



# Eighth Grade English Language Arts Curriculum Map

Note: The following timeline and sequence is meant to be a guide only and is subject to change.  
(Revised 2008-09 school year)

Page 1

## Grade Level Content Expectations

	1st Trimester			2nd Trimester			3rd Trimester		
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Resources: Debate topics such as "Teen Driving Restrictions," "Free Music Downloading," "Dress Code Requirements," and "Pushing Preferences on Others." Emphasis on detail using screenplay writing style. Practice with informative writing such as newspapers.									
W.PR.08.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	x	x		x			x	x	x
Resources: "High Noon" screenplay, sample business letters, sample "America and Me" essays, etc.									
W.AT.08.01 be enthusiastic about writing and learning to write.	x	x		x	x	x	x	x	x
Resources:									
L.RP.08.02 select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	x		x		x		x		x
Resources:									
L.RP.08.03 paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.	x		x		x		x		x
Resources:									
L.RP.08.04 analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.	x		x		x		x		x
Resources:									
R.AT.08.01 be enthusiastic about reading and do substantial reading and writing on their own.	x	x	x	x	x		x	x	x
Resources:									
R.WS.08.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.		x	x			x	x	x	
Resources: Vocabulary from <i>My Brother Sam is Dead</i> , <i>The Outsiders</i> , "Sarny," and "Flowers for Algernon," as well as a number of poems such as "O Captain my Captain" and "The Times They are a-Changin'". Also the "Pyramid Chart" (designed by me) will be used to identify parts of a sentence (subject, verb, direct object, etc.) and therefore sentence structure.									
R.WS.08.06 fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.		x	x			x	x	x	
Resources: <i>My Brother Sam is Dead</i> , <i>The Outsiders</i> , "Sarny," and "Flowers for Algernon," ( <i>Watership Down</i> for advanced readers)									
R.WS.08.07 in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.		x	x			x	x	x	
Resources: Vocabulary from <i>My Brother Sam is Dead</i> , <i>The Outsiders</i> , "Sarny," and "Flowers for Algernon," as well as a number of poems such as "O Captain my Captain" and "The Times They are a-Changin'".									
R.CM.08.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.		x	x					x	x
Resources: Cross curricular selections including "Flowers for Algernon" and <i>Brother Sam</i>									

# Eighth Grade English Language Arts Curriculum Map

Note: The following timeline and sequence is meant to be a guide only and is subject to change.  
(Revised 2008-09 school year)

Page 1

## Grade Level Content Expectations

	1st Trimester			2nd Trimester			3rd Trimester		
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
R.CS.08.01 evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.			x x						
Resources: samples of business letters, friendly letters, notes, emails, etc.									
W.PR.08.04 revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.			x x						
Resources: Peer Editing program									
W.PR.08.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.			x x						
Resources: Peer Editing program									
R.WS.08.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.			x x	x x	x x	x x	x x	x x	x x
Resources:									
R.WS.08.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.				x x	x x				
Resources: "O Captain, My Captain" MLK's "I have a Dream" speech, and countless song lyrics starting with those of Bob Dylan									
R.CM.08.02 retell through concise summarization grade-level narrative and informational text.				x x	x x				
Resources: Various novels distributed to different groups for which students will summarize for rest of class.									
R.MT.08.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.				x x	x x				
Resources: Various novels. 6 Points of Plot - Students chart as story progresses. Students responsible for asking questions to classmates about selections being summarized for them.									
S.CN.08.01 adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.				x x	x x				
Resources: various speech/presentation sources (audio/visual). "L.A. Story" movie with various movie soundtracks to give audio example of tone. Explanation of novel chapters to 8th grade and 5th grade.									
S.CN.08.02 speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations.				x x	x x				
Resources:									
S.DS.08.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.				x x	x x				
Resources:									
W.GN.08.03 formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process.					x x	x x			
Resources: Various sources for band biography: Tv shows, videos, sales statistics, public opinion, self interpretation including perspective in relation to public opinion									
R.WS.08.05 acquire and apply strategies to identify unknown words and construct meaning.						x x			
Resources: list of common prefixes, suffixes, and roots									

# Eighth Grade English Language Arts Curriculum Map

Note: The following timeline and sequence is meant to be a guide only and is subject to change.  
(Revised 2008-09 school year)

Page 1

## Grade Level Content Expectations

	1st Trimester			2nd Trimester			3rd Trimester			
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
L.RP.08.07 interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.							x			
Resources: political cartoons										
R.IT.08.02 analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.								x	x	
Resources: In addition to reference during novel reading, spring lessons focus on decision making combined with discussion on necessity based on narrator's point of view.										
S.DS.08.04 plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.									x	x
Resources: various debate issues										
S.DS.08.04 plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.									x	x
Resources:										
L.CN.08.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.									x	x
Resources:										
L.RP.08.01 listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations.									x	x
Resources:										