KUTZTOWN AREA SCHOOL DISTRICT
Maximize potential, embrace change, create the future

Kutztown Area School District Curriculum (Unit Map)

Grade 8 English Language Arts
Last Updated June 2016 by Brittani Whary

Course Description: The 8th grade Language Arts course helps students become better writers through examination of a variety of authors, including Frost, Poe, Martin Luther King, and Anne Frank. Students will learn to write in the three modes of narrative, informational, and argumentative. They will also study and analyze poetry, as well as write some of their own.

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Unit #/Title	1/Express & Reflect (Writer's Notebook)	Time Frame	2-3 Weeks *(ongoing)*

Stage 1 - Identify Desired Results

Standards

CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.8.M Write narratives to develop real or imagined experiences or events.
CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.
CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Big Ideas	Essential Questions
• We write to think. • We use mentor texts to develop our own writing skills. • Using the conventions of standard English helps readers understand an author's message. • There are different modes of writing, and what and how we write is influenced by the mode, task, audience, and purpose.	• What is the purpose of writing? • What do we write about? • How do I develop focus and content in my writing? • How do I read like a writer? • How do I use proper conventions in my writing? What do great writers do? • How and why do I distinguish between each mode of writing?
Content	**Skills**
• The five writing domains: focus, content, organization, style, and conventions • Why writing is important • What types of things to write about (how about … how to find topics for writing?)	• Focus writing on a specific topic using the inverted triangle • Add appropriate details to writing • Hook a reader with an interesting lead • Analyze a mentor text

Unit #/Title	1.1/Express & Reflect (Narrative Writing)	Time Frame	3-4 weeks *Sept/Oct*

Stage 1 - Identify Desired Results

Standards

CC.1.2.8.E: Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
CC.1.2.8.F: Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
CC.1.4.8.M: Write narratives to develop real or imagined experiences or events.
CC.1.4.8.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
CC.1.4.8.O: Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CC.1.4.8.P: Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events
CC.1.4.8.Q: Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. Use sentences of varying lengths and complexities. Create tone and voice through precise language
CC.1.4.8.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
CC.1.4.8.T: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Big Ideas

- Writers write to tell a story and they write what they know.
- We write for different purposes with audience in mind.
- We use vivid word choice to show, not tell, our reader a story.
- We need conventions to help format our story so readers can follow along.
- When we read a mentor text, we read as writers to determine writer's techniques that can be used in our writing.

Essential Questions

How can I…
- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus)?
- Put sufficient and substantial detail into my story?
- Organize my piece with a great hook and a satisfying ending?
- Develop my voice?
- Use proper conventions in my writing in order to revise and edit my story to make it better?

Content

- Various types of writing are distinguished by their characteristics
- Writing with different points of view
- CUPS vs ARMS/STAR (Editing vs. Revision)
- Deep revision techniques (Kelly Gallagher)
- 5 domains of writing

Skills

- Develop a personal writing style
- Create a satisfying ending to an essay/story
- Apply narrative techniques to other modes of writing
- Revise a process piece by substituting, taking out, adding and rearranging
- Write narrative pieces, specific to a purpose and audience, which have clear organizational structures, contains dialogue, literary conflict, and literary elements and devices (e.g. short stories, poems, plays).

Unit #/Title	1.2/Analyze & Interpret (Narrative Bridge to Informational)	Time Frame	1 Week *Oct*

Stage 1 - Identify Desired Results

Standards

CC.1.3.8.A 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.
CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.3.8.C 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.
CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.
CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice. though precise language. Establish and maintain a formal style.
CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Big Ideas	Essential Questions
• Writers write to expose and explain. • Writers use a thesis statement to begin an introduction. • Writers plan out writing in order to produce a more coherent piece. • The time period of the piece plays a role in our understanding of it.	• How do you determine the theme of a text? • How do you write an expository piece about a narrative story? • How does irony change the meaning of a story? • How does the time period help us understand the story better? • How do you plan for and organize an on-demand writing piece?
Content	**Skills**
• Expository essays can be used to explain a theme within literature or otherwise expose something about the literature • How to find a theme in a piece of writing • Dramatic irony • Story-specific vocabulary	• Determine the theme of a text • Write an expository essay • Analyze a text for theme and connect it to modern day • Render an older text new by creating a new story based on theme/concepts of original piece

Unit #/Title	2/Inform & Explain (Informational) (Restaurant Review & Informational Menu)	Time Frame	3-4 Weeks *Nov/Dec*

Stage 1 - Identify Desired Results

Standards

CC.1.4.8.A Write Informative/Explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.8.B Identify and introduce a topic clearly, including a preview of what is to follow
CC1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension
CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension
CC.1.4.8.E Write with an awareness of the stylistic aspects of composition
CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of the standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Big Ideas

- Writers write to inform, inquire, and explain using research
- We use mentor texts to develop our own writing skills.
- There are different modes of writing, and what and how we write is influenced by the mode, task, audience, and purpose.
- Information to gain or expand knowledge can be acquired through a variety of sources.

Essential Questions

- How do I compare and contrast two things effectively?
- How does a writer create informational pieces that respond to topic, purpose, and audience?
- How can our knowledge and use of the research process promote lifelong learning?
- How do we use information gained through research to expand knowledge?

Content

- The five domains: focus, content, organization, style, and conventions
- Why writing is important
- What types of things to write about (how about … how to find topics for writing?)
- Various types of writing are distinguished by their characteristics
- Research is an inquiry based process
- Informational sources have unique purposes.
- Validity of information must be established.
- Organization of information facilitates meaning.

Skills

- Focus writing on a specific topic using the inverted triangle
- Add appropriate details to writing
- Hook a reader with an interesting lead
- Write informational pieces, specific to a purpose and audience, which have a well developed main idea, includes cause and effect relationships or problem and solution, and contain precise language and specific detail, relevant graphics, and primary and secondary sources (e.g. letters, reports, instruction, essays, articles, interviews).
- Select a topic and develop a thesis/research question.
- Locate and select the appropriate source materials to achieve a research goal.
- Synthesize relevant information from source materials to achieve a research goal.

	• Make distinctions about credibility, reliability, consistency, strengths and limitations of resources, including information gathered from web sites. • Organize and present information and data that support and illustrate inferences and conclusions drawn from research.

Unit #/Title	3/Evaluate and Judge (Argument)	Time Frame	2-3 Weeks *Feb/March*

Stage 1 - Identify Desired Results

Standards

CC.1.4.8.G Write arguments to support claims.
CC.1.4.8.H Introduce and state an opinion on a topic.
CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.
CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. (informational only)
CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Big Ideas	Essential Questions
• Writers write to express an opinion • Purpose, topic and audience guide types of writing • Writing is a means of documenting thinking • Writing an argument is composed of a claim, counterclaim, reasons and evidence • Writing an argument requires research	• How does a writer create an argument piece that responds to topic, purpose and audience? • What makes clear and effective writing? • What is the difference between persuasive and argument writing? • How do I create counterclaims and defeat them?
Content	**Skills**
• Vocabulary: Claim, Counterclaim, Reasons and Evidence • Research-based evidence • 3 pronged thesis	• Acknowledge and distinguish the claim(s) from alternate or opposing claims • Support claim with logical reasoning and relevant evidence • Use accurate, credible sources • Demonstrate an understanding of the topic • Organize the claim(s) with clear reasons and evidence clearly • Clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion • Provide a concluding statement or section that follows from and supports the argument presented. • Maintain a formal tone in 3rd person • Cite parenthetically

Unit #/Title	4/American Poetry - Poe & Frost and Poetry Performances	Time Frame	4-5 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.3.8.A 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.
CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.3.8.C 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.
CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

Big Ideas	Essential Questions
• Poetry expresses emotions and feelings on a subject. • Narrative poetry is similar to and different from narrative writing. • Poetry is more concise than the other three modes of writing.	• How does poetry reflect the poet's life? • In what ways is narrative poetry similar to narrative writing, and in what ways is it different? • How and why is poetry more concise than other styles of writing?
Content	**Skills**
• Poetry vocabulary • Annotations • Understanding a Text-Dependent Analysis Question and how to respond • Analysis of poetry	• Define terms necessary for analyzing poetry • Analyze poetry for theme and overall meaning • Interpret literal and figurative meaning of poems • Infer topics of poems based on author's life • Compare and contrast two poems by same and different poets • Respond to a TDA • Write poetry

Unit #/Title	5/Rhetoric	Time Frame	1-2 weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
CC.1.2.8.H Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CC1.5.8.E Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas	Essential Questions
• Writers write to impact their society and change the world	• How can rhetoric be persuasive and argumentative? • How can you impact your society through writing? • How can writing change the way others view a topic?
Content	**Skills**
• "I Have a Dream" • Figurative language, use of repetition and symbols (poetry/speech connection) • Historical context for prejudice towards and discrimination of African Americans	• Analyze speech for figurative language and overall meaning

Unit #/Title	6/Drama	Time Frame	2-3 weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
CC.1.3.8.C 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.
CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
CC.1.4.8.M Write narratives to develop real or imagined experiences or events.
CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

Big Ideas	Essential Questions
• Writers write to express their opinions and reflect on their life. • When we read others' writing, we can develop empathy and sympathy. • "Coming of Age" is a genre of writing • Writing can be a form of survival.	• How is a play different from other forms of writing? • How do we know what we know about the past? • How can you relate or connect to the writer as a person? • How does 'coming of age' change us?
Content (understand)	**Skills (do)**
• Understand the atrocities of discrimination towards the Jews during WWII • Understand that a play has different detail contained in the script than a novel does	• Act out a play • Analyze development of a character and understand their thoughts/ feelings • Note differences between film versions of scenes and scenes in play • Compare treatment of Jewish people to African Americans

Unit #/Title	7 - Vocabulary	Time Frame	On-going

Stage 1 - Identify Desired Results

Standards

CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Big Ideas	Essential Questions
• Acquiring new words is crucial to good writing and reading comprehension.	• How does the acquisition of new vocabulary impact my writing style and voice? • How does the acquisition of new vocabulary improve my reading?
Content	**Skills**
• Knowledge of definition, part of speech, synonyms, antonyms and proper use of new vocabulary terms. • Knowledge of the multiple meanings of new vocabulary terms in context. • Knowledge of the use of new vocabulary terms in written and oral communication.	• Define new vocabulary terms. • Identify parts(s) of speech of new terms. • Identify and analyze word relationships and multiple meanings of new terms. • Utilize terms in writing pieces correctly

Unit #/Title	8/Grammar	Time Frame	On-going

Stage 1 - Identify Desired Results

Standards

CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.
E08.D.1.1.2 Form and use verbs in the active and passive voice.
E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.
E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.
E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.
E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.
E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.
E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.
E08.D.1.2.5 Use punctuation to separate items in a series.

Big Ideas	Essential Questions
• Grammatical conventions help us write in a more precise way so our reader understands what we are trying to say.	• How can punctuation impact my sentences when used differently? • How do I find inappropriate shifts in mood and agreement? • Why is grammar important to my writing?
Content	**Skills**
• Gerunds vs. Participles • Active/Passive Voice • Verb Moods • Subject-Verb Agreement • Dangling and Misplaced Modifiers • Dashes, Ellipsis, Parentheses • Commas	• Fix grammatical mistakes in writing • Recognize and correct inappropriate shifts in mood • Recognize and correct subject verb agreement • Recognize and correct inappropriate verb shifts