

ELA Grade 8 Abbreviated Common Unit Frames

Unit 1 Theme: Personal Discoveries –Main Genre: Novels or Short Stories

Speaking and Listening:

SL.1 Participate in small group or whole class discussions

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.

Vocabulary: All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6

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

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

Unit 3 Theme: Battle for Control–Main Genre: Poetry

Speaking and Listening:

SL.1 Participate in small group or whole class discussions

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.

Vocabulary: All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6

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

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

Unit 2 Theme: Changing Perceptions–Main Genre: Informational Texts

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

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.

Vocabulary: All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6

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

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

Unit 4 Theme: Facing Adversity–Main Genre: Classical Literature/Drama

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

Grammar and Conventions: Review All Grammar Standards

Vocabulary: All L.4, L.4A, L.4B, L.4C, L.4D, L.5C, L.6

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

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