

Middlesex County Schools Curriculum Map

Grade/Course 8-Language Arts

Schedule Type 90 minutes/day; 5 days/week; full year

Time Frame	Unit/SOLs	SOL #	Strand
1 week	Course Introduction and Expectations		
2 weeks	<p>Writing Process and Grammar Review</p> <p>-Research-find, evaluate, and select appropriate resources</p> <p>-Prewriting-identify audience and purpose, brainstorming, narrowing the topic, writing a thesis, graphic organizers</p> <p>-Drafting-organization of main ideas into paragraphs</p> <p>-Revising-word choice, description, developing ideas, transitions, sentence structure variety by expanding ideas and details with clauses and phrases</p> <p>-Proofreading-grammar and spelling corrections (review of grammar rules)</p> <p>-Final draft-write final copy and recheck</p> <p>*these steps repeated for every writing project</p>	<p>6.9</p> <p>7.9</p> <p>8.9</p> <p>6.7</p> <p>7.7</p> <p>8.7</p> <p>6.8</p> <p>7.8</p> <p>8.8</p>	<p>a-c, e</p> <p>a-c, e</p> <p>a-d, g</p> <p>a-j</p> <p>a-j</p> <p>a-g</p> <p>b-h</p> <p>b-e, g-h</p> <p>b-g</p>
6 weeks	<p>Unit: Fiction Short Stories</p> <p>Reading:</p> <p>-Vocabulary development-simile, metaphor, personification, hyperbole, analogy; use context, structure, connotations to determine meaning</p> <p>-Read and analyze narrative forms-symbols, figurative language, theme, characterization, conflict, point of view, tone; make inferences and draw conclusions</p> <p>-Identify and ask questions that clarify viewpoints, main idea, summarize texts</p> <p>Writing (Persuasive/Descriptive/Compare and Contrast):</p> <p>-The Writing Process/Grammar</p>	<p>8.4</p> <p>8.5</p> <p>6.9</p> <p>7.9</p> <p>8.9</p> <p>6.7</p> <p>7.7</p> <p>8.7</p> <p>6.8</p>	<p>a-d</p> <p>a-c, g-i</p> <p>a-c, e</p> <p>a-c, e</p> <p>a-d, g</p> <p>a-j</p> <p>a-j</p> <p>a-g</p> <p>b-h</p>

		7.8 8.8	b-e, g-h b-g
	First 9-Week Benchmark		
6 weeks	<p>Unit: Novels</p> <p>Reading: -Vocabulary development-simile, metaphor, personification, hyperbole, analogy; use context, structure, connotations to determine meaning -Read and analyze narrative forms-symbols, figurative language, theme, characterization, conflict, point of view, tone, use of dialogue -Identify and ask questions that clarify viewpoints, main idea, summarize texts, identify cause/effect relationships, organizational patterns</p> <p>Writing (Cause/Effect): -The Writing Process/Grammar</p>	8.4 8.5 6.9 7.9 8.9 6.7 7.7 8.7 6.8 7.8 8.8	a-d a-c, e, g-k a-c, e a-c, e a-d, g a-j a-j a-g b-h b-e, g-h b-g
2 weeks	<p>Unit: Folk Literature</p> <p>Reading: -Vocabulary development-simile, metaphor, personification, hyperbole, analogy; use context, structure, connotations to determine meaning -Read and analyze narrative forms-symbols, figurative language, theme, characterization, conflict, point of view, tone, voice, compare/contrast authors' styles, dialogue/dialect -Identify and ask questions that clarify viewpoints, main idea, summarize texts, identify cause/effect relationships, organizational patterns</p> <p>Writing (Original Folk Tale): -The Writing Process/Grammar</p>	8.4 8.5 6.9 7.9 8.9 6.7 7.7 8.7 6.8 7.8 8.8	a-d a-k a-c, e a-c, e a-d, g a-j a-j a-g b-h b-e, g-h b-g

	Second 9-Week Benchmark		
3 weeks	<p>Unit: Non-fiction Informational Articles</p> <p>Reading: -Read, comprehend, and analyze a variety of informational sources-authors' viewpoint, impact, word choice, and text structure; detail accuracy and relevance; summarization; draw conclusions and make inferences based on implied and explicit information, differentiate between fact and opinion, identify main idea, and evaluate, organize and synthesize for use in written and oral language</p> <p>Writing (Process Analysis Essay): -The Writing Process/Grammar</p>	<p>8.6</p> <p>6.9 7.9 8.9 6.7 7.7 8.7 6.8 7.8 8.8</p>	<p>a-k</p> <p>a-c, e a-c, e a-d, g a-j a-j a-g b-h b-e, g-h b-g</p>
2 weeks	Review for Writing SOL	<p>6.9 7.9 8.9 6.7 7.7 8.7 6.8 7.8 8.8</p>	<p>a-c, e a-c, e a-d, g a-j a-j a-g b-h b-e, g-h b-g</p>
4 weeks	<p>Unit: Autobiographies/Biographies</p> <p>Reading: -context, structure, connotations to determine meaning; use strategies to determine the meaning of unfamiliar words and technical vocabulary; use reference materials -Read, comprehend, and analyze a variety of informational sources-authors' viewpoint, impact, word choice, and text structure; detail accuracy and relevance; summarization; draw conclusions and make inferences based on implied and explicit information, differentiate between fact and opinion, identify main idea, and evaluate, organize and synthesize for use in written and oral language</p>	<p>8.4 8.6</p>	<p>b-d a-k</p>
	Third 9-Week Benchmark		

5 weeks	Unit: Poetry Reading: -Vocabulary development-simile, metaphor, personification, hyperbole, analogy; use context, structure, connotation -Read and analyze poetic forms-symbols, figurative language, word choice, point of view, dialogue, form, rhyme, rhythm, voice, tone, compare/contrast authors' styles -Identify and ask questions that clarify viewpoints, summarize texts, identify cause/effect relationships, organizational patterns Oral Language and Writing: -develop and deliver presentation of original poem -critique oral presentations	8.4 8.5	a-d a, c-g, j-k
2 weeks	Review for Reading SOL	8.4 8.5 8.6	a-d a-k b-k