

## Grade 8 – 1<sup>st</sup> Trimester ELA Curriculum

Months: Aug. – Oct.	Standards	Assessments	Suggested Material
<ul style="list-style-type: none"> <li>• <b><u>Elements of Literature:</u></b> <ul style="list-style-type: none"> <li>- Identify parts of plot in a story</li> <li>- Identify and explain types of characters</li> <li>- Describe setting</li> <li>- Analyze the main conflict and how conflict drives the plot</li> <li>- Cite textual evidence</li> <li>- Analyze plot and characters</li> <li>- Draw inferences</li> <li>- Analyze dialogue</li> <li>- Analyze imagery and figurative language</li> <li>- Infer from the use of imagery and allusion</li> <li>- Make connections</li> <li>- Write a personal narrative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RL.8.1</li> <li>• CCSS.ELA-LITERACY.RL.8.2</li> <li>• CCSS.ELA-LITERACY.RL.8.3</li> <li>• CCSS.ELA-LITERACY.RL.8.5</li> <li>• CCSS.ELA-LITERACY.RL.8.6</li> <li>• CCSS.ELA-LITERACY.RL.8.9</li> <li>• CCSS.ELA-LITERACY.RL.8.10</li> </ul>	<ul style="list-style-type: none"> <li>• Read a story and identify the elements of literature including plot, characters, setting, and conflict. Be able to cite textual evidence when explaining characters.</li> </ul>	<ul style="list-style-type: none"> <li>• “The Elevator” by William Sleator</li> <li>• “Duffy’s Jacket” by Bruce Coville</li> <li>• “Mother and Daughter” by Gary Soto</li> <li>• “My Favorite Chaperone” by Jean Davies Okimoto</li> <li>• “Lamb to the Slaughter” by Roald Dahl</li> <li>• “Wise Old Woman” by Yoshiko Uchida</li> </ul>
<ul style="list-style-type: none"> <li>• <b><u>Personal Narrative:</u></b> <ul style="list-style-type: none"> <li>- Write a personal narrative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.W.8.3</li> <li>• CCSS.ELA-LITERACY.W.8.3.A</li> <li>• CCSS.ELA-LITERACY.W.8.3.B</li> <li>• CCSS.ELA-LITERACY.W.8.3.C</li> <li>• CCSS.ELA-LITERACY.W.8.3.D</li> <li>• CCSS.ELA-LITERACY.W.8.3.E</li> <li>• CCSS.ELA-LITERACY.W.8.4</li> <li>• CCSS.ELA-LITERACY.W.8.5</li> <li>• CCSS.ELA-LITERACY.W.8.6</li> <li>• CCSS.ELA-LITERACY.L.8.1</li> <li>• CCSS.ELA-LITERACY.L.8.3</li> </ul>	<ul style="list-style-type: none"> <li>• Write a personal narrative that includes the elements of literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> </ul>
<ul style="list-style-type: none"> <li>• <b><u>Prefixes, suffixes, &amp; roots:</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.L.8.4</li> <li>• CCSS.ELA-LITERACY.L.8.4.B</li> <li>• CCSS.ELA-LITERACY.L.8.4.C</li> <li>• CCSS.ELA-LITERACY.L.8.4.D</li> </ul>	<ul style="list-style-type: none"> <li>• Know the definition of selected prefixes, suffixes, and roots to understand the structure of words.</li> <li>• Select the best word choice to complete a sentence based on definitions of words with Greek/Latin roots, prefixes, and suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes and Suffixes by Trisha Callella</li> <li>• Greek and Latin roots by Trisha Callella</li> </ul>

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<ul style="list-style-type: none"> <li>• <b><u>Grammar:</u></b> <ul style="list-style-type: none"> <li>- Sentence fragments</li> <li>- Run-on sentences</li> <li>- Wordy sentences</li> <li>- Colorful language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.L.8.1</li> <li>• CCSS.ELA-LITERACY.L.8.2</li> <li>• CCSS.ELA-LITERACY.L.8.3</li> </ul>	<ul style="list-style-type: none"> <li>• Complete worksheets that practice the different grammar skills being focused on.</li> <li>• Write a personal narrative about adjusting to a new situation or fitting in with different groups. (Corresponds with Collection 1 assessment).</li> <li>• Related IXL skills</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar for Writing (Sadlier)</li> <li>• Grammar for Writing (McDougal Littell)</li> <li>• IXL</li> </ul>
<ul style="list-style-type: none"> <li>• <b><u>Independent Novel Study:</u></b> <ul style="list-style-type: none"> <li>- Read a novel</li> <li>- Identify parts of plot in a story</li> <li>- Identify and explain types of characters</li> <li>- Describe setting</li> <li>- Analyze the main conflict and how conflict drives the plot</li> <li>- Cite textual evidence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RL.8.2</li> <li>• CCSS.ELA-LITERACY.RL.8.4</li> <li>• CCSS.ELA-LITERACY.RL.8.10</li> <li>• CCSS.ELA-LITERACY.W.8.10</li> <li>• CCSS.ELA-LITERACY.SL.8.6</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements of literature within the novel read.</li> <li>• Complete worksheets that require students to predict, connect, question, visualize, and summarize.</li> <li>• Present a book talk commercial.</li> </ul>	<ul style="list-style-type: none"> <li>• Student selected novel</li> </ul>

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<ul style="list-style-type: none"> <li>• <b><u>Biography &amp; Autobiography:</u></b> <ul style="list-style-type: none"> <li>- Analyze the structure of an autobiography</li> <li>- Determine author’s point of view</li> <li>- Analyze how text makes connections</li> <li>- Analyze a biography</li> <li>- Cite textual evidence</li> <li>- Analyze text connections among individuals, ideas, or events</li> <li>- Determine the meaning of words and phrases</li> <li>- Compare and contrast the structure of two or more texts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RI.8.1</li> <li>• CCSS.ELA-LITERACY.RI.8.2</li> <li>• CCSS.ELA-LITERACY.RI.8.3</li> <li>• CCSS.ELA-LITERACY.RI.8.6</li> <li>• CCSS.ELA-LITERACY.RI.8.10</li> </ul>	<ul style="list-style-type: none"> <li>• Complete questions for each text that require students to cite textual evidence.</li> <li>• Highlight a specific Civil War topic by conducting research, writing a speech, and formally presenting the findings to the class by incorporating a visual aid.</li> </ul>	<ul style="list-style-type: none"> <li>• from <i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass</li> <li>• from <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry</li> <li>• “O Captain! My Captain!” by Walt Whitman</li> <li>• from <i>Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis</i>” by James L. Swanson</li> <li>• “The Drummer Boy of Shiloh” by Ray Bradbury</li> <li>• “Civil War Journal” by Louisa May Alcott</li> </ul>
<ul style="list-style-type: none"> <li>• <b><u>Civil War Speech:</u></b> <ul style="list-style-type: none"> <li>- Research a topic relevant to the Civil War using a variety of sources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.W.8.2</li> <li>• CCSS.ELA-LITERACY.W.8.2.A</li> <li>• CCSS.ELA-LITERACY.W.8.2.B</li> <li>• CCSS.ELA-LITERACY.W.8.2.C</li> <li>• CCSS.ELA-LITERACY.W.8.2.D</li> <li>• CCSS.ELA-LITERACY.W.8.2.E</li> <li>• CCSS.ELA-LITERACY.W.8.2.F</li> <li>• CCSS.ELA-LITERACY.SL.8.4</li> <li>• CCSS.ELA-LITERACY.SL.8.5</li> <li>• CCSS.ELA-LITERACY.SL.8.6</li> </ul>	<ul style="list-style-type: none"> <li>• Civil War Speech:                             <ul style="list-style-type: none"> <li>- Record source information correctly for different types of sources</li> <li>- Take notes on a specific Civil War topic from several types of sources</li> <li>- Create a bibliography</li> <li>- Categorize and organize research notes</li> <li>- Develop an outline for the research</li> <li>- Draft a speech from the developed outline</li> <li>- Finalize the speech on note cards</li> <li>- Create a visual aid</li> <li>- Present research to the class that incorporates the visual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction resources:                             <ul style="list-style-type: none"> <li>- biographies</li> <li>- autobiographies</li> </ul> </li> <li>• Reference materials</li> <li>• Internet sources</li> <li>• Library databases</li> <li>• Scholarly journals</li> <li>• Magazines</li> </ul>