

ELA Grade 8: Scope and Sequence

Unit 1: *What Matters in Life?*

How do text elements build and establish theme in order to promote deeper understanding of the text?

Reading and Writing: Literature

Point of View: Literature

Text Structure and How it Supports Meaning

Dialogue and How Authors Use it to Advance Plot Theme

Literary Analysis

Text Dependent Analysis

Grammar:

Complete sentences, fragments, run-ons

Subject-Verb Agreement

Pronoun-Antecedent Agreement

Homophones and Homonyms (Commonly Confused Words)

Word Study:

mal, ver, ethn, sacr/secr/sacer, dei/div/theo, duct/duc, fid, it, string/strict, acu/acr/ac, neg, arch/archi, crac/crat, leg/lig/lect, reg/rig/rect/reign, arbitr;arbiter, aristo, miso, dur, flu/fluct/flux, acu/acr/ac, liber/liver, lith, mon

Anchor Text: [The Pearl, by John Steinbeck; Independent Reading Books](#)

Unit 2: *The Effects of Change*

How do text elements build and establish central idea in order to promote deeper understanding of the text?

Reading and Writing: Informational

Author's Use of Meaning and Tone to Establish a Central Idea

Author's Use of Point of View

Author's Use of Conflicting Viewpoints to Establish a Central Idea

Author's Use of Text Structure to Establish a Central Idea

Author's Use of Text Elements to Establish a Central Idea

Text Dependent Analysis

Grammar:

Functions of Verbs: (gerunds, participles, and infinitives)

Verb Forms (indicative, imperative, interrogative, conditional, and subjunctive mood)

Shifts in verb voice and mood

Shifts in verb tense, pronoun number and person

Misplaced and dangling modifiers

Word Study:

pel/puls, pend/pond/pens, term, test, dors, mater/matri, pater/patri, polis/polit, simil/simul/seml, her/hes, ign/pyr, aesth/esth

Anchor Texts/Mentor Texts: Independent Reading Books, Teacher-Selected Passages

Unit 3: *Perspectives and Perceptions*

How does comparing and contrasting different modes of text allow the reader to evaluate various authors' point of view and arguments?

Reading and Writing: Literature and Informational

Text vs. Media

Contemporary Text Vs. Classical Text

Author's Point of View and Relevance

Argumentative Writing

Text Dependent Analysis

Grammar:

Active and Passive Voice (Verbs)

Verb Forms (indicative, imperative, interrogative, conditional, and subjunctive mood)

Eliminating wordiness and redundancy

Phrases and clauses

Punctuation for effect

Correct vague pronouns (unclear or ambiguous antecedents)

Word Study:

astro, cele, cell, dol, dorm, locu/loqu, nomen/nomin, fals/fall, meter/metr, junct/jug/join, pneu, agog, log, ced/cede/ceed/cess

Anchor Texts/Mentor Texts: Independent Reading Books; Teacher-selected Passages and Short Stories

Unit 4: *The Power of Diversity*

How does an author's meaning, tone, and style impact the theme or central idea of prose or poetry and promote deeper understanding of text?

Reading and Writing: Literature and Informational

Point of View

Text Structure

Meaning and Tone

Theme/Central Idea

Literary Analysis

Text Dependent Analysis

Anchor Text: [*Bronx Masquerade* by Nikki Grimes](#); Independent Reading Books

Grammar:

Review of all concepts taught throughout the year

Word Study:

eth, volv, cosm, vac, null/nihil/nil, trib, spond/spons, dyn, grad/gred/gress, labor/lab, doc/doct, grat/grac, phil, an/ami/amor, grav/griev/grief, cog, priv, path, bell, ten/tain/tent, greg, gymn, prehend/prehens/pris, cor/cord/cour/card