### ELA Grade 8 Abbreviated Common Unit Frames

**Unit 1 Theme: Personal Discoveries – Main Genre: Novels or Short Stories**

**Speaking and Listening:**
SL.1 Participate in small group or whole class discussions

**Grammar and Conventions:**
L.1 Demonstrate command of the conventions of standard English
L.1A Explain the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences; L.2B Use an ellipsis to indicate an omission.

**Vocabulary:** All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6

**Reading:** RF.1-RF.7-Foundations of Reading
RL.1 - Cite textual evidence to support analysis
RL.2A – Theme; RL.2B – Summary
RL.3 - Analyze how incidents or dialogue effect plot and characters (cause/effect)
RL.4B – Mood; RL.4C – Analyze figurative language; RL.4E - Analyze analogies/allusions
RL.6A- Identify point of view; RL.6B – Analyze how differences in POV of character and audience (situational, verbal, dramatic irony) create suspense/humor
RL.7 – Analyze how a film version stays faithful/departs from text
RL.10 - Read grade level complex texts
RL.2A Determine central/main idea of an informational text

**Writing:**
W.3-Narrative on 1 text – real/imagined events that demonstrate understanding of literary concepts
W.2-Literary Analysis essay on 2 texts (RL.3- Effect of dialogue and events on character)
W.2-Literary Analysis Essay on 2 texts (RL.6B-Difference in point of view create effects such as suspense/humor)
W.4-Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing

**Unit 2 Theme: Changing Perceptions – Main Genre: Informational Texts**

**Speaking and Listening:**
SL.1-3 Participate in small group or whole class discussions; Give oral multi-media presentations; Critically view oral multi-media presentations

**Grammar and Conventions:**
L.1 Demonstrate command of the conventions of standard English
L.1B Form and use verbs in the active and passive voice.
L.2A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**Vocabulary:** All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6

**Reading:** RF.1-RF.7-Foundations of Reading
RI.1 - Cite textual evidence to support analysis; RI.2A - Central/Main Idea; RI.2B - Summary
RI.3 - Analyze connections/distinctions among individuals, events, or ideas (compare/contrast, etc.).
RI.4A – Tone; RI.4B Analyze analogies/allusions; RI.5 – Analyze text structure.
RI.6 Determine author’s POV/Purpose/Counter Argument; RI.7A- Integrate info from a text and charts, graphs, or statistics to aid understanding of topic; RI.7B - Evaluate the advantages and disadvantages of using different mediums; RI.8 – Delineate/evaluate the strength of argument and specific claims in a text; RI.9 - Analyze writings of two or more authors on the same topic; RI.10 - Read grade level complex texts
RL.2A – Theme

**Writing:**
W.2 - Info Analysis Essay on 2 informational texts and 1 multimedia – (RL.8- Delineate and evaluate the strength of the argument and specific claims in a text)
W.2- Info Analysis Essay – (R.16 Focus on point of view and purpose)
W.2 - Info Analysis Essay – (R.17-Integrate information from a text and charts, graphs, or statistics to aid understanding of topic)
W.4-Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing
W.10 – Write routinely, W.11 – Forms, W.12 – Strategies

**Unit 3 Theme: Battle for Control – Main Genre: Poetry**

**Speaking and Listening:**
SL.1 Participate in small group or whole class discussions

**Grammar and Conventions:**
L.1 Demonstrate command of the conventions of standard English
L.1C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

**Vocabulary:** All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6

**Reading:** RF.1-RF.7-Foundations of Reading
RL.1-Cite textual evidence to support analysis
RL.2A-Theme; RL.2C - Paraphrase
RL.4A – Tone; RL.4C Analyze figurative language; RL.4D – Analyze rhyme and rep. of sounds
RL.5–Compare/contrast the structure of 2 or more texts
RL.6B - Analyze differences in POV of character and audience (situational, verbal, dramatic irony) create suspense/humor; RL.9 - Analyze how a modern work of fiction borrows from classical literature and renders it new; RL.10- Read grade level complex texts
RL.2A-Determine central/main idea of an informational text

**Writing:**
W.2-Literary Analysis Essay on 2 texts (RL.2A -Compare/Contrast 2 poems of similar themes/topics)
W.2-Literary Analysis Essay on 2 texts (RL.9 –How modern author renders classical lit new)
W.7-Research-a short product (Paragraph/s) that answers a question
W.9 - Quote or paraphrase research, avoiding plagiarism
W.4-Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing
W.10 – Write routinely, W.11 – Forms, W.12 - Strategies

**Unit 4 Theme: Facing Adversity – Main Genre: Classical Literature/Drama**

**Speaking and Listening:**
SL.1-3 Participate in small group or whole class discussions; Give oral multi-media presentations; Critically view oral multi-media presentations

**Grammar and Conventions:** Review All Grammar Standards

**Vocabulary:** All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6

**Reading:** RF.1-RF.7-Foundations of Reading
RL.1-Cite textual evidence to support analysis
RL.2A – Theme
RL.3 - Analyze how incidents or dialogue effect plot and characters (cause/effect)
RL.4B – Mood; RL.4C - Analyze figurative language; RL.4E - Analyze analogies/allusions
RL.6B- Analyze differences in POV of character and audience (situational, verbal, dramatic irony) create suspense/humor
RL.7 – Analyze how a film version stays faithful/departs from text
RL.9 - Analyze how a modern work of fiction borrows from classical literature and renders it new
RL.10- Read and comprehend texts at the grade-8 text complexity band.
RL.2A-Determine central/main idea of an informational text; RL.2B - Summary

**Writing:**
W.2 - Literary Analysis on 2 texts (RL.7-How filmed version stays faithful/departs from text)
W.1-Argument/Persuasive Letter with research from multiple sources
W.7 – Research that answers a question; W.8A - gather relevant information; W.8B - Assess credibility and accuracy of sources; W.9 - quote or paraphrase sources, avoiding plagiarism
W.4-Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing
W.10 – Write routinely, W.11 – Forms, W.12 - Strategies

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Curriculum Map/4 Boxes Grade 8 ELA  2014-2015
Brockton Public Schools