

## 8th Grade ELA Units

<p><b>Quarter 1: Journeys</b></p> <p><b>Unit Description:</b> This unit focuses on the journeys people take in life and the challenges they face. These journeys may be in a physical and/or mental sense.</p>	<p><b>Anchor Texts</b></p> <p><u>Denied, Detained, Deported</u> by Anne Bausum</p> <p><u>To Kill a Mockingbird</u> by Harper Lee</p> <p><u>Travels with Charley</u> by John Steinbeck</p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>How does an emotional or physical journey impact an individual's worldviews?</li> </ul>	<p><b>Reading Standards*</b></p> <p><b>RI 8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>RI 8.6</b> 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.</p> <p><b>RI 8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><b>RI 8.9</b> 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.</p>	<p><b>Writing Standards*</b></p> <p><b>W 8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p>
		<p><b>Speaking and Listening*</b></p> <p><b>SL 8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><b>Language Standards*</b></p>

\* See page 5 for a list of additional standards that are covered throughout every quarter.

## 8<sup>th</sup> grade ELA Unit

<p><b>Quarter 2:</b> Heart of Darkness</p> <p><b>Unit Description:</b> This unit deals with literature that shows the dark side of people. Throughout history, people have been drawn to characters that reveal this dark side of themselves. There will be discussion of the elements of Gothic literature, how the author builds suspense in stories, and how different perspectives change the way a story is told.</p>	<p><b>Anchor Texts</b>  Short stories by Edgar Allen Poe</p> <p><u>Frankenstein</u> by Mary Shelley</p> <p>Other assorted short stories</p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• Authors throughout history have dealt with the concept of the duality of man. Within all people there lies a darker side. Why does our society feel drawn to characters who show this inner darkness in Gothic literature and media?</li> </ul>	<p><b>Reading Standards*</b></p> <p><b>RL 8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RL 8.4</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RL 8.6</b> 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.</p> <p><b>RL 8.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p><b>Writing Standards*</b></p> <p><b>W 8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W 8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W 8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W 8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W 8.6</b> Use technology including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>W 8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
		<p><b>Speaking and Listening*</b></p> <p><b>SL 8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL 8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>Language Standards*</b></p>

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## 8th grade ELA Unit

<p><b>Quarter 3: Survival</b></p> <p><b>Unit Description:</b> This unit deals with survival, both mental and physical, that people endure in their lives.</p>	<p><b>Anchor Texts</b> <u>Bomb: The Race to Build and Steal the World's Most Dangerous Weapon</u> by Steve Sheinkin</p> <p><u>An American Plague</u> by Jim Murphy</p> <p>Various short stories</p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>How is the will to survive a basic human instinct, as depicted in the texts?</li> </ul>	<p><b>Reading Standards*</b></p> <p><b>RI 8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RI 8.5</b> 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.</p> <p><b>RI 8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><b>RL 8.6</b> 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.</p>	<p><b>Writing Standards*</b></p> <p><b>W 8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W 8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W 8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W 8.6</b> Use technology including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>W.8.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p><b>Speaking and Listening*</b></p>	<p><b>Language Standards*</b></p>

\* See page 5 for a list of additional standards that are covered throughout every quarter.

## 8th grade ELA Unit

<p><b>Quarter 4:</b>Freedom and Dreams</p> <p><b>Unit Description:</b> This unit deals with different issues in society that cause individuals' freedom to be compromised. Some texts look at freedom in utopic and dystopic societies.</p>	<p><b>Anchor Text(s)</b> <u>The Giver</u> by Lois Lowry</p> <p><u>Of Mice and Men</u> by John Steinbeck</p> <p>Various poetry</p> <p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li>How does the idea of freedom as depicted through different texts reflect a common human desire?</li> </ul>	<p><b>Reading Standards *</b></p> <p><b>RL 8.4</b> 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.</p> <p><b>RL 8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><b>RL 8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p><b>RI 8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories)</p>	<p><b>Writing Standards *</b></p> <p><b>W 8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W 8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W 8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W 8.6</b> Use technology including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>W.8.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p><b>Speaking and Listening *</b></p> <p><b>SL 8.2</b>Analyze the purpose of information presented in diverse media and formats and evaluate the motives.</p> <p><b>SL 8.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><b>Language Standards*</b></p>

\* See page 5 for a list of additional standards that are covered throughout every quarter.

\* The following standards are covered throughout every quarter.

### Reading Standards

**RL 8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL 8.2** 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.

**RL 8.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

**RI 8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI 8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI 8.10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

### Writing Standards

**W 8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### Speaking and Listening Standards

**SL 8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Language Standards

**L 8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L 8.4** 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.

**L 8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L 8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.