



Grade 8 ELA Curriculum Map

UNIT 1: Rites of Passage				
TERM 1: 44 days				
Days of Instruction	Big Ideas	Standards Covered	Resources <i>myPerspectives ELA</i> Lesson Instructional Routine -Vocabulary Review, First Read, Close Read, Analyze the Text, Analyze Craft and Structure, Language Conventions, and Writing	Vocabulary
1	How ready am I for the 8th grade?	Prerequisite Standards	ELA Diagnostic Test	Prerequisite vocabulary
3	Essential Question What are some milestones on the path to growing up?	Reading Literary Text RL.8.4 Reading Informational Text RI.8.7 Language L.8.4.a, L.8.4.c, L.8.4.d Writing W.8.3.a, W.8.3.b, W.8.3.d, W.8.3.e <i>*Standards listed in the order they appear during instruction</i>	Launch Text: Red Roses (Lexile 560) Unit Video: Dear Graduates – A Message from Kid President Discuss It: Discuss It In what way is graduation a rite of passage, or significant milestone that indicates growth? What other rites of passage are you familiar with? Anchor/Supporting Texts: Anchor Text (Short Story): <i>The Medicine Bag</i> by Virginia Driving Hawk Sneve Media: Video: <i>Apache Girl's Rite of Passage</i> <i>The National Geographic Society</i>	
9	Summarizing Draw Conclusions	Reading Literary Text RL.8.2, RL.8.3, RL.8.4	The Medicine Bag: TG p. 12-27 First Read	Academic Vocabulary

	Figurative meaning	<p>Language L.8.4 L.8.1, L.8.1.b, L.8.3, L.8.3.a</p> <p>Writing W.8.3.a, W.8.3.b, W.8.3.d, W.8.3.e</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p>Notice: Who the story is about, what happens, where and when it happens and why those involved react Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection</p> <p>Close Read TG p. 14: Look for descriptive details TG p. 15: Note details that reveal differences among characters TG p. 16: Look for phrases that indicate sequence of events or steps in a process TG p. 17: Analyze character TG p. 18: Look for details that indicate a change in characters or events TG p. 19: Note details that reveal what characters are feeling and thinking TG p. 20: Look for details that reveal things about a character</p> <p>Analyze the Text TG p. 22</p> <ul style="list-style-type: none"> • Evaluate • Summarize • Draw Conclusions • Answer the Essential Question <p>Analyze Craft and Structure TG p. 23: Figurative Meaning</p> <p>Conventions TG p. 25 Verbs in Active and Passive Voice</p> <p>Writing to Sources TG p. 26: Retelling a story</p>	<p>voice active voice passive voice evaluate summarize draw conclusion</p> <p>Concept Vocabulary and Word Study TG p. 24</p> <p>Words that show someone who is not at full strength:</p> <p>wearily straggled fatigue frail sheepishly</p>
1	Essential Question What are some milestones on the path to growing up?	Reading Literary Text RL.8.2, RL.8.4	Introduction Day: Small Group Learning Small-Group Learning Strategies:	

		<p>Reading Informational Text RI.8.4</p> <p>Language L.8.1.c, L.8.4, L.8.4.c, L.8.4.d, L.8.5.b</p> <p>Writing W.8.2.b, W.8.2.d-f, W.8.8</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<ul style="list-style-type: none"> • Prepare • Participate Fully • Support Others • Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p> <p>Performance-Based Assessment Task Speaking and Listening Focus: Present a Nonfiction Narrative Prompt: What defines an event or experience in a young person’s life as a milestone or rite of passage?</p>	
3	Analyze word choice Analyze Allusions	<p>Reading Literary Text RL.8.4</p> <p>Reading Informational Text RI.8.4</p> <p>Language L.8.1, L.8.1.c, L.8.1.d, L.8.5, L.8.5.c</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><i>You Are the Electric Boogaloo:</i> TG p. 44-47 <i>Just Be Yourself:</i> TG p. 48-53</p> <p>First Read Notice: Who the letters are about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p> <p>Close Read TG p. 46: Analyze word choice TG p. 49: Analyze Allusions</p> <p>Analyze the Text TG p. 50</p>	<p>Academic Vocabulary Allusion Connotation Denotation Tone Word choice</p> <p>Concept Vocabulary and Word Study TG p. 44 Context Clues</p> <p>TG p. 50 Words that convey a sense of the extreme: Immense Majestic</p>

			<p>Analyze Craft and Structure TG p. 51: Author's Word Choice: Tone</p> <p>Conventions TG p. 52: Conventions: Verb Moods</p>	<p>Numerous</p> <p>Latin Suffix -ous</p>
4	<p>Theme Tone Poetry</p>	<p>Reading Literary Text RL.8.2</p> <p>Language L.8.1.c, L.8.4</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p>Hanging Fire Translating Grandfather's House TG p. 54-65</p> <p>First Read Notice: Who the poems are about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection Close Read: TG p. 57: Tone</p> <p>Analyze the Text: TG p. 62</p> <p>Analyze Craft and Structure: TG p. 63 Forms of Poetry: Theme, Lyric poetry, Narrative poem</p> <p>Conventions TG p. 64: Verbs: Mood</p>	<p>Academic Vocabulary Theme</p> <p>Concept Vocabulary and Word Study TG p. 62</p> <p>Words that suggest a positive change Horizon Awakenings Beaming</p> <p>Etymology</p>
6	<p>Analyze Setting Analyzed figurative language Point View</p>	<p>Reading Literary Text RL.8.4, RL.8.6</p> <p>Language L.8.1, L.8.1.c, L.8.1.d, L.8.4</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p>The Setting Sun and the Rolling World: TG p. 66-75</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages you want to revisit Connect: Ideas within the selection to what your already know and what you have already read Respond: Complete Comprehension check and write a brief summary of the selection</p> <p>Close Review TG p. 67: Analyze Setting TG p. 69: Analyzed figurative language</p>	<p>Academic Vocabulary Point of view</p> <p>Concept Vocabulary and Word Study TG p. 72</p> <p>Words related to the narrator's feelings toward and relationship with his father:</p> <p>Patronized</p>

			<p>Analyze the Text: TG p. 72</p> <p>Analyze Craft and Structure: TG p. 73 Point of view in fiction First-person point of view Third-person point of view</p> <p>Conventions TG p. 74 Conventions: Verb Moods Interrogative, Imperative, Indicative, Conditional, Subjunctive</p>	Obligations Psychological
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End-of-Unit: Small Group Instruction, Writing, and Assessment should be included during instructional planning.

UNIT 2: THE HOLOCAUST
TERM 2: 45 days

Days of Instruction	Big Ideas	Standards Covered	Resources <i>myPerspectives ELA</i> Lesson Instructional Routine -Vocabulary Review, First Read, Close Read, Analyze the Text, Analyze Craft and Structure, Language Conventions, and Writing	Vocabulary
3	<p>Essential Question How do we remember the past?</p> <p>Informative Writing Mode</p>	<p>Reading Literary Text RL.8.1, RL.8.2, RL.8.3, RL.8.7</p> <p>Reading Informational Text RI.8.1, RI.8.3, RI.8.7, RI.8.10</p> <p>Language L.8.1, L.8.3, L.8.4.a, L.8.4.b, L.8.5.b</p> <p>Writing W.8.2, W.8.2.a-f</p>	<p>INTRODUCTION DAY Unit Video: The Holocaust Discuss It: How might the Nazi's treatment of European Jews have affected everyone else?</p> <p>Launch Text: The Grand Mosque of Paris</p> <p>Anchor Text (Drama): <i>The Diary of Anne Frank, Act I</i> by Frances Goodrich & Albert Hackett Anchor Text (Drama): <i>The Diary of Anne Frank, Act II</i> by Frances Goodrich & Albert Hackett Media: Timeline: <i>Frank Family and World War II Timelines</i></p> <p>Write an Explanatory/Informative Essay Prompt: How are historical events reflected in the play The Diary of Anne Frank?</p>	Academic Vocabulary

		<i>*Standards listed in the order they appear during instruction</i>	Language Development: Revising Sentences by Combining with Conjunctions	
5	Analyze text structures	<p>Reading Literary Text RL.8.4, RL.8.5, RL.8.6</p> <p>Language L.8.1.a, L.8.4.a</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p>The Diary of Anne Frank, Act I: TG p. 100-155</p> <p>Analyze the Text: TG p. 152</p> <p>Analyze Craft and Structure TG p. 153: Analyze Text Structures in Drama</p> <p>Conventions TG p. 155 Conventions: The Principal Parts of Verbs</p>	<p>Academic Vocabulary Dialogue Mood Conflicts Dramatic irony</p> <p>Concept Vocabulary and Word Study TG p. 154</p> <p>Words used to describe feelings of stress and conflict:</p> <p>Anxiously Tension Restraining Quarrels Bickering Hysterically</p> <p>Latin Suffix: - ion</p>
5	Characterization	<p>Reading Literary Text RL.8.1, RL.8.2, RL.8.3</p> <p>Language L.8.1, L.8.3, L.8.4.b</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p>The Diary of Anne Frank, Act II: TG p. 156-193</p> <p>First Read and Close Read</p> <p>Analyze the Text TG p. 188</p> <p>Analyze Craft and Structure TG p. 189: Character Motivation</p> <p>Conventions TG p. 191: Simple Tenses of Verbs</p>	<p>Concept Vocabulary and Word Study TG p. 190</p> <p>Words used to reveal feelings about the future:</p> <p>Foreboding Apprehension Intuition Mounting Rigid Insistent</p> <p>Latin Suffix: -ent</p>

4	ALL skills from this term	REVIEW ALL TERM 1 STANDARDS	Small group instruction, writing, assessment	
1ST NINE WEEKS ASSESSMENT/BENCHMARK				
UNIT 2 CONTINUED				
TERM 2: 45 days				
5	Analyze central idea and details	<p>Reading Informational Text RI.8.1, RI.8.2, RI.8.4, RI.8.5</p> <p>Language L.8.4, L.8.4.b, L.8.4.d</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p><i>from Anne Frank: The Diary of a Young Girl: TG p. 212-221</i></p> <p>First Read Close Read TG p. 215: Analyze details TG p. 216: Analyze sensory language Analyze the Text TG p. 218 Analyze Craft and Structure TG p. 219 Central Idea and Supporting Details Conventions TG p. 220: Author’s Style: Word Choice</p>	<p>Academic Vocabulary Context clues Details</p> <p>Concept Vocabulary and Word Study TG p. 212 Context Clues</p> <p>TG p. 218 Words that describe limits and loss experienced by Jewish people during the Holocaust:</p> <p>Forbidden Restrictions Sacrifices</p> <p>Latin suffix: -strict</p>
2	Author’s Point of View Author’s purpose	<p>Reading Informational Text RI.8.6</p> <p>Language L.8.4, L.8.4.b, L.8.4.d</p>	<p>Acceptance Speech for the Nobel Peace Prize: TG p. 222-229</p> <p>First Read Close Read TG p. 223: Notice repetition Analyze the Text TG p. 226 Analyze Craft and Structure TG p. 227: Author’s Purpose and Point of View</p>	<p>Academic Vocabulary Author’s point of view Author’s purpose</p> <p>Concept Vocabulary and Word Study TG p. 222 Using dictionary and thesaurus</p>

		<p><i>*Standards listed in the order they appear during instruction</i></p>	<p>Conventions TG p. 228: Perfect Tenses of Verbs</p>	<p>TG p. 226 Words that have to do with suffering and oppression:</p> <p>Humiliation Persecuted Traumatized</p> <p>Greek Root: trauma-</p>
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Begin UNIT 3: WHAT MATTERS

Days of Instruction	Big Ideas	Standards Covered	Resources <i>my</i> Perspectives ELA Lesson Instructional Routine -Vocabulary Review, First Read, Close Read, Analyze the Text, Analyze Craft and Structure, Language Conventions, and Writing	Vocabulary
1	Essential Question When is it right to take a stand?	<p>Reading Literary Text RL.8.1, RL.8.3</p> <p>Reading Informational Text RI.8.2, RI.8.3, RI.8.8, RI.8.9</p> <p>Language L.8.1, L.8.2, L.8.2.c, L.8.3, L.8.4, L.8.4.b</p> <p>Writing W.8.1, W.8.9.b</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p>INTRODUCTION DAY Unit Video: Philippe Petit Discuss It: Why is volunteering, engaging in sports and hobbies, and pursuing personal dreams so fulfilling? Launch Text: Freedom of the Press?</p> <p>Anchor/Magazine Article: <i>Barrington Irving, Pilot and Educator</i> National Geographic Anchor Text (Opinion piece): <i>Three Cheers for the Nanny State</i> By Sarah Conly Anchor Text (Opinion piece): <i>Ban the Ban!</i> by SidneyAnne Stone <i>Soda's a Problem but . . .</i> by Karin Klein</p> <p>Performance-Based Assessment Task Write an Argument Prompt: What is a problem you think needs to be solved? How would you solve it? Language Development: Conventions: Revising for pronoun-antecedent agreement</p>	Academic Vocabulary
5	<p>Direct characterization</p> <p>Indirect Characterization</p> <p>Inferences</p>	<p>Reading Informational Text RI.8.1, RI.8.3</p> <p>Language L.8.1, L.8.4.b</p> <p>Writing W.8.1</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p>Barrington Irving, Pilot and Educator: TG p. 264-275 First Read Close Read: TG p. 265-268 Analyze the Text: TG p. 270 Analyze Craft and Structure TG p. 271: Characterization in Nonfiction Conventions TG p. 273: Nouns and Pronouns Writing to Sources TG p. 274 Support an argument</p>	<p>Academic Vocabulary Direct characterization</p> <p>Indirect Characterization</p> <p>Inferences</p> <p>Concept Vocabulary and Word Study TG p. 272 Words that relate to the effort an</p>

				<p>individual puts forth in order to succeed:</p> <p>Determination Pursue accomplish Achieve tackling Purposeful</p> <p>Old English: Suffix -ful</p>
5	Identify author's claim	<p>Reading Informational Text RI.8.1, RI.8.6, RI.8.8</p> <p>Language L.8.1, L.8.4.b L.8.4.c</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	Three Cheers for the Nanny State: TG p. 276-285	<p>Academic Vocabulary Claim Relevant Fact Opinion Logical reasoning Author's perspective Point of view Bias</p> <p>Concept Vocabulary and Word Study TG p. 284 Words related to rules and laws:</p> <p>Impose Rational Justifiable Principle Status quo</p> <p>Latin root: -just-</p>
End-of-Unit: Small Group Instruction, Writing, and Assessment should be included during instructional planning.				
2nd NINE WEEKS ASSESSMENT/BENCHMARK				

TERM 3: 47 Days
Continue UNIT 3

Days of Instruction	Big Ideas	Standards Covered	Resources <i>myPerspectives ELA</i> Lesson Instructional Routine -Vocabulary Review, First Read, Close Read, Analyze the Text, Analyze Craft and Structure, Language Conventions, and Writing	Vocabulary
2	Analyze tone Determine main ideas and supporting details Analyze conflicting arguments	Reading Informational Text RI.8.9 Language L.8.1, L.8.4.b Writing W.8.1.a-e <i>*Standards listed in the order they appear during instruction</i>	Ban the Ban! Stone Soda's a Problem but . . . TG p. 286-295 Prepare to Compare TG p. 294: Comparing conflicting viewpoints Writing to Compare TG p. 295: Argumentative essay	Academic Vocabulary Tone Argument details
5	Persuasive Techniques Word Choice	Reading Informational Text RI.8.4, RI.8.8 Language L.8.1, L.8.4, L.8.4.b <i>*Standards listed in the order they appear during instruction</i>	Words Do Not Pay TG p. 306-313	Concept Vocabulary and Word Study TG p. 310 Words that have to do with the hardships and misery: Misrepresentations Misunderstanding Old English prefix: mis-
4	Analyze Dialogue Analyze character Analyze Descriptive language	Reading Informational Text RI.8.3, RI.8.4 Language L.8.1, L.8.4, L.8.4.b	from Follow the Rabbit-Proof Fence: TG p. 314-323	Concept Vocabulary and Word Study TG p. 320 Words related to the girl's journey on foot Urgently

		<i>*Standards listed in the order they appear during instruction</i>		Nervously Confidently Cautiously Old English Suffix: -ly
End-of-Unit: Small Group Instruction, Writing, and Assessment should be included during instructional planning.				

UNIT 4: HUMAN INTELLIGENCE

Days of Instruction	Big Ideas	Standards Covered	Resources <i>myPerspectives ELA</i> Lesson Instructional Routine -Vocabulary Review, First Read, Close Read, Analyze the Text, Analyze Craft and Structure, Language Conventions, and Writing	Vocabulary
3	Essential Question In what different ways can people be different?	<p>Reading Literary Text RL.8.1, RL.8.2, RL.8.6, RL.8.7</p> <p>Language L L.8.1, L.8.4.b</p> <p>Writing W.8.2.b</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	<p>INTRODUCTION Unit Video: Amazing Man Draws NYC From Memory Discuss It: What limits might there be on the capacity of human memory? Launch Text: The Human Brain Anchor Text (Short Story): <i>Flowers for Algernon</i> by Daniel Keyes Media (Video): <i>from Flowers for Algernon</i> by David Rogers</p>	
10	Development of theme	<p>Reading Literary Text RL.8.1, RL.8.2, RL.8.6</p> <p>Reading Informational Text RI.8.2, RI.8.3, RI.8.8, RI.8.9</p> <p>Language L.8.1, L.8.4, L.8.1, L.8.5, L.8.5b, L.8.6</p> <p>Writing W.8.1, W.8.9.b</p> <p><i>*Standards listed in the order they appear during instruction</i></p>	Flowers for Algernon: TG p. 350-383	<p>Academic Vocabulary Theme Conflict Allusion Concept Vocabulary and Word Study TG p. 382 Words that are related to emotional and psychological states:</p> <p>Subconscious Suspicion Despised Deterioration Introspective</p> <p>Latin Prefix: -sub</p>

<p>6</p>	<p>Analyze Informational texts</p> <p>Examine details</p>	<p>Reading Literary Text RL.8.1</p> <p>Reading Informational Text RI.8.3, RI.8.4</p> <p>Language L.8.1</p> <p>Writing W.8.2.a-e, W.8.4, W.8.5, W.8.6, W.8.10</p>	<p><i>from Blue Nines and Red Words: TG p. 400-411</i></p>	<p>Concept Vocabulary and Word Study TG p. 408</p> <p>Words that relate to the author's visual perceptions of numbers</p> <p>Symmetrical Spiral Aesthetic</p>
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UNIT 5: INVENTION

Days of Instruction	Big Ideas	Standards Covered	Resources <i>my</i> Perspectives ELA Lesson Instructional Routine-Vocabulary Review, First Read, Close Read, Analyze the Text, Analyze Craft and Structure, Language Conventions, and Writing	Vocabulary
3	Essential Question Are inventions realized through inspiration or perspiration?	<p>Reading Literary Text RL.8.1, RL.8.3</p> <p>Reading Informational Text RI.8.3, RI.8.4, RI.8.5</p> <p>Language L.8.1, L.8.2, L.8.2.c, L.8.4, L.8.5.a</p> <p>Writing W.8.1.a-e, W.8.4, W.8.5, W.8.10, L.8.1.a</p>	<p style="text-align: center;">INTRODUCTION</p> <p>Unit Video: Amazing Technology Invented by MIT – Tangible Media Discuss It: What are some ways in which this invention might have failed?</p> <p style="text-align: center;">Launch Text: Inspiration is Overrated!</p> <p>Anchor Text (Short Story): <i>Uncle Marcos from The House of the Spirits</i> by Isabel Allende translated by Magda Bogin</p> <p>Anchor Text (Expository fiction): <i>To Fly from Space Chronicles</i> by Neil deGrasse Tyson</p>	
6	Plot	<p>Reading Literary Text RL.8.1, RL.8.3, RL.8.4</p> <p>Language L.8.1, L.8.4.b</p> <p>Writing W.8.1.b, W.8.1.c, W.8.1.d</p>	Uncle Marcos from The House of the Spirits: TG p. 448-463	<p>Concept Vocabulary and Word Study TG p. 460 Words related to cleverness and innovation</p> <p>Decipher Invincible Contraption Newfangled Ingenuity Improvisations</p> <p>Latin Suffix: -ity</p>
6	Expository writing	<p>Reading Informational Text RI.8.1, RI.8.3, RI.8.5</p>	To Fly: TG p. 464-477	<p>Concept Vocabulary and Word Study TG p. 474</p>

		<p>Language L.8.1, L.8.4, L.8.4.b, L.8.5</p> <p>Writing W.8.1.a-e</p>		<p>Words that show the contrast between innovative thinking and conventional thinking</p> <p>Enables Myopic Foresight Naiveté Prescient Seminal</p> <p>Old English prefix: fore-</p>
3	Infer key ideas	<p>Reading Informational Text RI.8.1, RI.8.2, RI.8.4</p> <p>Language L.8.2, L.8.2.a, L.8.4, L.8.4.c, L.8.4.d, L.8.5</p>	<i>Nikola Tesla: The Greatest Inventor of All?:</i> TG p. 488-493	<p>Technical Vocabulary and Word Study TG p. 491</p> <p>Engineer Current Generators</p> <p>Multiple-meaning words</p>
3rd NINE WEEKS ASSESSMENT/BENCHMARK				
TERM 4				
REVIEW ALL STANDARDS				