ELA CURRICULUM MAP

Grade: 8

Literature Text

PA Core Standard	Eligible Content	Lessons/Activities
A-K.1.1	A-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. 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. 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.	● Warm-up ● Classwork ● Note-taking ● Homework ● Formal/Informal Assessments ● PSSA Practice/Prep ● Paraphrasing ● Main Idea/Supporting Details ➔ Review strategies, read passages, answer multiple choice and open-ended questions. ➔ Gather information, evaluate sources, cite evidence, respond analytically. ➔ Theme activities including finding theme, how characters show theme, how setting affects theme, how plot affects theme. ➔ Summarizing practice, theme versus main idea activities ➔ Read stories, dramas, and poems; practice close reading ➔ Language of Literature: Pages 32, 48-51, 447-513, 220-248 ➔ “Flowers for Algernon”

A-C.2.1	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. A-C.2.1.2 Compare and contrast the structure of two or more texts, and analyze how the differing the structure of each text contributes to its meaning and style. 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.	● Warm-up ● Classwork ● Note-taking ● Homework ● Formal/Informal Assessments ● PSSA Practice/Prep ● Point of View ● Compare/Contrast ● Literary Analysis ➔ Review Point of View types and examples ➔ Analyze texts to determine point of view ➔ Provide text examples to illustrate how the author develops the point of view of the narrator ➔ Analyze examples of poetic forms and structures ➔ Characterize poetic forms and structures ➔ Relate a poem's structure to its meaning ➔ Determine how stanzas contribute to the plot ➔ Language of Literature: pages 69-79 ➔ "Frankenstein"

A-C.3.1	A-C.3.1.1 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.	● Warm-up ● Graphic Organizer ● Note-Taking ● Classwork ● Homework ● Formal/Informal Assessment ● PSSA Practice/Prep ● Literary Analysis ● Language of Literature: 902, 907 ● Icarus and Daedalus (PA Department of Education PSSA prep) ● “Freak the Mighty”
A-V.4.1	A-V.4.1.1 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. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	● Warm-up ● Graphic Organizer ● Note-Taking ● Classwork ● Homework ● Formal/Informal Assessment ● PSSA Practice/Prep ● Multiple Meaning Words ● Formal Vocabulary Assessments ● Language of Literature: pages 192, 215, 390, 811-813 ● Language Network Text: pages 159-167,384, 385, 411, 414-417, 421, 584-589, 592, 596, 597 ● “A Christmas Carol”

	a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	
General Resources: ● Literature Textbook ● Grammar Textbook ● Grammar Flip ● Teacher created materials		

Informational Text

PA Core Standard	Eligible Content	Lessons/Activities
B-K.1.1	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. 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	● Warm-up ● Graphic Organizers ● Note-Taking ● Classwork ● Homework ● Formal/Informal Assessment ● PSSA Practice/Prep ● Cornell Style Notes/Support ● Drawing Conclusion ● Language of Literature: pages 159-167 & 283-284; 220-248

	supporting ideas; provide an objective summary of the text. 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).	
B-C.2.1	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 viewpoints. B-C.2.1.2 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. B-C.2.1.3 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.	● Daily Warm-ups ● Graphic Organizers ● Note-Taking ● Classwork ● Homework ● Formal/Informal Assessment ● PSSA Practice/Prep ● Point of View ● Language of Literature Text: 200, 374, 425, 475, 858, R134, 106, 115, 374, 383, 543, 714, R133, 383, R134, 218, 872, 897
B-C.3.1	B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether	Comprehension and Collaboration Critical Listening ● Listen Critically

	the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. B-C.3.1.2 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.	● Classroom Discussion ● Critical Analysis of Literature ● Reasoning Skills ● Research ● Language Network Text: 467, 468, 451, 454, 469, 542, 542, 549, 553
B-V.4.1	B-V.4.1.1 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. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text. B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in	● Graphic Organizer ● Warm-ups ● Note-Taking ● Classwork ● Homework ● Formal/Informal Assessment ● PSSA Practice/Prep ● Multiple Meaning Words ● Formal Vocabulary Assessments ● Language Network–pages 590-593; 415, 420, 533, 596-597 ● Khan Academy

	word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	
General Resources: ● Literature Textbook ● Grammar Textbook ● Grammar Flip ● Teacher created materials		

Conventions Of Standard English

PA Core Standard	Eligible Content	Lessons/Activities
D.1.1	D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences. D.1.1.2 Form and use verbs in the active and passive voice. D.1.1.3 Form and use verbs in the indicative, imperative, interrogative,	● Daily warm-ups ● Note-taking ● Peer-editing ● Homework ● Classwork ● Classroom discussion ● Online activities ● Informal/formal assessements ● Language Network Text: pages 170-183, 338-339, 418-419, 73-83,

	conditional, and subjunctive mood. D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.* D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.* D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* D.1.1.8 Recognize and correct inappropriate shifts in verb tense.* D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).* D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.*	25-27, 291, 470, 658-661, 206-227 ● Language of Literature text page R100, 248

D.1.2	D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. D.1.2.2 Use an ellipsis to indicate an omission. D.1.2.3 Spell correctly. D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.* D.1.2.5 Use punctuation to separate items in a series.*	● Daily warm-ups ● Note-taking ● Peer-editing ● Homework ● Classwork ● Classroom discussion ● Online activities ● Informal/formal assessements ● Language Network pages: 253-257, 264, 253-255, 648-657 ● Language of Literature: page R73
D.2.1	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). D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.*	● Daily warm-ups ● Note-taking ● Peer-editing ● Homework ● Classwork ● Classroom discussion ● Online activities ● Informal/formal assessements ● Language Network: pages 330-331, 338-339, 399-401, 404-407, 412-413, 19, 303, 402-405, 407 302,

	D.2.1.4 Maintain consistency in style and tone.* D.2.1.5 Choose punctuation for effect.* D.2.1.6 Choose words and phrases for effect.*	
General Resources: ● Literature Textbook ● Grammar Textbook ● Grammar Flip ● Teacher created materials		

ELA CURRICULUM MAP

Grade: 8

Text-Dependent Analysis

PA Core Standard	Eligible Content	Lessons/Activities
E.1.1	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	● Fact/Opinion ● Student Writing ● Formal/Informal Assessment ● Class Discussion ● Note-taking

	ideas are logically grouped to support the writer's purpose. E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E.1.1.5 Establish and maintain a formal style. E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	● Language Network text: pages 366-379, 380-393, 354-365, 374, 585-599, 412-413, 368; 376-377 ● PA Department of Education online resources: "Icarus and Daedalus" and "Abe Buys a Barrel"
General Resources: ● Literature Textbook ● Grammar Textbook ● Grammar Flip ● Teacher created materials		