

Trenton Public Schools



Language Arts/Literacy Curriculum Map
8th Grade

8th	Sept. /Oct. Unit I Theme(s): Understanding Relationships Making Discoveries Genre Focus: Fiction/Non-Fiction	Oct./Nov. Unit II Theme(s): Showing Determination Taking Chances Genre Focus: Poetry Drama	Dec./Jan. Unit III Theme(s): Moments that Matter Voices of Courage Genre Focus: Short Story, Poetry, Drama	Jan. /Feb/March Unit IV Theme(s): Twists and Turns Tales Told in the Dark Genre Focus: Science Fiction	March/April Unit V Theme(s): Building a Nation Remembering Heritage Genre Focus: Memoirs, Biography, Journals	May/June Unit VI Theme(s): (Linked to Units I-V) Genre Focus: Storytelling Folktales, Fables, Myths and Legends
Grammar Usage and Mechanics	Sentence Fragments Subjects in Unusual Word Order Predicate Nouns Predicate Adjectives Consistent Verb Tense Pronouns and Antecedents Subjects and Predicates (Simple and Compound) Sentence Variety Problems with Here and There	Past and Present, Perfect Tenses Subject Verb Agreement Pronouns Proper Nouns	Adjectives Adverb Placement Participles Appositives	Using Participle Phrases to Vary Sentence Structure Prepositional Phrases as Adverbs and/or Adjectives Introductory Phrases Participial Phrases Gerund Phrases Infinitive Phrases Gerund Phrases	Forming Compound Sentences Subordinate Clauses Joining Main and Subordinate Clauses Using Subordinating Conjunctions Parallelism	Review of skills introduced in Units I-V
Vocabulary Skills	Informal Language (Idioms and Slang) Understanding Specialized Vocabulary	Exploring Meaning in Figurative Language Using Context Clues	Analyzing Word Parts-Affixes Interpreting Analogies	Synonyms, Antonyms and Homonyms Denotation and Connotation	Researching Word Origins Homonyms Words with Multiple Meanings	Review of words and strategies introduced in Units I-V

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<p>Reading and Critical Thinking</p>	<p>Making Predictions Cause and Effect Making Connections Visualizing Identifying the Main Idea Identifying Author’s Purpose Self-monitoring Understanding Chronological Order</p>	<p>Making Inferences Reading a Narrative Poem Making Generalizations Noting Sensory Details Cause and Effect Sequence of Events Comparing and Contrasting</p>	<p>Making Connections Drawing Conclusions Determining Text Organization Questioning Identify Author’s Purpose Making Inferences about the speaker Identifying the Main Idea Author’s Perspective Story Mapping</p>	<p>Drawing Conclusions Setting Purposes Self-Monitoring Determining Text Organization Predicting</p>	<p>Paraphrasing Predicting Summarizing Questioning Author’s Purpose Making Inferences about the Narrator Clarifying Making Connections</p>	<p>Summarizing Cause and Effect Evaluating Sequential Order Making Inferences Comparing Text</p>
<p>Literary Analysis</p>	<p>Motivation Plot Setting Theme Irony Memoir Anecdote Essay Feature Story Primary Source Antagonist and Protagonist</p>	<p>Speaker Sound Devices Style Figurative Language Characterization Stage Directions Flashback Imagery</p>	<p>Character and Setting Dynamic and Static Characters Internal and External Conflict Point of View Poetic Form Voice Plot Flashback</p>	<p>Mood and Tone Informative Non-Fiction Ballad Foreshadowing Plot Surprise Ending Free Verse Descriptive Details Suspense</p>	<p>Reading History through Literature Primary and Secondary Sources Tone Extended Metaphor Exaggeration Satire Theme Word Choice Setting</p>	<p>Comparing the Oral Tradition Across Cultures Folktales Origin Myth Personification Conflict Theme Foreshadowing Comparing Characters Folk Ballad Tall Tales</p>

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<p>1 Personal Narrative 3.2.8B.4. <i>Focus: clear, coherent events, specific details 3.2.8D.4.</i></p> <p>1 Speculative Narrative 3.2.8B.4. <i>Focus: Clear, coherent events and specific details 3.2.8D.4; compositional risk: dialogue and background information 3.2.8D.5.; use of transition words to reinforce logical progression 3.2.8C.5.</i></p> <p>2 Persuasive Essays 3.2.8B.4. <i>Focus: stating issue, giving facts, examples and details to support position and cite sources when appropriate 3.2.8D.10; present evidence to justify and support arguments 3.2.8D.11; use of appropriate organizational strategy 3.2.8D.12</i></p> <p>1 Descriptive Essay 3.2.8B.4. <i>Focus: Compositional risk: literary devices, sensory words and phrases 3.2.8.D.5.; Multi-paragraph composition, clear topic development, logical organization, effective use of detail, variety in sentence structure 3.2.8A.2.</i></p> <p>1 Issue-based Essay 3.2.B.4. <i>Focus: stating issue, giving facts, examples and details to support position and cite sources when appropriate 3.2.8D.10; present evidence to justify and support arguments 3.2.78.11; use of appropriate organizational strategy 3.2.78.12</i></p> <p>*The Writing process should be embedded through all writing lessons</p> <p>3.2.8C.1. focused on in all writings (Standard English conventions)</p>	<p>1 Speculative Narrative 3.2.8B.4.<i>Focus: Clear, coherent events and specific details 3.2.8D.4; compositional risk: dialogue and background information 3.2.8D.5.; use of transition words to reinforce logical progression 3.2.8C.5.</i></p> <p>1 Speculative Expository 3.2.8B.4.<i>Focus: Multi-paragraph composition, clear topic development, logical organization, effective use of detail, variety in sentence structure 3.2.8A.2.; explore central idea or theme of informational reading and support analysis with details from article or personal experience 3.2.8D.7.</i></p> <p>2 Persuasive Essays 3.2.8B.4. <i>Focus: stating issue, giving facts, examples and details to support position and cite sources when appropriate 3.2.8D.10; present evidence to justify and support arguments 3.2.8D.11; use of appropriate organizational strategy 3.2.8D.12</i></p> <p>1 Short Story 3.2.8B.2.; 3.2.8A.1.<i>Focus: well developed characters, setting, dialogue, clear conflict and resolution, sufficient descriptive details 3.2.8A.1; Compositional risk: thoughts and feeling of characters, compare and contrast characters 3.2.8D.5.</i></p> <p>1 Research Paper 3.2.8D.7. *The Writing process should be embedded through all writing lessons</p> <p>3.2.8C.1. focused on in all writings (Standard English conventions)</p> <p>*The Writing process should be embedded through all writing lessons</p>	<p>1 Sequel to a Short Story 3.2.8B.2.; 3.2.8A.1. <i>Focus: well developed characters, setting, dialogue, clear conflict and resolution, sufficient descriptive details 3.2.8A.1; Compositional risk: thoughts and feeling of characters, compare and contrast characters 3.2.8D.5.</i></p> <p>2 Speculative Narratives 3.2.8B.4.<i>Focus: Clear, coherent events and specific details 3.2.8D.4; compositional risk: dialogue and background information 3.2.8D.5.; use of transition words to reinforce logical progression 3.2.8C.5.</i></p> <p>1 Speculative Expository 3.2.8B.4.<i>Focus: Multi-paragraph composition, clear topic development, logical organization, effective use of detail, variety in sentence structure 3.2.8A.2.; explore central idea or theme of informational reading and support analysis with details from article or personal experience 3.2.8D.7</i></p> <p>2 Persuasive Essays 3.2.8B.4.<i>Focus: stating issue, giving facts, examples and details to support position and cite sources when appropriate 3.2.8D.10; present evidence to justify and support arguments 3.2.8D.11; use of appropriate organizational strategy 3.2.8D.12</i></p> <p>*The Writing process should be embedded through all writing lessons</p> <p>3.2.8C.1. focused on in all writings (Standard English conventions)</p> <p>*The Writing process should be embedded through all writing lessons</p>	<p>2 Persuasive Essays 3.2.8B.4. <i>Focus: stating issue, giving facts, examples and details to support position and cite sources when appropriate 3.2.8D.10; 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compositional risk: dialogue and background information 3.2.8D.5.; use of transition words to reinforce logical</i></p> <p>1 Memoir 3.2.8D.4. <i>Focus: Clear, coherent events and specific details 3.2.8D.4; compositional risk: dialogue and background information 3.2.8D.5.; use of transition words to reinforce logical progression 3.2.8C.</i></p> <p>1 Descriptive Essay 3.2.8B.4. <i>Focus: Compositional risk: literary devices, sensory words and phrases 3.2.8.D.5.; Multi-paragraph composition, clear topic development, logical organization, effective use of detail, variety in sentence structure 3.2.8A.2.</i></p> <p>1 Issue-based Essay 3.2.B.4. <i>Focus: stating issue, giving facts, examples and details to support position and cite sources when appropriate 3.2.8D.10; present evidence to justify and support arguments 3.2.78.11; use of appropriate organizational strategy 3.2.78.12</i></p> <p>*The Writing process should be embedded through all writing lessons</p> <p>3.2.8C.1. focused on in all writings (Standard English conventions)</p>	<p>1 Research Report 3.2.8D.7. 1 Academic Autobiography 3.2.8B.2 <i>Focus: clear, coherent events, specific details 3.2.8D.4.</i></p> <p>1 Speculative Expository 3.2.8B.4. <i>Focus: Multi-paragraph composition, clear topic development, logical organization, effective use of detail, variety in sentence structure 3.2.8A.2.; explore central idea or theme of informational reading and support analysis with details from article or personal experience 3.2.8D.7.</i></p> <p>1 Poem 3.2.8D.4. <i>Focus: Compositional risk – literary devices, sensory words and phrases 3.2.8D.5</i></p> <p>The Writing process should be embedded through all writing lessons</p> <p>3.2.8C.1. focused on in all writings (Standard English conventions)</p>
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