

ELA Grade 8 Abbreviated Common Unit Frames

<p>Unit 1 Theme: <u>Personal Discoveries</u> –Main Genre: <u>Novels or Short Stories</u></p> <p>Speaking and Listening: SL.1 Participate in small group or whole class discussions</p> <p>Grammar and Conventions: L.1 Demonstrate command of the conventions of standard English L.1A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; L.2B Use an ellipsis to indicate an omission.</p> <p>Vocabulary: All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6</p> <p>Reading: RF.1-RF.7-Foundations of Reading RL.1 - Cite textual evidence to support analysis RL.2A – Theme; RL.2B – Summary RL.3 – Analyze how incidents or dialogue effect plot and characters (cause/effect) RL.4B – Mood; RL.4C - Analyze figurative language; RL.4E - Analyze analogies/allusions RL.6A– Identify point of view; RL.6B – Analyze how differences in POV of character and audience (situational, verbal, dramatic irony) create suspense/humor RL.7 – Analyze how a film version stays faithful/departs from text RL.10 - Read grade level complex texts RI.2A Determine central/main idea of an informational text</p> <p>Writing: W.3-Narrative on 1 text –real/ imagined events that demonstrate understanding of literary concepts W.2- Literary Analysis essay on 2 texts (RL.3- Effect of dialogue and events on character) W.2-Literary Analysis Essay on 2 texts (RL.6B- Difference in point of view create effects such as suspense/humor) W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing W.10 – Write routinely, W.11 – Forms, W.12 - Strategies</p>	<p>Unit 2 Theme: <u>Changing Perceptions</u>–Main Genre: <u>Informational Texts</u></p> <p>Speaking and Listening: SL.1-3 Participate in small group or whole class discussions; Give oral/multi-media presentations; Critically view oral/multi-media presentations</p> <p>Grammar and Conventions: L.1 Demonstrate command of the conventions of standard English L.1B Form and use verbs in the active and passive voice. L.2A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>Vocabulary: All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6</p> <p>Reading: RF.1-RF.7-Foundations of Reading RI.1 - Cite textual evidence to support analysis; RI.2A - Central/Main Idea; RI.2B - Summary RI.3 - Analyze connections/distinctions among individuals, events, or ideas (compare/contrast, etc.). RI.4A – Tone; RI.4B Analyze analogies/allusions; RI.5 – Analyze text structure; RI.6 Determine author’s POV/Purpose/Counter Argument; RI.7A- Integrate info from a text and charts, graphs, or statistics to aid understanding of topic; RI.7B - Evaluate the advantages and disadvantages of using different mediums; RI.8 – Delineate/evaluate the strength of argument and specific claims in a text; RI.9 - Analyze writings of two or more authors on the same topic; RI.10 - Read grade level complex texts RL.2A – Theme</p> <p>Writing: W.2 - Info Analysis Essay on 2 informational texts and 1 multimedia – (RI.8- Delineate and evaluate the strength of the argument and specific claims in a text) W.2- Info Analysis Essay – (RI.6 Focus on point of view and purpose) W.2 -Info Analysis Essay – (RI.7- Integrate information from a text and charts, graphs, or statistics to aid understanding of topic) W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing; W.10 – Write routinely, W.11 – Forms, W.12 - Strategies</p>
<p>Unit 3 Theme: <u>Battle for Control</u>–Main Genre: <u>Poetry</u></p> <p>Speaking and Listening: SL.1 Participate in small group or whole class discussions</p> <p>Grammar and Conventions: L.1 Demonstrate command of the conventions of standard L.1C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. L.1D Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>Vocabulary: All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6</p> <p>Reading: RF.1-RF.7-Foundations of Reading RL.1-Cite textual evidence to support analysis RL.2A–Theme; RL.2C - Paraphrase RL.4A – Tone; RL.4C Analyze figurative language; RL.4D – Analyze rhyme and rep. of sounds RL.5–Compare/contrast the structure of 2 or more texts RL.6B - Analyze differences in POV of character and audience (situational, verbal, dramatic irony) create suspense/humor; RL.9 - Analyze how a modern work of fiction borrows from classical literature and renders it new; RL.10- Read grade level complex texts RI.2A-Determine central/main idea of an informational text</p> <p>Writing: W.2- Literary Analysis Essay on 2 texts (RL.2A -Compare/Contrast 2 poems of similar themes/topics) W.2-Literary Analysis Essay on 2 texts (RL.9 –How modern author renders classical lit new) W.7 -Research-a short product (Paragraph/s) that answers a question W.9 - Quote or paraphrase research, avoiding plagiarism W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing; W.10 – Write routinely, W.11 – Forms, W.12 - Strategies</p>	<p>Unit 4 Theme: <u>Facing Adversity</u>–Main Genre: <u>Classical Literature/Drama</u></p> <p>Speaking and Listening: SL.1-3 Participate in small group or whole class discussions; Give oral/multi-media presentations; Critically view oral/multi-media presentations</p> <p>Grammar and Conventions: Review All Grammar Standards</p> <p>Vocabulary: All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6</p> <p>Reading: RF.1-RF.7-Foundations of Reading RL.1-Cite textual evidence to support analysis RL.2A –Theme RL.3 – Analyze how incidents or dialogue effect plot and characters (cause/effect) RL.4B – Mood; RL.4C - Analyze figurative language; RL.4E - Analyze analogies/allusions RL.6B- Analyze differences in POV of character and audience (situational, verbal, dramatic irony) create suspense/humor RL.7 – Analyze how a film version stays faithful/departs from text RL.9 - Analyze how a modern work of fiction borrows from classical literature and renders it new RL.10- Read and comprehend texts at the grade-8 text complexity band. RI.2A-Determine central/main idea of an informational text; RI.2B - Summary</p> <p>Writing: W.2 - Literary Analysis on 2 texts (RL.7-How filmed version stays faithful/departs from text) W.1-Argument/Persuasive Letter with research from multiple sources W.7 –Research that answers a question; W.8A - gather relevant information; W.8B - Assess credibility and accuracy of sources; W.9 - quote or paraphrase sources, avoiding plagiarism. W.4- Six+1 Traits; W.5 -The Writing Process; W.6 –Use technology keyboarding skills to produce and publish writing W.10 – Write routinely, W.11 – Forms, W.12 - Strategies</p>