informational / Expository writing: <input type="checkbox"/> 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.

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Possible Entry Points to Learning Standard(s)

Strand /General Standard	←Less Complex		More Complex⇒
<p>Strand: Language General Standard 4: Vocabulary and Concept Development <i>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> • Identify familiar words • Properly pronounce words that are familiar • Learn the meanings of common roots, suffixes, and prefixes • Alphabetize words (by first letter, first two letters) for dictionary purposes <p><i>Continue to address earlier standards as needed.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> • Identify words that are unfamiliar • Properly pronounce unfamiliar words using knowledge of common roots, suffixes, prefixes • Use a dictionary to locate the meaning of unfamiliar words 	<p>The student will:</p> <ul style="list-style-type: none"> • Identify the base word in an unfamiliar word and its meaning • Identify the meaning of unfamiliar words using knowledge of common roots, suffixes, and prefixes • Use a dictionary to verify the meaning of an unfamiliar word <p><i>Continue to address skills and concepts in this strand that approach grade level expectations.</i></p>
<p>Strand: Composition General Standard 19: Writing <i>Students will write with a clear focus, coherent organization, and sufficient detail.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> • Identify the literary elements of a story (character plot, setting) • Identify a topic sentence, supporting details, and a conclusion in informational/expository writing • Identify and sequence the steps of a familiar process (with pictures, objects) • Identify the parts of a letter • Write or dictate questions for a research report (see Learning Standards 19.7 and 19.8) • Use primary mode of communication to relate a personal experience, story, or provide information • Identify poetic techniques (rhyme, figurative language, graphic elements) • Identify essays (persuasive, personal, literary) and their focus <p><i>Continue to address earlier standards as needed.</i></p>	<p>The student will:</p> <ul style="list-style-type: none"> • Use literary elements to plan an original story • Support the steps of a familiar process with specific detail (using adjectives, adverbs, verbs) • Plan the content of a letter (formal, informal) • See General Standard 24: Research • Use poetic techniques in writing poems • Plan an essay's focus and supporting detail 	<p>The student will:</p> <ul style="list-style-type: none"> • Sequence information to compose a story • Generate an explanation of familiar process and entitle it • Compose and write or dictate a letter (formal, informal) • Write or dictate an essay <p><i>Continue to address skills and concepts in this strand that approach grade level expectations.</i></p>

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<p>Strand: Reading and Literature General Standard 8: Understanding a Text <i>Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</i></p>	<p>The student will: <i>For text read by the student, to the student, or communicated in the student's primary mode of communication</i></p> <ul style="list-style-type: none"> • Identify critical details, facts, key events, and/or people involved in a story, poem, song or read aloud • Recognize that some stories are real and some are make believe • Make predictions using clues identified in text read aloud • Answer questions accurately about people, places, things, and/or events in text read aloud • Identify the meaning of the term “plot”, “character”, and “setting” <p><i>Continue to address earlier standards as needed.</i></p>	<p>The student will: <i>For text read by the student, to the student, or communicated in the student's primary mode of communication</i></p> <ul style="list-style-type: none"> • Distinguish what is factual from what is fabricated by the writer • Relate personal experience to text experience • Identify favorite and least favorite parts of a story • Recognize the motives of characters (why they do things) • Make predictions, identify clues • Sequence key events and identify critical details (who, what, when, where) • Identify key character(s), setting(s), and plot in a text • Recognize that informational/expository text can be organized in different ways 	<p>The student will: <i>For text read by the student, to the student, or communicated in the student's primary mode of communication</i></p> <ul style="list-style-type: none"> • Identify details in a story that appeal to the senses • Recognize that <i>simile</i> is a comparison of two unlike things in which a word of comparison (<i>like, as</i>) is used • Recognize that <i>metaphor</i> is a figure of speech that makes a comparison between two things that are basically different but have something in common (without using <i>like or as</i>) • Recognize that <i>personification</i> is a form of metaphor in which language relating to human action, motivation, and emotion is used to refer to non-human agents, objects, or abstract concepts • Recognize that a <i>hyperbole</i> is an intentional exaggeration for emphasis or comic effect • Identify passages in a text that contain figurative language • Identify different genres associated with imaginative/literary texts • Recognize the mood and tone of an imaginative/literary text through expression of feeling invoked • Recognize and identify the themes in an imaginative/literary text • Demonstrate that informational/expository text can be organized in different ways by manipulating the outline of a document • Identify the main idea, or most important thought/position, in an informational/expository text • Identify the major supporting ideas/details in an informational/expository text • Recognize that the organization of an informational/expository text can affect delivery/effectiveness of the text • Identify an argument made by an author of an informational/expository text <p><i>Continue to address concepts in this strand that approach grade level expectations.</i></p>