

EIGHTH GRADE ENGLISH
CURRICULUM ALIGNMENT TO STANDARDS

Quarter 1 Curriculum	Reading/Language Arts Standards
<p>Literature: Autobiographical selections and historical fiction: <u>Reader's Choice</u>, <u>Going Where I'm Coming From</u>, <u>Diary of Anne Frank (play)</u>, <u>Night</u>, selected historical fiction novels.</p> <ul style="list-style-type: none"> • Written analysis • Oral analysis/discussion of theme or issues • Word meanings within appropriate context • Compare and contrast motivations and reactions within text and historical eras • Identify and analyze recurring themes • Identify significant literary devices <p>Speech and Image:</p> <ul style="list-style-type: none"> • Interpret and evaluate ways in which visual image makers affect impressions and opinions • Recognize speaker's purpose and point of view • Evaluate the credibility of a speaker <p>Composition: Writing assignments include autobiographical incident and analytical essay in response to literature.</p> <ul style="list-style-type: none"> • Establish a controlling impression, coherent thesis, and well-supported conclusion • Establish coherence within and among Paragraphs • Support thesis with opinion, and quotations • Revise writing for word choice, organization, point of view, and transitions • Employ narrative and descriptive strategies (e.g. relevant dialogue, specific action, physical description) <p>Vocabulary: Daily words which focus on word origin, definition, and usage. Context practice which reviews weekly grammar lessons.</p> <p>Grammar and Mechanics: Review and reinforcement of basic mechanics and grammar. Review conventional formats such as business letters and MLA format.</p>	<p>Reading: 2.2, 2.6, 2.7, 3.4, 3.5, 3.6, 3.7</p> <p>Listening and Speaking: 1.2, 1.9</p> <p>Writing: 1.1, 1.2, 1.3, 1.6, 2.1, 2.2,</p> <p>Written and Oral English Language Conventions: 1.1, 1.4, 1.5, 1.6</p> <p>Reading: 1.2, 1.3</p> <p>Writing: 2.5</p>

Quarter 2 Curriculum	Reading/Language Arts Standards
<p>Literature: Short stories by selected authors with Focus on literary terms (irony, plot structure, setting, characterization, symbol, point of view, theme)</p> <ul style="list-style-type: none"> • similarities and differences between texts in treatment, scope, organization • evaluate unity, logic, and structural patterns of text • compare and contrast motivations and reactions of literary characters • analyze conflict faced by literary characters • analyze relevance of setting to mood, tone, and meaning of text • Identify and analyze recurring themes across traditional and contemporary works • Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work • Analyze work of literature, showing how it reflects heritage, traditions, attitudes, and beliefs of its author <p>Composition: Writing assignments include an analytic essay related to the literature following the writing process (structured plan, rough draft, edit, revision, final typed draft in MLA format)</p> <ul style="list-style-type: none"> • Establish a controlling impression, coherent thesis, and well-supported conclusion • Establish coherence within and among paragraphs • Support thesis with opinion, and quotations • Revise writing for word choice, organization, point of view, and transitions • Exhibit careful reading and insight in interpretation • Support judgments through references to text and use of quotes <p>Vocabulary: Daily words which focus on word origin, definition, and usage. Context practice which reviews weekly grammar lessons.</p> <p>Grammar and Mechanics: Review and reinforcement of parts of speech. On-going practice of sentence improvement and paragraph development as required in composition assignments.</p>	<p>Reading: 2.3, 2.7, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</p> <p>Writing: 1.1, 1.2, 1.3, 1.6, 2.2</p> <p>Written and Oral English Language Conventions: 1.4, 1.5, 1.6</p> <p>Written and Oral English Language Conventions: 1.2, 1.3</p> <p>Reading: 1.2, 1.3</p> <p>Writing: 2.5</p>

Quarter 3 Curriculum	Reading/Language Arts Standards
<p>Poetry: Study of poetry with focus on figurative language and relationship between purposes and characteristics of different forms of poetry (e.g. ode, ballad, and lyric)</p> <p>Literature: Read and analyze <u>The Pearl</u> by John Steinbeck and <u>To Kill a Mockingbird</u> by Harper Lee with focus on historical context, theme, and character development.</p> <ul style="list-style-type: none"> • Compare and contrast motivations and reactions of literary characters • Analyze the relevance of setting • Identify and analyze recurring themes • Analyze literature and how it reflects attitudes and beliefs of author <p>Composition: Literary analytical essays focused on themes in <u>The Pearl</u> and <u>To Kill a Mockingbird</u></p> <ul style="list-style-type: none"> • Create composition with controlling impression, coherent thesis, and clear, well-supported conclusion • Coherence within and among paragraphs using transitions, parallel structure, and coherent writing techniques • Support thesis with clear examples and quotations • Revise for word choice, organization, consistency, and transitions, spelling, punctuation, and capitalization <p>Vocabulary: Daily vocabulary Enrichment with focus on sentence Improvement and combining</p> <ul style="list-style-type: none"> • Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas • Use parallelism, similar grammatical forms and juxtaposition for emphasis and clarity <p>Grammar and Mechanics: Review and reinforcement of parts of speech. On-going practice of sentence improvement and paragraph development as required in composition assignments.</p>	<p>Reading: 1.1, 3.1</p> <p>Reading: 2.6, 2.7, 3.3, 3.4, 3.5, 3.6, 3/7</p> <p>Writing: 1.1, 1.2, 1.3, 1.6, 2.2, 2.4</p> <p>Written and Oral English Language Conventions: 1.4, 1.5, 1.6</p> <p>Written and Oral English Language Conventions: 1.2, 1.3</p> <p>Reading: 1.2, 1.3</p>

Quarter 4 Curriculum	Reading/Language Arts Standards
<p>Literature: Greek Mythology with focus on the epic hero (Theseus, Heracles, and Ulysses)</p> <ul style="list-style-type: none"> • Evaluate unity, coherence, logic, internal consistency, and structural patterns of text • Evaluate structural elements of plot (plot development, conflict, resolution, and heroic journey) • Compare and contrast motivations and reactions of literary characters • Identify and analyze recurring themes • Identify significant literary devices • Analyze work of literature and identify how it reflects heritage, tradition, attitudes and beliefs <p>Composition: Literary analytical essays focused on themes in <u>The Pearl</u> and <u>To Kill a Mockingbird</u></p> <ul style="list-style-type: none"> • Create composition with controlling impression, coherent thesis, and clear, well-supported conclusion • Coherence within and among paragraphs using transitions, parallel structure, and coherent writing techniques • Support thesis with clear examples and quotations • Revise for word choice, organization, consistency, and transitions, spelling, punctuation, and capitalization <p>Vocabulary: Daily vocabulary Enrichment with focus on sentence Improvement and combining</p> <ul style="list-style-type: none"> • Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas • Use parallelism, similar grammatical forms and juxtaposition for emphasis and clarity <p>Grammar and Mechanics: Adjective, adverb, and pronoun usage; subject-verb agreement; verbals (participles, gerunds, and infinitives) Sentence improvement and paragraph development in required composition and daily vocabulary</p>	<p>Reading: 2.7, 3.2, 3.3, 3.5, 3.6, 3.7</p> <p>Writing: 1.1, 1.2, 1.3, 1.6, 2.2, 2.4</p> <p>Written and Oral English Language Conventions: 1.4, 1.5, 1.6</p> <p>Written and Oral English Language Conventions: 1.2, 1.3</p>