CURRICULUM MAP
English Language Arts: 8th Grade
MAMS and CHS

COURSE DESCRIPTION

This course builds on skills and knowledge acquired in Seventh Grade English. It concentrates on reading increasingly complex literature and non-fiction text, as well as basic grammar and composition. Literary selections include poetry, short stories, drama, a variety of nonfiction pieces, and full-length books. The course is designed to help students master reading and writing skills that are aligned with the PA Common Core and assessed on the English Language Arts PSSA test. The class adopts and applies the philosophies of a "Reading Apprenticeship Classroom." Students learn to think about their own thinking ("metacognition") as they read in order to acquire knowledge from text.

BIG IDEAS
- Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Effective readers use appropriate strategies to construct meaning.
- An expanded vocabulary enhances one's ability to express ideas and information.
- Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
- Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

ESSENTIAL QUESTIONS
- How does interaction with text provoke analytical thinking and response?
- How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose and audience?
- How can adversities, challenges or obstacles influence who a person is?
- How does effective use of structure (setting, plot, characters, conflict, climax, resolution) impact me as a reader/listener?
- How can poetry provide me with a meaningful lens through which to view our country's land, people, and history?
- How can I justify my thinking and communicate it to others?

GRAMMAR COMPETENCIES
- Spell words correctly
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- Identify appropriate part of speech and change and correctly use form of word to different parts of speech.

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive.
- Recognize and correct:
  - Inappropriate shifts in verb voice and mood.
  - Misplaced and dangling modifiers when placing phrases and clauses within a sentence; inappropriate shifts in pronoun number and person.
  - Vague pronouns (ie, ones with unclear or ambiguous antecedents).
  - Inappropriate fragments and run-ons when producing complete sentences.
  - Usage of frequently confused words (ie, to, too, two; their, there, they're).
  - Subject-verb and pronoun-antecedent agreement time frame or setting to another.
- Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.
- Use punctuation to separate items in a series.

WRITING COMPETENCIES
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.
- Choose punctuation for effect.
- Choose words and phrases for effect.

NARRATIVE WRITING
  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one-time frame or setting to another, and to show the relationships among experiences and events.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.

ARGUMENTATIVE WRITING
  - Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.

- o Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- o Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- o Establish and maintain a formal style.
- o Provide a concluding section that reinforces the claims and reasons presented.

INFORMATIVE WRITING

- o Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.
- o Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- o Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- o Use precise language and domain-specific vocabulary to inform about or explain the topic.
- o Establish and maintain a formal style.
- o Provide a concluding section that follows from and supports the information or explanation presented.

UNIT TITLE   Fiction vs. Nonfiction
TIME FRAME   6-8 weeks
STANDARDS   CC.1.2.8, CC.1.3.8, CC.1.4.8

COMPETENCY	VOCABULARY	STRATEGY	RESOURCE
• Comprehend • Interpret • Analyze literature/vocabulary before, during, and after reading • Make inferences • Draw conclusions • Make connections between texts (ie. compare/contrast historical fiction and a historical account of the same time period.) • Determine a theme or central idea of a text and analyze its development over the course of the text • Provide an objective summary of the text. • Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) • Demonstrate fluency • Support with textual evidence • Trace, analyze and evaluate non-fiction text before, during, and after reading; • Distinguish among facts, opinions, evidence, and essential and non-essential information • Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • Make inferences and draw conclusions • Make text connections (ie. compare/contrast historical fiction and	Making predictions Drawing conclusions Informational texts Author's Purpose Common prefixes Common suffixes Academic vocabulary Content vocabulary Fiction and nonfiction literary terms F/NF narrative Conflict Plot Exposition rising action climax falling action resolution Setting Mood Characters time sequence Personal pronouns reflexive pronouns pronoun agreement spelling difficult words writing process Descriptive essay Personal narrative	Independent Reading Comprehension Strategies Class Discussion Graphic Organizers Talking to the Text Think-aloud (Metacognition), Word Choice (figurative and connotative) Modeling QAR 25-Word Summary Anticipation Guide Think-pair-share Open-ended response Reading Apprenticeship Inquiry Based Learning Text Dependent Analysis Freyer model Word Journals Peer Editing Brainstorming Writer's Workshop Pre-Writing Activities Revising Strategies	Reader's Journey Unit 1 Summative Assessments Formative Assessments **MAMS & CHS** Academic *To Be A Slave* *Al Capone Does My Shirts* *Call of the Wild* Accelerated *Something Wicked This Way Comes* *The Adventures of Tom Sawyer*

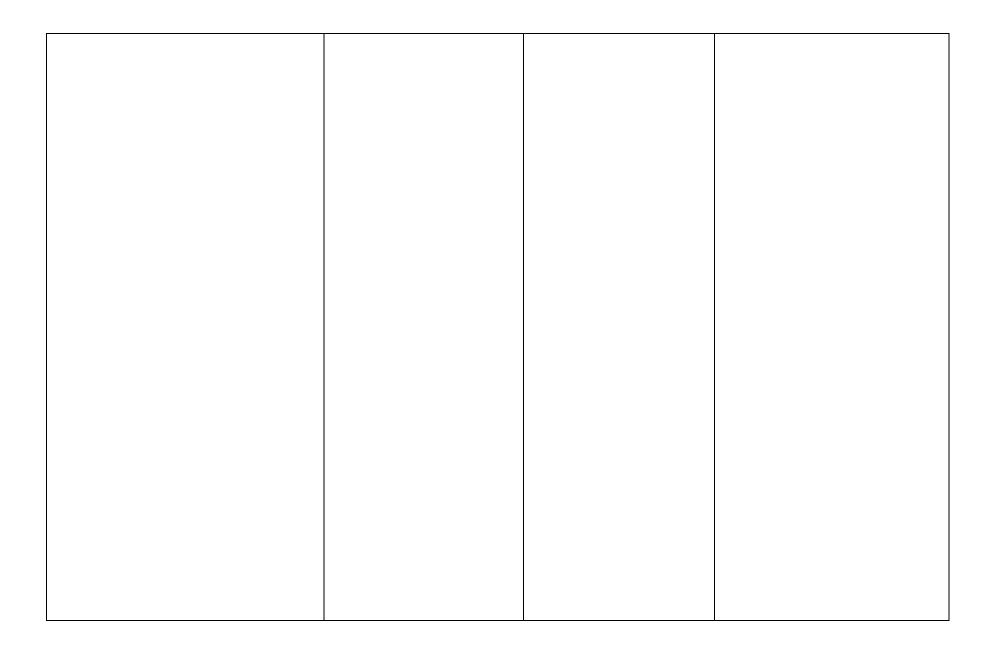| a historical account of the same time period.) • Demonstrate fluency • Support with textual evidence • Identify, define, and apply academic vocabulary (ie. tier 1, tier 2 and tier 3 words)			

UNIT TITLE The Novel
TIME FRAME 6-8 weeks
STANDARDS CC.1.2.8, CC.1.3.8, CC.1.4.8

COMPETENCY	VOCABULARY	STRATEGY	RESOURCE
• Comprehend • Interpret • Analyze literature/vocabulary before, during, and after reading • Make inferences and draw conclusions • Make connections between texts (ie. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories including describing how the material is rendered new.) • Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. • Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. • Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • Demonstrate fluency • Support with textual evidence (choosing the strongest examples for support)	Making Inferences Informational Texts Talking to the Text Predicting Using Context Clues Text Features Text Organization Compare/Contrast Short Story Terms Novel Terms Chronological Order Foreshadowing/Flashback Allusion Plot Subplot Character Dynamic Static Characterization Point of View Irony Conflict Theme Irony Word Origins Academic Vocabulary Content Vocabulary Literature Circles	Independent Reading Comprehension Strategies Class Discussion Graphic Organizers Talking to the Text Think-aloud (Metacognition), Word Choice (figurative and connotative) Modeling QAR 25-Word Summary Anticipation Guide Think-pair-share Open-ended response Reading Apprenticeship Inquiry Based Learning Text Dependent Analysis Freyer model Word Journals Reading journals Peer Editing Use sticky notes to track details	Reader's Journey Unit 2 Summative Assessments Formative Assessments **MAMS & CHS** Academic *Al Capone Does My Shirts* *Roll of Thunder, Hear My Cry* *Call of the Wild or White Fang* *The Alchemyst* Accelerated *Andromeda Strain* *The Looking Glass Wars* *Left For Dead*

- Identify, define, and apply academic vocabulary (ie. tier 1, tier 2 and tier 3 words) - Demonstrate knowledge of literal and figurative meanings of words, and/or connotations of words - Correctly pronounce words - Determine or clarify the meaning of unknown and multiple-meaning words and phrases - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			

UNIT TITLE Nonfiction
TIME FRAME 6-8 weeks
STANDARDS CC.1.2.8, CC.1.3.8, CC.1.4.8

COMPETENCY	VOCABULARY	STRATEGY	RESOURCE
• Comprehend • Interpret • Analyze text/vocabulary before, during, and after reading • Make inferences and draw conclusions • Make connections between texts • Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • Demonstrate fluency • Support with textual evidence (choosing the strongest examples for support) • Identify, define, and apply academic vocabulary (ie. tier 1, tier 2 and tier 3 words) • Demonstrate knowledge of literal and figurative meanings of words, and/or connotations of words • Correctly pronounce words • Determine or clarify the meaning of unknown and multiple-meaning words and phrases • Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Reading diagrams • Differentiating fact/opinion	Identify main ideas and supporting details Informational texts Making inferences Compare/contrast Persuasion Propaganda Position Tone Biography/autobiography Author's perspective Author's style Bias Editorial Argument/counterargument Problem/solution	Independent Reading Comprehension Strategies Class Discussion Graphic Organizers Talking to the Text Think-aloud (Metacognition), Word Choice (figurative and connotative) Modeling QAR 25-Word Summary Anticipation Guide Think-pair-share Open-ended response Reading Apprenticeship Inquiry Based Learning Text Dependent Analysis Freyer model Word Journals Reading journals Peer Editing Use sticky notes to track details	Reader's Journey Unit 3 Summative Assessments Formative Assessments **MAMS & CHS** Anne Frank: Diary of a Young Girl

UNIT TITLE Prose and Poetry
TIME FRAME 6-8 weeks
STANDARDS CC.1.2.8, CC.1.3.8, CC.1.4.8

COMPETENCY	VOCABULARY	STRATEGY	RESOURCE
• Comprehend • Interpret • Analyze text/vocabulary before, during, and after reading • Make inferences and draw conclusions • Make connections between texts • Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • Demonstrate fluency • Support with textual evidence (choosing the strongest examples for support) • Identify, define, and apply academic vocabulary (ie. tier 1, tier 2 and tier 3 words) • Demonstrate knowledge of literal and figurative meanings of words, and/or connotations of words • Correctly pronounce words • Determine or clarify the meaning of unknown and multiple-meaning words and phrases • Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or	paraphrasing Informational texts Making inferences Compare/contrast Context clues Symbolism Prose Poetry Imagery Sensory language Diction Figurative language Sound devices Rhyme Stanza Onomatopoeia Rhythm Meter Scanning Narrative/dramatic poetry Free verse	Independent Reading Comprehension Strategies Class/group Discussion Graphic Organizers Talking to the Text Think-aloud (Metacognition), Word Choice (figurative and connotative) Modeling QAR 25-Word Summary Anticipation Guide Literary analysis Think-pair-share Open-ended response Reading Apprenticeship Inquiry Based Learning Text Dependent Analysis Freyer model Word Journals Reading journals Peer Editing Use sticky notes to track details	Reader's Journey Unit 4 Summative Assessments Formative Assessments MAMS & CHS: Academic & Accelerated book: The Devil's Arithmetic The Watsons Go to Birmingham Freak the Mighty The Wednesday Wars The Sword and the Circle Brian's Winter Last of the Mohicans Maus

function in a sentence) as a clue to the meaning of a word or phrase.			

UNIT TITLE   Drama
TIME FRAME   6-8 weeks
STANDARDS   CC.1.2.8, CC.1.3.8, CC.1.4.8

COMPETENCY	VOCABULARY	STRATEGY	RESOURCE
• Comprehend • Interpret • Analyze text/vocabulary before, during, and after reading • Make inferences and draw conclusions • Make connections between texts • Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • Demonstrate fluency when reading drama aloud • Support with textual evidence (choosing the strongest examples for support) • Identify, define, and apply academic vocabulary (ie. tier 1, tier 2 and tier 3 words) • Demonstrate knowledge of literal and figurative meanings of words, and/or connotations of words • Correctly pronounce words • Determine or clarify the meaning of unknown and multiple-meaning words • and phrases • Use context (e.g., the overall meaning of a sentence or paragraph;	paraphrasing dialogue Making inferences Compare/contrast Context clues Symbolism Imagery Sensory language Diction Figurative language Sound devices Stage directions Character motivation Suspense Foreshadowing Dramatic irony Climax Rising/falling action Monologue Soliloquy Scene/act	Independent Reading Comprehension Strategies Class/group Discussion Graphic Organizers Talking to the Text Think-aloud (Metacognition), Word Choice (figurative and connotative) Modeling QAR Anticipation Guide Literary analysis Think-pair-share Open-ended response Reading Apprenticeship Inquiry Based Learning Text Dependent Analysis Freyer model Word Journals Reading journals Use sticky notes to track details	Reader's Journey Unit 5 Summative Assessments Formative Assessments **MAMS & CHS** Academic *Monster* Accelerated *A Raisin in the Sun*

a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Analyze staging and dramatization • Comparing literary works of different genre (e.g., how the same theme is expressed through different genre)			