

Georgia Standards of Excellence~ English Language Arts

| Grade Eight A/ED Curriculum Map (gifted) | | | |
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| 1 st 9 Weeks | 2 nd 9 Weeks | 3 rd 9 Weeks | 4 th 9 Weeks |
| Theme: Oppression | Theme: Determination | Theme: Hope | Theme: Resilience |
| Reading~ Informational | Reading~ Literacy | Reading~ Informational | Reading~ Literacy |
| <u>Only the Names Remain</u> ELAGSE8RI1-10 | <u>Catching Fire</u> ELAGSE8RI1-10 | <u>Sudako and the 1000 Cranes</u> ELAGSE8RI1-10 | <u>Helen Keller: The Story of My Life</u> ELAGSE8RI1-10 |
| Ancillary Reading | Ancillary Reading | Ancillary Reading | Ancillary Reading |
| <p>My Name – Sandra Cisneros</p> <p>Point of View ELAGSE8R16</p> <p>Raymond’s Run Cade Bambara – Plot</p> <p>Reading Strategy – prediction ELACC8RL2</p> <p>Plot Chart: Exposition, Rising Action, Climax, Falling action, and Resolution ELAGSE8RL2</p> <p>Medicine Bag – Virginia Sneve – character ELAGSE8L4</p> <p>Reading Strategy – inference ELAGSE8L1</p> <p>Writing – Summary; Narratives</p> <p>ELAGSE8RI6: Bias in Writing and Reading: Christopher Columbus</p> <p>Abuela Invent the Zero – Judith Ortiz Cofer</p> <p>Conflict</p> <p>Reading – Analyze Character ELAGSE8L4</p> <p>~ “The Medicine Bag”</p> | <p>Zoya’s Song- Informational Text ELAGSE8RI8</p> <p>There Is No Frigate Like a Book – Emily Dickenson</p> <p>Theme ELAGSE8RL2</p> <p>Because of Libraries We Can Say These Things – Naomi Shiabe Nye</p> <p>Theme ELAGSE8RL2</p> <p>Compare and Contrast ELAGSE8RL5</p> <p>I know Why the Caged Bird Sings – Maya Angelou</p> <p>Author Purpose ELAGSE8RI6</p> <p>Cultural Context ELAGSE8RL4</p> <p>Huge Freed Pet Pythons- Stefan Lovgren</p> <p>Informational Text</p> <p>Text features ELAGSE8RI1</p> <p>Analyze evidence ELAGSE8RI3 Writing Summary ELAGSE8W2</p> | <p>The Lesson of the Moth – Don Marquis</p> <p>Poem/speaker/free verse ELAGSE8RL1</p> <p>Identity – Julio Polanco</p> <p>Compare and contrast ELAGSE8RL2, ELAGSE8RL5, ELAGSE8W2</p> <p>Homeless – Anna Quindlen</p> <p>Informational</p> <p>Argument and persuasion ELAGSE8RI8, ELAGSE8RI1</p> <p>Analyze Text ELAGSE8RI8</p> <p>Saving Water – Marjorie Lamb</p> <p>Fact/opinion/Argument ELAGSE8W9</p> <p>Trouble With Television – Robert MacNeil</p> <p>Thesis/support ELAGSE8RI6, ELAGSE8RI8</p> <p>Analyze Persuasive Techniques ELAGSE8W1</p> | <p>Functional Documents</p> <p>Compare and Contrast ELAGSE8RI1</p> <p>Escaping Zdenko Slobodnik</p> <p>Essay/Tone ELAGSE8RI5</p> <p>A Giant Step – Henry Gates</p> <p>Theme ELAGSE8RI5</p> <p>Cause and Effect ELAGSE8W9</p> <p>Response to Literature and Informational text</p> <p>GA Milestones Review</p> <p>~ “The Story of My Life”</p> <p>~ “Letters of Annie Sullivan”</p> <p>~ “The Power of Nonviolence”</p> <p>~ “I Have a Dream”</p> <p>~ “The March of Mill Children”</p> <p>~ “The Circuit”</p> <p>~ “Elegy on the Death of Cesar Chavez”</p> <p>~ “Remembering Cesar”</p> |

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| <p>~ "The First Americans" ~ "Indians" ~ "Exile" ~ "Camp Harmony" ~ "In Response to Executive Order 9066" ~ "Sojourner Truth: And Ain't I a Woman" ~ Comparing Persuasion in "The First Americans" and "Sojourner Truth: And Ain't I a Woman"</p> | <p>The Great Fire Jim Murphy</p> <p>Description ELAGSE8RI4</p> <p>Draw Conclusions ELAGSE8RI1</p> <p>Writing Compare and Contrast ELAGSE8W2</p> <p>Casey at the Bat Ernest Lawrence Thayer O Captain, My Captain Suspense/Visualization ELAGSE8RL1, ELAGSEwRL2</p> <p>The Monkey's Paw The Landlady Tell-Tale Heart – Edgar Allan Poe Mood ELAGSE8RL2 Paraphrase ELAGSE8W8</p> <p>Analyze Plot ELAGSE8RL2</p> | <p>Compare and Contrast ELAGSE8RI1</p> <p>The Treasure of Lemon Brown – Walter Dean Myers</p> <p>Style ELAGSE8RL2 Predictions</p> <p>Going, Going Green Alexander Wolf Text Structure ELAGSE8RI6</p> <p>Analyze evidence ELAGSE8RI8 Persuasive essay ELAGSE8W1</p> <p>~ "The Diary of Anne Frank" Act One ~ "The Diary of Anne Frank" Act Two ~ The Devil's Arithmetic ~ Number the Stars ~ Abe's Story ~ "Walking With Living Feet" ~ "from Sky" ~ ELAGSE8SL5 Presentation of knowledge and Ideas</p> <p>~ ELAGSE8SL2 Comprehension and Collaboration: Project assignment to create a visual arts display that demonstrates an understanding of the theme of Hope.</p> | |
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| <p>Supplemental Materials~ -Cherokee Constitution</p> | <p>Supplemental Materials~ -Poetry by Maya Angelou</p> | <p>Supplemental Materials~</p> | <p>Supplemental Materials~ -Constitution</p> |
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| <p>-Preamble of the US Constitution -Creek Constitution</p> | <p>-“Coming to America” - “A Smart Cookie”</p> <p>-Autobiographies(Center for Gifted Education) -Persuasion (Center for Gifted Education)</p> | <p>-Video: Play The Diary of Anne Frank -Discovery.com Hanukah -Anne Frank.org (virtual tour of the attic) - Movie: The Miracle Worker -Autobiographies(Center for Gifted Education) -The 1940’s: A Decade of Change (Center for Gifted Education)</p> | <p>-Bill of Rights -“Flowers for Algernon Part One Part Two - “Flowers for Algernon Part Two - “Raymond’s Run” -Autobiographies(Center for Gifted Education) -The 1940’s: A Decade of Change (Center for Gifted Education) Persuasion (Center for Gifted Education)</p> |
| <p style="text-align: center;">Writing</p> <p style="text-align: center;">Informational/ Explanatory / Argumentative</p> <p>ELAGSE8W2- informative and explanatory texts</p> <p>ELAGSE8W3 – narratives to develop real or imagined experiences</p> <p>ELAGSE8W5 – develop writing by planning, revising, editing, rewriting, and typing</p> <p>ELAGSE8W10 – writing response to a range of discipline-specific tasks, purpose, and audiences</p> | <p style="text-align: center;">Writing</p> <p style="text-align: center;">Argumentative/ Informational/ Explanatory</p> <p>ELAGSE8W1 –Write arguments to support claims with clear reasons and evidence</p> <p>ELAGSE8W5 – develop writing by planning, revising, editing, rewriting, and typing</p> <p>ELAGSE8W7 - Conduct short research projects to answer short questions</p> <p>ELAGSE8W10 – writing response to a range of discipline-specific tasks, purpose, and audiences</p> | <p style="text-align: center;">Writing</p> <p style="text-align: center;">Informational/ Explanatory / Argumentative</p> <p>ELAGSE8W1 –Write arguments to support claims with clear reasons and evidence</p> <p>ELAGSE8W5 – develop writing by planning, revising, editing, rewriting, and typing</p> <p>ELAGSE8W7 - Conduct short research projects to answer short questions</p> <p>ELAGSE8W8 gather relevant information from multiple print and digital sources</p> | <p style="text-align: center;">Writing</p> <p style="text-align: center;">Argumentative/ Informational/ Explanatory</p> <p>ELAGSE8W2- informative and explanatory texts</p> <p>ELAGSE8W5 – develop writing by planning, revising, editing, rewriting, and typing</p> <p>ELAGSE8W9-Draw evidence from literary or informational text to support analysis , reflection, and research</p> <p>ELAGSE8W10 – writing response to a range of discipline-specific tasks, purpose, and audiences</p> |
| <p>4-6 informative/explanatory analysis essays ELAGSE8W2, 4, 5, 6, 10</p> | <p>4-6 argumentative analysis essays ELAGSE8W1, 4, 5, 6, 10</p> | <p>4-6 argumentative analysis essays ELAGSE8W1, 4, 5, 6, 10</p> | <p>1-2informative/explanatory analysis essays ELAGSE8W2, 4, 5, 6, 10</p> |
| <p>Research connection Brief or sustained inquiries related to the texts or themes ELACC8W7, 8 & 10 Constructive Responses</p> | <p>Research connection Brief or sustained inquiries related to the texts or themes ELACC8W7, 8 & 10 Constructive Responses</p> | <p>Research connection Brief or sustained inquiries related to the texts or themes ELACC8W7, 8, & 10 Constructive Responses</p> | <p>Research connection Brief or sustained inquiries related to the texts or themes ELAGSE8W7, 8, & 10 Constructive Responses</p> |
| <p>2-3 narratives to develop real or imagined experiences ELAGSE8Wa-e</p> | <p>2-3 narratives to develop real or imagined experiences ELAGSE8Wa-e</p> | <p>2-3 narratives to develop real or imagined experiences ELAGSE8Wa-e</p> | <p>2-3 narratives to develop real or imagined experiences ELAGSE8Wa-e</p> |
| <p>1-2 narratives to develop real or imagined experiences ELAGSE8Wa-e</p> | <p>1-2 narratives to develop real or imagined experiences</p> | <p>1-2 narratives to develop real or imagined experiences</p> | <p>1-2 narratives to develop real or imagined experiences ELAGSE8Wa-e</p> |

| | ELAGSE8Wa-e | ELAGSE8Wa-e | |
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| Language | Language | Language | Language |
| <p>ELAGSE8L1</p> <p>Daily Grammar Practice</p> <p>Extended study of the use of Verbs</p> <p>ELAGSE8L1c –verbs indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>ELAGSE8L1a – verbals gerunds, participles, and infinitives</p> <p>ELAGSE8L4- determine the meaning of unknown words</p> <p>ELAGSE8L5 demonstrate understanding of figurative language</p> | <p>ELAGSE8W3</p> <p>Daily Grammar Practice</p> <p>Extended study of the use of Verbs</p> <p>ELAGSE8L2a- Punctuation comma, ellipsis, and dash</p> <p>ELAGSE8L1b- verbs in active and passive voice</p> <p>ELAGSE8W3</p> <p>ELAGSE8L4- determine the meaning of unknown words</p> <p>ELAGSE8L5demonstrate understanding of figurative language</p> | <p>ELAGSE8L1</p> <p>Daily Grammar Practice</p> <p>Extended study of the use of Verbs</p> <p>ELAGSE8L1b- verbs in active and passive voice</p> <p>ELAGSE8L2a- Punctuation comma, ellipsis, and dash</p> <p>ELAGSE8W3</p> <p>ELAGSE8L4- determine the meaning of unknown words</p> <p>ELAGSE8L5demonstrate understanding of figurative language</p> | <p>ELAGSE8L1</p> <p>Daily Grammar Practice</p> <p>Extended study of the use of Verbs</p> <p>ELAGSE8L2a- Punctuation comma, ellipsis, and dash</p> <p>ELAGSE8L1b- verbs in active and passive voice</p> <p>ELAGSE8W3</p> <p>ELAGSE8L4- determine the meaning of unknown words</p> <p>ELAGSE8L5demonstrate understanding of figurative language</p> |