

## Curriculum Map: 8 English Language Arts

Course: 8 English Language Arts Sub-topic: English

Grade(s): 8

### Course Description:

In eighth grade, students grapple with high-quality, complex, nonfiction texts and great works of literature. The focus of informational texts shifts from narrative to expository. Students know how to cite textual evidence supporting an analysis or critique. Students know how to question an author's assumptions and assess the accuracy of the claims. Eighth grade students read closely and find evidence to use in their own writing; they analyze two or more texts that provide conflicting information on the same topic and identify whether the disagreement is over facts or interpretation. They analyze how point of view can be manipulated to create specific effects such as dramatic irony and investigate how particular passages within a text connect to one another to advance the plot, reveal a character, or highlight an idea. Students have developed a strong vocabulary of academic words which they use to speak and write with more precision. Their writing continues to grow focusing on organizing ideas, concepts, and information into broader categories; choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements

### Essential Questions:

How do strategic readers create meaning from informational and literary texts? How do readers know what to believe in what they read? What do good listeners do? How do task, purpose, and audience influence how speakers craft and deliver a message? How does a reader find relevant and authentic information? What makes clear and effective writing? How do learners make decisions concerning formal and informal language in social and academic settings? Why should people learn new words?

### Course Textbooks,

Anthology

**Workbooks,  
Materials  
Citations:**

Chromebooks&nbsp;

CDT Testing for bench-marking

Moby Max

Various websites and print resources

**Course**

**Interdisciplinary** Research:&nbsp; Skills can also be addressed in Social Studies and Science courses.

**Connections:**

**Course Notes:**

Text Dependent Analysis:&nbsp; &nbsp;Integrated into each module.&nbsp;

Vocabulary acquisition:&nbsp; Integrated into each module as dictated by student need.&nbsp;&nbsp;

**Unit: Module 1**

Timeline: Week 1 to 5

**Unit**

**Description:** Module Focus:&nbsp; Fiction vs. Nonfiction.&nbsp;

Students will read a variety of texts, both literary and informative.&nbsp; Students will use domain-specific vocabulary to describe the differences between fiction and nonfiction.&nbsp; Students will be able to identify the theme or central idea of the text.&nbsp; Student writing will focus on writing a personal narrative and responding to a prompt.&nbsp; Students will participate in class discussions and will collaborate with classmates to complete tasks.&nbsp;&nbsp;

**Unit Essential Questions:** How do strategic readers create meaning from informational and literary text?&nbsp;  
How do task, purpose, and audience influence how speakers craft and deliver a message?&nbsp;  
What makes clear and effective writing?&nbsp;  
Why learn new words?&nbsp;

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning.&nbsp;  
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.&nbsp;  
An expanded vocabulary enhances one's ability to express new ideas and information.&nbsp;  
Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.&nbsp;  
  
&nbsp;

**Unit Materials:** Anthology&nbsp;  
Primary sources, including newspaper and magazine articles  
Student journals  
Independent Reading Novels  
  
&nbsp;  
  
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**Unit Assignments:** Class discussion - active participation with relevant information  
  
Personal narrative - stages of writing

Response to literature - journal entries, essay

Identify the structures of informational text

Define and identify text evidence

&nbsp;

&nbsp;

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&nbsp;

**Unit Key Terminology & Definitions :** fiction  
non-fiction  
character  
plot  
conflict  
theme&nbsp;  
implied theme  
central idea  
objective summary  
text evidence  
analysis/analyze  
inference  
dialogue  
point of view  
figurative language  
connotative meaning  
denotative meaning  
central idea  
generalization  
author's purpose

text structure  
academic vocabulary  
sequence

**Unit Notes:**

- 1.&nbsp;Vocabulary will be taught throughout the unit.&nbsp;Use domain specific vocabulary in discussion with students.&nbsp;
- 2.&nbsp;Grammar will be taught through revision of student writing, mentor sentences, and exemplars from texts used in class.&nbsp;
- 3.&nbsp;Students are expected to be participate in class discussions.&nbsp;
- 4.&nbsp;Use a variety of formative assessments to determine mastery of skills and the need for remediation.&nbsp;

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

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| CC.1.2.8.A<br>(Advanced) | 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.            | &nbsp; |
| CC.1.2.8.B<br>(Advanced) | 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.              | &nbsp; |
| CC.1.2.8.C<br>(Advanced) | Analyze how a text makes connections among and distinctions between individuals, ideas, or events.   | &nbsp; |
| CC.1.2.8.D<br>(Advanced) | 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.   | &nbsp; |
| CC.1.2.8.E<br>(Advanced) | Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.   | &nbsp; |
| CC.1.2.8.J<br>(Advanced) | 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 | &nbsp; |

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|                          | expression.  |        |
| CC.1.2.8.K<br>(Advanced) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.   | &nbsp; |
| CC.1.2.8.L<br>(Advanced) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.  | &nbsp; |
| CC.1.3.8.A<br>(Advanced) | 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.  | &nbsp; |
| CC.1.3.8.B<br>(Advanced) | 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.  | &nbsp; |
| CC.1.3.8.C<br>(Advanced) | 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.   | &nbsp; |
| CC.1.3.8.D<br>(Advanced) | 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.   | &nbsp; |
| CC.1.3.8.I<br>(Advanced) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.   | &nbsp; |
| CC.1.3.8.J<br>(Advanced) | 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.   | &nbsp; |
| CC.1.3.8.K<br>(Advanced) | Read and comprehend literary fiction on grade level, reading independently and proficiently.   | &nbsp; |
| CC.1.4.8.M<br>(Advanced) | Write narratives to develop real or imagined experiences or events.  | &nbsp; |
| CC.1.4.8.N<br>(Advanced) | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.   | &nbsp; |
| CC.1.4.8.O<br>(Advanced) | 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. | &nbsp; |

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| CC.1.4.8.P<br>(Advanced)                                  | 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<br>(Advanced)                                  | Write with an awareness of the stylistic aspects of writing.<br><br>? Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect. ? Use sentences of varying lengths and complexities ? Create tone and voice. though precise language.   |  |
| CC.1.4.8.R<br>(Advanced)                                  | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.   |  |
| CC.1.4.8.S<br>(Advanced)                                  | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.  |  |
| CC.1.4.8.T<br>(Advanced)                                  | 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.U<br>(Advanced)                                  | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  |  |
| CC.1.4.8.X<br>(Advanced)                                  | 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<br>(Advanced)                                  | 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.E<br>(Advanced)                                  | Adapt speech to a variety of contexts and tasks.  |  |
| <u>STATE: PA Core Anchors and Eligible Content (2014)</u> |   |  |
| E08.A-K.1.1.1   | Cite the textual evidence that most strongly supports an analysis of  |  |

- (Advanced) what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- Alternate Eligible Content Code E08AK1.1.1a: Answer a literal question about a text E08AK1.1.1b: Answer an inferential question about a text E08AK1.1.1c: Cite the most important details and evidence from the text to answer literal and inferential questions
- E08.A-K.1.1.2 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. &nbsp;
- (Advanced)
- Alternate Eligible Content Code E08AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text E08AK1.1.2b: Summarize the text
- E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. &nbsp;
- (Advanced)
- Alternate Eligible Content Code E08AK1.1.3a: Identify how two or more elements of a story, drama, or poem interact
- E08.A-C.2.1.1 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. &nbsp;
- (Advanced)
- Alternate Eligible Content Code E08AC2.1.1a: Determine the points-of-view of two or more characters or narrators in a text E08AC2.1.1b: Determine how the characters in the story make the reader respond
- E08.A-C.2.1.2 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. &nbsp;
- (Advanced)
- E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. &nbsp;
- (Advanced)



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|                             | Alternate Eligible Content Code E08AC2.1.3a: Identify the impact of word choice on the meaning of a text   |        |
| E08.A-V.4.1.1<br>(Advanced) | 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.  | &nbsp; |
|                             | Alternate Eligible Content Code E08AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E08AV4.1.1b: Use a root word or affix to determine the meaning of a word  |        |
| E08.A-V.4.1.2<br>(Advanced) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  | &nbsp; |
|                             | Alternate Eligible Content Code E08AV4.1.2a: Identify the meaning of figurative language in context E08AV4.1.2b: Use relationships between words to aid comprehension  |        |
| E08.B-K.1.1.1<br>(Advanced) | 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.   | &nbsp; |
|                             | Alternate Eligible Content Code E08BK1.1.1a: Answer a literal question about a text E08BK1.1.1b: Answer an inferential question about a text E08BK1.1.1c: Cite the most important details and evidence from the text to answer literal and inferential questions |        |
| E08.B-K.1.1.2<br>(Advanced) | 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.  | &nbsp; |
|                             | Alternate Eligible Content Code E08BK1.1.2a: Identify the main idea/central idea using 2 or more key details/evidence from the text E08BK1.1.2b: Summarize the text  |        |
| E08.B-C.2.1.1<br>(Advanced) | 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.   | &nbsp; |
|                             | Alternate Eligible Content Code E08BC2.1.1a: Identify a difference in the author's point-of-view and an alternate point-of-view in a text  |        |

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| E08.B-C.2.1.2<br>(Advanced)  | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.   | &nbsp; |
| Alternate Eligible Content Code E08BC2.1.2a: Identify the structure of a paragraph |   |        |
| E08.C.1.3.1<br>(Advanced)  | 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. | &nbsp; |
| E08.C.1.3.2<br>(Advanced)  | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.   | &nbsp; |
| E08.C.1.3.3<br>(Advanced)  | 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.                   | &nbsp; |
| E08.C.1.3.4<br>(Advanced)  | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  | &nbsp; |
| E08.C.1.3.5<br>(Advanced)  | Provide a conclusion that follows from and reflects on the narrated experiences or events.  | &nbsp; |
| E08.D.1.1.1<br>(Advanced)  | Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.  | &nbsp; |
| E08.D.1.1.2<br>(Advanced)  | Form and use verbs in the active and passive voice.   | &nbsp; |
| E08.D.1.1.3<br>(Advanced)  | Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.   | &nbsp; |
| E08.D.1.1.4<br>(Advanced)  | Recognize and correct inappropriate shifts in verb voice and mood.*   | &nbsp; |
| E08.D.1.1.5<br>(Advanced)  | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*  | &nbsp; |
| E08.D.1.1.6<br>(Advanced)  | Recognize and correct inappropriate shifts in pronoun number and person.*   | &nbsp; |
| E08.D.1.1.7<br>(Advanced)  | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*   | &nbsp; |
| E08.D.1.1.8  | Recognize and correct inappropriate shifts in verb tense.*  | &nbsp; |

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| (Advanced)   |  |        |
| E08.D.1.1.9  | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*  | &nbsp; |
| (Advanced)   |  |        |
| E08.D.1.1.10 | Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*  | &nbsp; |
| (Advanced)   |  |        |
| E08.D.1.1.11 | Ensure subject-verb and pronoun-antecedent agreement.*   | &nbsp; |
| (Advanced)   |  |        |
| E08.D.1.2.1  | Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.  | &nbsp; |
| (Advanced)   |  |        |
| E08.D.1.2.2  | Use an ellipsis to indicate an omission.   | &nbsp; |
| (Advanced)   |  |        |
| E08.D.1.2.3  | Spell correctly.   | &nbsp; |
| (Advanced)   |  |        |
| E08.D.1.2.4  | Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*   | &nbsp; |
| (Advanced)   |  |        |
| E08.D.1.2.5  | Use punctuation to separate items in a series.*  | &nbsp; |
| (Advanced)   |  |        |
| E08.D.2.1.1  | 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). | &nbsp; |
| (Advanced)   |  |        |
| E08.D.2.1.2  | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*   | &nbsp; |
| (Advanced)   |  |        |
| E08.D.2.1.3  | Vary sentence patterns for meaning, reader/listener interest, and style.*  | &nbsp; |
| (Advanced)   |  |        |
| E08.D.2.1.4  | Maintain consistency in style and tone.*   | &nbsp; |
| (Advanced)   |  |        |
| E08.D.2.1.5  | Choose punctuation for effect.*  | &nbsp; |
| (Advanced)   |  |        |
| E08.D.2.1.6  | Choose words and phrases for effect.*  | &nbsp; |
| (Advanced)   |  |        |
| E08.E.1.1.1  | Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.                  | &nbsp; |
| (Advanced)   |  |        |
| E08.E.1.1.2  | Develop the analysis using relevant evidence from text(s) to support   | &nbsp; |

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| (Advanced)             | claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).  |        |
| E08.E.1.1.3 (Advanced) | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                 | &nbsp; |
| E08.E.1.1.4 (Advanced) | Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. | &nbsp; |
| E08.E.1.1.5 (Advanced) | Establish and maintain a formal style.  | &nbsp; |
| E08.E.1.1.6 (Advanced) | Provide a concluding section that follows from and supports the analysis presented.   | &nbsp; |

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## Topic:

### Unit: Module 2

Timeline: Week 7 to 12

#### Unit

**Description:** Students will read a variety of short stories and informational texts.&nbsp;&nbsp;

Focus: Students will read, understand, and respond to informational text.&nbsp; Students read and respond to works of literature.&nbsp; Students will write informative and/or explanatory essay(s).&nbsp; Students will examine the purpose of media formats.&nbsp; They will present information to their classmates during class discussions (report information).&nbsp;

#### Unit Essential

**Questions:** How do readers know what a writer is trying to communicate?&nbsp;

How does a writer choose words or phrases to clarify the meaning of his or her work?&nbsp;

How does a person effectively communicate or explain information to someone else?&nbsp;

How does choice of media format add to or detract from a piece of writing?

How does a speaker's ability to speak clearly affect his or her method?&nbsp;

**Unit Big Ideas:**

Readers use a variety of strategies to understand their reading.&nbsp;

Critical thinking is necessary to analyze and evaluate information.&nbsp;

Effective speakers prepare and communicate messages to address the audience and purpose.&nbsp;

Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.&nbsp;

Rules of grammar or conventions support clarity of communication.&nbsp;

Vocabulary acquisition enhances one's ability to communicate.&nbsp;

**Unit Materials:**

Anthology

Primary sources:&nbsp; newspaper, magazines

Student journals

Mentor sentences

Various media format examples (ads, commercials, PPT, slides, film)

&nbsp;

## **Unit**

**Assignments:** Student Journals - Respond to prompts.&nbsp;(informative, explanatory, response to literature)

Response to literature.&nbsp;

Participation in class discussion.&nbsp;

Presentation - Multi-media, presenting information to the class. May include a Public Service Announcement (includes research, organization, writing, presentation).&nbsp;

&nbsp;

## **Unit Key**

### **Terminology &**

### **Definitions :**

fiction

short story

theme

plot

character

characterization

dialogue

implied theme

conflict

rising action

climax

falling action

inciting force

resolution

exposition

point of view

author's purpose

informative/explanatory

central idea

supporting details  
tone  
connotation  
denotation  
figurative language  
  
&nbsp;

**Unit Notes:**

TDA - taught in connection with short story, passages.&nbsp;&nbsp;

Writing should be taken through stages of narrowing a topic, organization, draft, final copy.&nbsp;

Short stories will be chosen based on rich text and ideas.&nbsp; &nbsp;

Students will continue independent reading.&nbsp;

Media format - choose samples based on relevance, content, and student interest.&nbsp;&nbsp;

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

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| CC.1.2.8.A<br>(Advanced) | 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. | &nbsp; |
| CC.1.2.8.B<br>(Advanced) | 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.   | &nbsp; |
| CC.1.2.8.D<br>(Advanced) | Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or  | &nbsp; |

viewpoints.

- CC.1.2.8.E  
(Advanced) 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  
(Advanced) 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.1.2.8.G  
(Advanced) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- CC.1.2.8.J  
(Advanced) 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.1.2.8.K  
(Advanced) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.2.8.L  
(Advanced) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- CC.1.3.8.A  
(Advanced) 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  
(Advanced) 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  
(Advanced) 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  
(Advanced) 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.E  
(Advanced) 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  
(Advanced) Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and



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|                          | tone.   |        |
| CC.1.3.8.I<br>(Advanced) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.  | &nbsp; |
| CC.1.3.8.J<br>(Advanced) | 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.  | &nbsp; |
| CC.1.3.8.K<br>(Advanced) | Read and comprehend literary fiction on grade level, reading independently and proficiently.  | &nbsp; |
| CC.1.4.8.A<br>(Advanced) | Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.  | &nbsp; |
| CC.1.4.8.B<br>(Advanced) | Identify and introduce the topic clearly, including a preview of what is to follow.   | &nbsp; |
| CC.1.4.8.C<br>(Advanced) | 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.  | &nbsp; |
| CC.1.4.8.D<br>(Advanced) | 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.                                 | &nbsp; |
| CC.1.4.8.E<br>(Advanced) | Write with an awareness of the stylistic aspects of composition.  | &nbsp; |
|                          | <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Create tone and voice through precise language.</li> <li>• Establish and maintain a formal style.</li> </ul> |        |
| CC.1.4.8.F<br>(Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.   | &nbsp; |
| CC.1.4.8.S<br>(Advanced) | Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.  | &nbsp; |

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| CC.1.4.8.T<br>(Advanced)                                  | 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.   | &nbsp; |
| CC.1.4.8.U<br>(Advanced)                                  | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                                   | &nbsp; |
| CC.1.4.8.V<br>(Advanced)                                  | 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.          | &nbsp; |
| CC.1.5.8.A<br>(Advanced)                                  | Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.  | &nbsp; |
| CC.1.5.8.B<br>(Advanced)                                  | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.   | &nbsp; |
| CC.1.5.8.C<br>(Advanced)                                  | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.                               | &nbsp; |
| CC.1.5.8.D<br>(Advanced)                                  | 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. | &nbsp; |
| CC.1.5.8.E<br>(Advanced)                                  | Adapt speech to a variety of contexts and tasks.   | &nbsp; |
| CC.1.5.8.F<br>(Advanced)                                  | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.  | &nbsp; |
| CC.1.5.8.G<br>(Advanced)                                  | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.   | &nbsp; |
| <u>STATE: PA Core Anchors and Eligible Content (2014)</u> |  |        |
| E08.A-K.1.1.1<br>(Advanced)                               | 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.   | &nbsp; |

|                             |  |  |
|-----------------------------|--|--|
|                             | Alternate Eligible Content Code E08AK1.1.1a: Answer a literal question about a text E08AK1.1.1b: Answer an inferential question about a text E08AK1.1.1c: Cite the most important details and evidence from the text to answer literal and inferential questions |  |
| E08.A-K.1.1.2<br>(Advanced) | 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.  |  |
|                             | Alternate Eligible Content Code E08AK1.1.2a: Identify the theme/ central message of a story, drama, or poem using key details/evidence from the text E08AK1.1.2b: Summarize the text   |  |
| E08.A-K.1.1.3<br>(Advanced) | Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.  |  |
|                             | Alternate Eligible Content Code E08AK1.1.3a: Identify how two or more elements of a story, drama, or poem interact   |  |
| E08.A-C.2.1.1<br>(Advanced) | 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.   |  |
|                             | Alternate Eligible Content Code E08AC2.1.1a: Determine the points-of-view of two or more characters or narrators in a text E08AC2.1.1b: Determine how the characters in the story make the reader respond  |  |
| E08.A-C.2.1.2<br>(Advanced) | 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.  |  |
| E08.A-C.2.1.3<br>(Advanced) | Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.                       |  |
|                             | Alternate Eligible Content Code E08AC2.1.3a: Identify the impact of word choice on the meaning of a text   |  |
| E08.A-V.4.1.1               | Determine or clarify the meaning of unknown and multiple-meaning   |  |

- (Advanced) words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Alternate Eligible Content Code E08AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E08AV4.1.1b: Use a root word or affix to determine the meaning of a word
- E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Advanced)
- Alternate Eligible Content Code E08AV4.1.2a: Identify the meaning of figurative language in context E08AV4.1.2b: Use relationships between words to aid comprehension
- E08.B-K.1.1.1 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. (Advanced)
- Alternate Eligible Content Code E08BK1.1.1a: Answer a literal question about a text E08BK1.1.1b: Answer an inferential question about a text E08BK1.1.1c: Cite the most important details and evidence from the text to answer literal and inferential questions
- E08.B-K.1.1.2 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. (Advanced)
- Alternate Eligible Content Code E08BK1.1.2a: Identify the main idea/central idea using 2 or more key details/evidence from the text E08BK1.1.2b: Summarize the text
- E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories). (Advanced)
- Alternate Eligible Content Code E08BK1.1.3a: Identify two or more interactions between individuals, events, or ideas that contribute to the text
- E08.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or (Advanced)

viewpoints.

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|-----------------------------|---|--------|
|                             | Alternate Eligible Content Code E08BC2.1.1a: Identify a difference in the author's point-of-view and an alternate point-of-view in a text   |        |
| E08.B-C.2.1.2<br>(Advanced) | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.   | &nbsp; |
|                             | Alternate Eligible Content Code E08BC2.1.2a: Identify the structure of a paragraph  |        |
| E08.B-C.2.1.3<br>(Advanced) | Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | &nbsp; |
|                             | Alternate Eligible Content Code E08BC2.1.3a: Determine how word choice changes the meaning of a text  |        |
| E08.B-V.4.1.1<br>(Advanced) | 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.   | &nbsp; |
|                             | Alternate Eligible Content Code E08BV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E08BV4.1.1b: Use a root word or affix to determine the meaning of a word   |        |
| E08.B-V.4.1.2<br>(Advanced) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   | &nbsp; |
|                             | Alternate Eligible Content Code E08BV4.1.2a: Identify the meaning of figurative language in the context of a nonfiction text E08BV4.1.2b: Use relationships between words to aid comprehension  |        |
| E08.E.1.1.1<br>(Advanced)   | Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.                                       | &nbsp; |
| E08.E.1.1.2<br>(Advanced)   | Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).   | &nbsp; |

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|---------------------------|---|--------|
| E08.E.1.1.3<br>(Advanced) | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                 | &nbsp; |
| E08.E.1.1.4<br>(Advanced) | Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. | &nbsp; |
| E08.E.1.1.5<br>(Advanced) | Establish and maintain a formal style.  | &nbsp; |
| E08.E.1.1.6<br>(Advanced) | Provide a concluding section that follows from and supports the analysis presented.   | &nbsp; |

&nbsp;

This Curriculum Map Unit has no Topics to display

### **Unit: Module 3**

Timeline: Week 13 to 18

#### **Unit**

**Description:** A novel study provides an opportunity for students to analyze literary elements as they appear in a longer piece of writing.&nbsp; Students will participate in whole class and small group discussions about the text.&nbsp; Students will build stamina as they read, note unknown vocabulary, and identify the author's point of view.&nbsp; Students will be able to describe how the writer's style affects the overall theme of the novel.&nbsp;

The writing component for this module is focused on argument writing.&nbsp; Students will evaluate effective arguments and write their own argument essay.&nbsp;&nbsp;

#### **Unit Essential**

**Questions:** How do strategic readers glean meaning from a text?&nbsp;

Why do writer's write?&nbsp;

How do grammar and conventions of language influence spoken and written language?&nbsp;

How does a reader know a source can be trusted?&nbsp;

**Unit Big Ideas:**

Readers use critical thinking to determine meaning from what they read.&nbsp;

An argument must be well-crafted to be effective.&nbsp;

People routinely evaluate what they read based on writer's craft and interest.&nbsp;

**Unit Materials:**

Novel - The Outsiders (S.E. Hinton)

Various examples of argumentative writing.

Anthology

Independent reading novel

Mentor Sentences

**Unit**

**Assignments:** Response to literature - Student Journals

TDA - related to novel

Argumentative essay - writing process (stages of draft & final copy)&nbsp;

Evaluation of effectiveness of argument - class discussion&nbsp;

## Mentor Sentences

**Unit Key** novel  
**Terminology & Definitions :** plot diagram  
exposition  
inciting force  
rising action  
climax  
falling action  
resolution  
character  
characterization  
tone  
mood  
purpose  
argument  
claim  
counter claim (argument)  
supporting details  
conclusion  
evaluate

### Unit Notes:

\*If time permits, show the film version of the novel and compare/contrast.&nbsp;

\*Grammar skills will continue to be taught in the course of writing and using mentor sentences.&nbsp; (Choose rich sentences from the novel.)&nbsp;

&nbsp;

**STANDARDS:**     **STANDARDS**



STATE: PA Core Standards (2014)

- |                          |   |        |
|--------------------------|---|--------|
| CC.1.3.8.A<br>(Advanced) | 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. | &nbsp; |
| CC.1.3.8.B<br>(Advanced) | 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.                             | &nbsp; |
| CC.1.3.8.C<br>(Advanced) | 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.  | &nbsp; |
| CC.1.3.8.D<br>(Advanced) | 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.                          | &nbsp; |
| CC.1.3.8.E<br>(Advanced) | 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.  | &nbsp; |
| CC.1.3.8.F<br>(Advanced) | Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.  | &nbsp; |
| CC.1.3.8.G<br>(Advanced) | 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.                           | &nbsp; |
| CC.1.3.8.H<br>(Advanced) | 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.                                     | &nbsp; |
| CC.1.3.8.I<br>(Advanced) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.                            | &nbsp; |
| CC.1.3.8.J<br>(Advanced) | 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.    | &nbsp; |
| CC.1.3.8.K<br>(Advanced) | Read and comprehend literary fiction on grade level, reading independently and proficiently.  | &nbsp; |
| CC.1.4.8.G               | Write arguments to support claims.  | &nbsp; |

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|--------------------------|---|--------|
| (Advanced)<br>CC.1.4.8.H | Introduce and state an opinion on a topic.  | &nbsp; |
| (Advanced)<br>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.  | &nbsp; |
| CC.1.4.8.J<br>(Advanced) | 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.                     | &nbsp; |
| CC.1.4.8.K<br>(Advanced) | Write with an awareness of the stylistic aspects of composition.  | &nbsp; |
|                          | <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Create tone and voice through precise language.</li> <li>• Establish and maintain a formal style.</li> </ul> |        |
| CC.1.4.8.L<br>(Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.   | &nbsp; |
| CC.1.4.8.U<br>(Advanced) | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  | &nbsp; |
| CC.1.4.8.V<br>(Advanced) | 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.   | &nbsp; |
| CC.1.5.8.B<br>(Advanced) | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  | &nbsp; |
| CC.1.5.8.C<br>(Advanced) | Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  | &nbsp; |

STATE: PA Core Anchors and Eligible Content (2014)

E08.A-K.1.1.1 (Advanced) 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. &nbsp;

Alternate Eligible Content Code E08AK1.1.1a: Answer a literal question about a text E08AK1.1.1b: Answer an inferential question about a text E08AK1.1.1c: Cite the most important details and evidence from the text to answer literal and inferential questions

E08.A-K.1.1.2 (Advanced) 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. &nbsp;

Alternate Eligible Content Code E08AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text E08AK1.1.2b: Summarize the text

E08.A-K.1.1.3 (Advanced) Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. &nbsp;

Alternate Eligible Content Code E08AK1.1.3a: Identify how two or more elements of a story, drama, or poem interact

E08.A-C.2.1.1 (Advanced) 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. &nbsp;

Alternate Eligible Content Code E08AC2.1.1a: Determine the points-of-view of two or more characters or narrators in a text E08AC2.1.1b: Determine how the characters in the story make the reader respond

E08.A-C.2.1.2 (Advanced) 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. &nbsp;

E08.A-C.2.1.3 (Advanced) Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. &nbsp;

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|                             | Alternate Eligible Content Code E08AC2.1.3a: Identify the impact of word choice on the meaning of a text  |        |
| E08.A-C.3.1.1<br>(Advanced) | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.   | &nbsp; |
|                             | Note: "Stories" means narration of events told through the text types of stories, dramas, or poems. Alternate Eligible Content Code E08AC3.1.1a: Identify similarities or differences in a modern work of fiction and a traditional story |        |
| E08.A-V.4.1.1<br>(Advanced) | 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.   | &nbsp; |
|                             | Alternate Eligible Content Code E08AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E08AV4.1.1b: Use a root word or affix to determine the meaning of a word   |        |
| E08.A-V.4.1.2<br>(Advanced) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   | &nbsp; |
|                             | Alternate Eligible Content Code E08AV4.1.2a: Identify the meaning of figurative language in context E08AV4.1.2b: Use relationships between words to aid comprehension   |        |
| E08.D.1.1.1<br>(Advanced)   | Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.  | &nbsp; |
| E08.D.1.1.2<br>(Advanced)   | Form and use verbs in the active and passive voice.   | &nbsp; |
| E08.D.1.1.3<br>(Advanced)   | Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.   | &nbsp; |
| E08.D.1.1.4<br>(Advanced)   | Recognize and correct inappropriate shifts in verb voice and mood.*   | &nbsp; |
| E08.D.1.1.5<br>(Advanced)   | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*  | &nbsp; |
| E08.D.1.1.6                 | Recognize and correct inappropriate shifts in pronoun number and  | &nbsp; |

|                            |   |        |
|----------------------------|---|--------|
| (Advanced)                 | person.*  |        |
| E08.D.1.1.7<br>(Advanced)  | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*   | &nbsp; |
| E08.D.1.1.8<br>(Advanced)  | Recognize and correct inappropriate shifts in verb tense.*  | &nbsp; |
| E08.D.1.1.9<br>(Advanced)  | Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*   | &nbsp; |
| E08.D.1.1.10<br>(Advanced) | Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*   | &nbsp; |
| E08.D.1.1.11<br>(Advanced) | Ensure subject-verb and pronoun-antecedent agreement.*  | &nbsp; |
| E08.E.1.1.1<br>(Advanced)  | Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. | &nbsp; |
| E08.E.1.1.2<br>(Advanced)  | Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).   | &nbsp; |
| E08.E.1.1.3<br>(Advanced)  | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.   | &nbsp; |
| E08.E.1.1.4<br>(Advanced)  | Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.   | &nbsp; |
| E08.E.1.1.5<br>(Advanced)  | Establish and maintain a formal style.  | &nbsp; |
| E08.E.1.1.6<br>(Advanced)  | Provide a concluding section that follows from and supports the analysis presented.   | &nbsp; |

&nbsp;

This Curriculum Map Unit has no Topics to display

## Unit: Module 4

Timeline: Week 19 to 24

## **Unit**

**Description:** Poetry is a form of text which relies on author's craft to support its meaning.&nbsp; The poem may be either fixed or free form, but the format helps to relay the message of the poem.&nbsp; Students will read a selection of poetry and will be expected to identify the writer's style, word choice, tone, mood, and theme.&nbsp; Students will participate in creative writing, using poetry strategies to convey ideas.&nbsp;

Students will read and evaluate 2 conflicting ideas presented in informative text.&nbsp; They will recognize a well-written and supported claim.&nbsp;

Students will continue to read independently.

## **Unit Essential**

**Questions:** How does an author choose how to say what he or she needs to say?&nbsp;

How does a reader understand a poem?

How does a writer reach someone with words?

## **Unit Big Ideas:**

Writers use a wide range of strategies to convey their message.&nbsp;

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.&nbsp;

Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.&nbsp;

## **Unit Materials:**

Examples of Poetry (Anthology)

Informational text - paired texts.&nbsp; (ReadWorks, various websites)

Student journal

**Unit**

**Assignments:** Response to literature

Informational text- compare and contrast essay, evaluation

Student journals

Poetry Portfolio - student writing collection (digital)

**Unit Key** structure

**Terminology &** lines

**Definitions :** stanza

couplet

tercet

quatrain

rhyme

rhyme scheme

meter

foot

poetic form

free verse

lyric

ballad

epic

sonnet

Petrarchan sonnet

Shakespearean sonnet

ode

speaker  
elegy  
haiku  
imagery  
figurative language  
similie  
metaphor  
extended metaphor  
personification  
analogy  
allusion  
sound devices  
alliteration  
consonance  
assonance  
repetition  
onomatopoeia  
connotation  
denotation  
tone

**Unit Notes:**

Independent reading continues throughout the unit.

"I do, we do, you do" is very effective when writing poetry.&nbsp;

TDA skills may be applied to poetry.&nbsp;

Grammar will continue to be taught using mentor sentences. (Use poetry examples).&nbsp;

&nbsp;

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**STANDARDS: STANDARDS**



STATE: PA Core Standards (2014)

|                          |  |        |
|--------------------------|--|--------|
| CC.1.2.8.H<br>(Advanced) | Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.  | &nbsp; |
| CC.1.2.8.I<br>(Advanced) | 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.   | &nbsp; |
| CC.1.2.8.J<br>(Advanced) | 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.                       | &nbsp; |
| CC.1.2.8.L<br>(Advanced) | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.  | &nbsp; |
| CC.1.3.8.B<br>(Advanced) | 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.  | &nbsp; |
| CC.1.3.8.E<br>(Advanced) | 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.   | &nbsp; |
| CC.1.3.8.F<br>(Advanced) | Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.   | &nbsp; |
| CC.1.3.8.I<br>(Advanced) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.   | &nbsp; |
| CC.1.3.8.J<br>(Advanced) | 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.                       | &nbsp; |
| CC.1.4.8.T<br>(Advanced) | 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. | &nbsp; |
| CC.1.4.8.U<br>(Advanced) | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                                 | &nbsp; |

- CC.1.5.8.E (Advanced) Adapt speech to a variety of contexts and tasks. &nbsp;
- CC.1.5.8.F (Advanced) Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. &nbsp;
- CC.1.5.8.G (Advanced) Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. &nbsp;

STATE: PA Core Anchors and Eligible Content (2014)

- E08.A-K.1.1.1 (Advanced) 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. &nbsp;

Alternate Eligible Content Code E08AK1.1.1a: Answer a literal question about a text  
 E08AK1.1.1b: Answer an inferential question about a text  
 E08AK1.1.1c: Cite the most important details and evidence from the text to answer literal and inferential questions

- E08.A-K.1.1.2 (Advanced) 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. &nbsp;

Alternate Eligible Content Code E08AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text  
 E08AK1.1.2b: Summarize the text

- E08.A-K.1.1.3 (Advanced) Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. &nbsp;

Alternate Eligible Content Code E08AK1.1.3a: Identify how two or more elements of a story, drama, or poem interact

- E08.A-C.2.1.3 (Advanced) Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. &nbsp;

Alternate Eligible Content Code E08AC2.1.3a: Identify the impact of word choice on the meaning of a text

E08.A-V.4.1.1 (Advanced) 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. &nbsp;

Alternate Eligible Content Code E08AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E08AV4.1.1b: Use a root word or affix to determine the meaning of a word

E08.A-V.4.1.2 (Advanced) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. &nbsp;

Alternate Eligible Content Code E08AV4.1.2a: Identify the meaning of figurative language in context E08AV4.1.2b: Use relationships between words to aid comprehension

E08.B-C.3.1.1 (Advanced) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. &nbsp;

Alternate Eligible Content Code E08BC3.1.1a: Identify an argument or claim that the author makes E08BC3.1.1b: Identify the evidence that does or does not support the argument or claim

E08.B-C.3.1.2 (Advanced) Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation. &nbsp;

Alternate Eligible Content Code E08BC3.1.2a: Identify conflicting information presented in two texts about the same topic

E08.B-V.4.1.1 (Advanced) 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. &nbsp;

Alternate Eligible Content Code E08BV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E08BV4.1.1b: Use a root word or affix to determine the meaning of a word

&nbsp;

This Curriculum Map Unit has no Topics to display

## **Unit: Module 5**

Timeline: Week 25 to 30

### **Unit**

**Description:** Drama is form of literature which is meant to be performed.&nbsp; &nbsp;&nbsp;Students will read aloud, be active listeners, and seek meaning through the author's choice of dialogue, setting, and stage direction.&nbsp; &nbsp;&nbsp;Students will be expected to show comprehension of the text.&nbsp; Students may compare and contrast the written version and a film version of a particular work.&nbsp;

PSSA review for grammar terms and 8th grade specific content will be an integral part of Module 4.&nbsp;

### **Unit Essential**

**Questions:** How does set direction influence how a viewer interprets the action in the play?&nbsp;

Why would an author choose to write a story as a play?&nbsp;

How is characterization achieved through dialogue and actions?&nbsp;

### **Unit Big Ideas:**

Authors make choice about how they present information.&nbsp;

Dialogue is a valuable tool for propelling the action of a play.&nbsp;

Authors use a character's words and actions to reveal his or her nature.&nbsp;

**Unit Materials:**

Drama - anthology - The Diary of Anne Frank

Film - The Diary of Anne Frank

&nbsp;

**Unit**

**Assignments:** TDA - Related to drama/play

Film/text - compare & contrast

&nbsp;

**Unit Key****Terminology & Definitions :**

drama

play

playwright

dialogue

stage direction

setting

character

conflict

plot

round character

flat character

comedy

tragedy

tragic flaw

comic relief

external conflict

internal conflict

character motivation  
complex character

**Unit Notes:**

Encourage students to read parts aloud.&nbsp;

Utilize strategies to increase students' abilities to read aloud - flow, inflection.&nbsp;

Discuss how stage direction adds to the text of the play.&nbsp;

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

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. &nbsp;

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. &nbsp;

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. &nbsp;

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. &nbsp;

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. &nbsp;

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. &nbsp;

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning &nbsp;

|  |   |        |
|--|---|--------|
| (Advanced)   | words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.   |        |
| CC.1.3.8.J<br>(Advanced)   | 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.    | &nbsp; |
| <u>STATE: PA Core Anchors and Eligible Content (2014)</u>  |   |        |
| E08.A-K.1.1.1<br>(Advanced)  | 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.                              | &nbsp; |
| Alternate Eligible Content Code E08AK1.1.1a: Answer a literal question about a text<br>E08AK1.1.1b: Answer an inferential question about a text<br>E08AK1.1.1c: Cite the most important details and evidence from the text to answer literal and inferential questions |   |        |
| E08.A-K.1.1.2<br>(Advanced)  | 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. | &nbsp; |
| Alternate Eligible Content Code E08AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text<br>E08AK1.1.2b: Summarize the text   |   |        |
| E08.A-K.1.1.3<br>(Advanced)  | Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.   | &nbsp; |
| Alternate Eligible Content Code E08AK1.1.3a: Identify how two or more elements of a story, drama, or poem interact   |   |        |
| E08.A-C.2.1.1<br>(Advanced)  | 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.                          | &nbsp; |
| Alternate Eligible Content Code E08AC2.1.1a: Determine the points-of-view of two or more characters or narrators in a text<br>E08AC2.1.1b: Determine how the characters in the story make the reader respond   |   |        |

E08.A-C.2.1.2 (Advanced) 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. &nbsp;

E08.A-C.2.1.3 (Advanced) Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. &nbsp;

Alternate Eligible Content Code E08AC2.1.3a: Identify the impact of word choice on the meaning of a text

E08.A-V.4.1.1 (Advanced) 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. &nbsp;

Alternate Eligible Content Code E08AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word  
E08AV4.1.1b: Use a root word or affix to determine the meaning of a word

E08.A-V.4.1.2 (Advanced) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. &nbsp;

Alternate Eligible Content Code E08AV4.1.2a: Identify the meaning of figurative language in context  
E08AV4.1.2b: Use relationships between words to aid comprehension

&nbsp;

This Curriculum Map Unit has no Topics to display

## Unit: Module 6

Timeline: Week 31 to 36

### Unit

**Description:** Novel Study - Sleeping Freshmen Never Lie - Students will read the novel.&nbsp; The second





**Unit Materials:**

Novel - Sleeping Freshmen Never Lie

Research topics

Research sources

Chrome Books

&nbsp;

**Unit****Assignments:**

Response to literature

Student Journals

Research project&nbsp;

&nbsp;

**Unit Key****Terminology & Definitions :**

novel

plot diagram

exposition

inciting force

rising action

climax

falling action

resolution

character

characterization

tone  
mood  
purpose  
argument  
claim  
counter claim (argument)  
supporting details  
conclusion  
evaluate  
research  
summary  
cite  
primary source  
secondary source  
MLA/APA format  
multi-media

**Unit Notes:**

Culminating Activity - research multi-media project

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

- |                          |   |        |
|--------------------------|---|--------|
| CC.1.3.8.A<br>(Advanced) | 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. | &nbsp; |
| CC.1.3.8.B<br>(Advanced) | 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.                             | &nbsp; |
| CC.1.3.8.C<br>(Advanced) | 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.  | &nbsp; |

|                          |   |        |
|--------------------------|---|--------|
| CC.1.3.8.D<br>(Advanced) | 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.  | &nbsp; |
| CC.1.3.8.F<br>(Advanced) | Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.  | &nbsp; |
| CC.1.3.8.H<br>(Advanced) | 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.   | &nbsp; |
| CC.1.3.8.J<br>(Advanced) | 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.  | &nbsp; |
| CC.1.3.8.K<br>(Advanced) | Read and comprehend literary fiction on grade level, reading independently and proficiently.  | &nbsp; |
| CC.1.4.8.W<br>(Advanced) | 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. | &nbsp; |
| CC.1.4.8.X<br>(Advanced) | 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.   | &nbsp; |
| CC.1.5.8.D<br>(Advanced) | 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.  | &nbsp; |
| CC.1.5.8.E<br>(Advanced) | Adapt speech to a variety of contexts and tasks.  | &nbsp; |
| CC.1.5.8.F<br>(Advanced) | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.   | &nbsp; |
| CC.1.5.8.G<br>(Advanced) | Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.  | &nbsp; |

STATE: PA Core Anchors and Eligible Content (2014)

E08.A-K.1.1.1 (Advanced) 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. &nbsp;

Alternate Eligible Content Code E08AK1.1.1a: Answer a literal question about a text E08AK1.1.1b: Answer an inferential question about a text E08AK1.1.1c: Cite the most important details and evidence from the text to answer literal and inferential questions

E08.A-K.1.1.2 (Advanced) 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. &nbsp;

Alternate Eligible Content Code E08AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text E08AK1.1.2b: Summarize the text

E08.A-K.1.1.3 (Advanced) Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. &nbsp;

Alternate Eligible Content Code E08AK1.1.3a: Identify how two or more elements of a story, drama, or poem interact

E08.A-C.2.1.1 (Advanced) 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. &nbsp;

Alternate Eligible Content Code E08AC2.1.1a: Determine the points-of-view of two or more characters or narrators in a text E08AC2.1.1b: Determine how the characters in the story make the reader respond

E08.A-C.2.1.2 (Advanced) 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. &nbsp;

E08.A-C.2.1.3 (Advanced) Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. &nbsp;

Alternate Eligible Content Code E08AC2.1.3a: Identify the impact of word choice on the meaning of a text

E08.A-C.3.1.1 (Advanced) Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. &nbsp;

Note: "Stories" means narration of events told through the text types of stories, dramas, or poems. Alternate Eligible Content Code E08AC3.1.1a: Identify similarities or differences in a modern work of fiction and a traditional story

E08.A-V.4.1.2 (Advanced) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. &nbsp;

Alternate Eligible Content Code E08AV4.1.2a: Identify the meaning of figurative language in context E08AV4.1.2b: Use relationships between words to aid comprehension

&nbsp;

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**Unit:**

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