

8<sup>th</sup> Grade Writing  
Curriculum Map  
2026-2027  
Cassity Maas

UNIT #1: Parts of Speech	TIME FRAME: August - December
<b>STANDARDS COVERED:</b>	
<ul style="list-style-type: none"> <li>● 8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</li> <li>● 8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>○ 8.L.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>○ 8.L.2.b Use an ellipsis to indicate an omission.</li> <li>○ 8.L.2.c Spell correctly, recognizing that some words have commonly accepted variations.</li> </ul> </li> <li>● 8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● 8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>○ 8.L.4.a Use context to determine the meaning of a word or phrase.</li> <li>○ 8.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word.</li> <li>○ 8.L.4.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>○ 8.L.4.d Verify the preliminary determination of the meaning of a word or phrase</li> </ul> </li> <li>● 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>○ 8.L.5.b Use the relationship between particular words to better understand each word.</li> <li>○ 8.L.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions).</li> </ul> </li> <li>● 8.L.6 Acquire and use grade-appropriate academic and domain-specific vocabulary; gather and apply knowledge of words and phrases to reading, writing, speaking, and listening.</li> <li>● 8.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience.</li> <li>● 8.W.5 Develop and strengthen writing as needed.</li> <li>● 8.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</li> <li>● 8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>○ 8.SL.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to respond, probe, and reflect on ideas under discussion.</li> <li>○ 8.SL.1.b Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>○ 8.SL.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>○ 8.SL.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>○ 8.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</li> <li>● 8.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.</li> </ul>		
<b>ESSENTIAL QUESTION:</b>		
How does understanding and utilizing the 8 parts of speech improve student writing?		
<b>INSTRUCTION RELEVANCE:</b>		
To write at grade-level and beyond, students must understand and utilize the 8 parts of speech.		
<p style="text-align: center;"><b>CLASSROOM ENVIRONMENT:</b></p> <p>The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.</p>	<p style="text-align: center;"><b>LESSON PROCESS:</b></p> <p>Throughout the lesson, students proof-read paragraphs for grammar practice, annotate notes for content understanding, complete worksheets for content assessment, reference word lists for vocabulary acquisition, and make notecards for reviews and tests.</p>	<p style="text-align: center;"><b>ASSIGNMENT DIFFERENTIATION:</b></p> <p>Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, shortened worksheets and words lists, and alternative settings and extended times on quizzes and tests.</p>
<p style="text-align: center;"><b>PRIOR KNOWLEDGE:</b></p> <p>Students had prior knowledge of proof-reading marks and mechanics, parts of speech, vocabulary affixes and roots, and the writing process.</p>	<p style="text-align: center;"><b>ACQUIRED VOCABULARY:</b></p> <p>nouns pronouns adjectives verbs adverbs prepositions conjunctions interjections</p>	<p style="text-align: center;"><b>ASSESSMENT TYPES:</b></p> <p>paragraph editing textbook worksheets vocabulary packets unit tests holiday coloring pages</p>

<b>UNIT #2:</b> Sentence Fluency	<b>TIME FRAME:</b> January - April
<b>STANDARDS COVERED:</b>	
<ul style="list-style-type: none"> <li>● 8.RL.5 Analyze two or more texts by comparing and contrasting their different text structures, including how these contribute to their meanings and styles.</li> <li>● 8.RL.10 By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 8. <ul style="list-style-type: none"> <li>○ 8.RL.10.a Demonstrate proficiency in reading and comprehending grade-appropriate texts.</li> <li>○ 8.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>○ 8.RL.10.c Read widely to understand diverse perspectives and viewpoints.</li> </ul> </li> <li>● 8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. <ul style="list-style-type: none"> <li>○ 8.L.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>○ 8.L.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> </ul> </li> </ul>	

- 8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 8.L.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - 8.L.2.b Use an ellipsis to indicate an omission.
  - 8.L.2.c Spell correctly, recognizing that some words have commonly accepted variations.
- 8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - 8.L.3.a Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
  - 8.L.3.b Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
- 8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
  - 8.L.4.a Use context to determine the meaning of a word or phrase.
  - 8.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word.
  - 8.L.4.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - 8.L.4.d Verify the preliminary determination of the meaning of a word or phrase
- 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - 8.L.5.b Use the relationship between particular words to better understand each word.
  - 8.L.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions).
- 8.L.6 Acquire and use grade-appropriate academic and domain-specific vocabulary; gather and apply knowledge of words and phrases to reading, writing, speaking, and listening.
- 8.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - 8.W.3.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - 8.W.3.b Use narrative and literary techniques, such as dialogue, pacing, rhythm, description, and reflection, to develop experiences, events, and/or characters.
  - 8.W.3.c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
  - 8.W.3.d Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
  - 8.W.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).
- 8.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and
- 8.W.5 Develop and strengthen writing as needed.
  - 8.W.5.a Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach.
  - 8.W.5.b Focus on how well purpose and audience have been addressed.
  - 8.W.5.c Use guidance and support from peers, adults, and digital tools.
- 8.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

- 8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - 8.SL.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to respond, probe, and reflect on ideas under discussion.
  - 8.SL.1.b Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 8.SL.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - 8.SL.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
  - 8.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 8.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

**ESSENTIAL QUESTION:**

How does varying sentence structures (e.g., words, phrases, clauses, lengths, beginnings, etc.) improve student writing?

**INSTRUCTION RELEVANCE:**

To write at grade-level and beyond, students must vary sentence structures.

<b>CLASSROOM ENVIRONMENT:</b>	<b>LESSON PROCESS:</b>	<b>ASSIGNMENT DIFFERENTIATION:</b>
The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.	Throughout the lesson, students proof-read paragraphs for grammar practice, annotate notes for content understanding, complete worksheets for content assessment, reference word lists for vocabulary acquisition, make notecards for reviews and tests, and compose narratives for writing process practice.	Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students receive guided notes, shortened worksheets and words lists, and alternative settings and extended times on quizzes, tests, and writing prompts.
<b>PRIOR KNOWLEDGE:</b>	<b>ACQUIRED VOCABULARY:</b>	<b>ASSESSMENT TYPES:</b>
Students had prior knowledge of proof-reading marks and mechanics, sentence structures, vocabulary affixes and roots, and the writing process.	subjects & predicates direct & indirect objects phrases & clauses dependent & independent declarative, exclamatory, interrogative, & imperative simple, compound, complex, & compound-complex fragments & run-ons lengths (short, medium, long)	paragraph editing textbook worksheets vocabulary packets unit tests holiday coloring pages writing prompts

	beginnings (adjectives, adverbs, prepositional phrases, dependent clauses, infinitive, past & present participles)	
--	--	--

<b>UNIT #3:</b> Your Year-in-Review SlidesGo	<b>TIME FRAME:</b> May
---	---------------------------

<b>STANDARDS COVERED:</b>	
<ul style="list-style-type: none"> <li>● 8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</li> <li>● 8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>○ 8.L.2.c Spell correctly, recognizing that some words have commonly accepted variations.</li> </ul> </li> <li>● 8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>○ 8.L.3.a Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.</li> <li>○ 8.L.3.b Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</li> </ul> </li> <li>● 8.L.6 Acquire and use grade-appropriate academic and domain-specific vocabulary; gather and apply knowledge of words and phrases to reading, writing, speaking, and listening.</li> <li>● 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>○ 8.W.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aid comprehension.</li> <li>○ 8.W.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>○ 8.W.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>○ 8.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>○ 8.W.2.e Establish and maintain a formal style.</li> <li>○ 8.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> </li> <li>● 8.W.4 Produce clear and coherent writing in which the development, organization, style, tone, and</li> <li>● 8.W.5 Develop and strengthen writing as needed. <ul style="list-style-type: none"> <li>○ 8.W.5.a Employ the writing process by planning, drafting, revising, editing, rewriting, or trying a new approach.</li> <li>○ 8.W.5.b Focus on how well purpose and audience have been addressed.</li> <li>○ 8.W.5.c Use guidance and support from peers, adults, and digital tools.</li> </ul> </li> <li>● 8.W.6 Use technology, including digital tools/platforms, to format, produce, and publish writing. <ul style="list-style-type: none"> <li>○ 8.W.6.d Demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.</li> </ul> </li> <li>● 8.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</li> <li>● 8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul>	

- 8.SL.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to respond, probe, and reflect on ideas under discussion.
- 8.SL.1.b Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- 8.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 8.SL.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.
- 8.SL.4 Present claims and findings appropriate to the purpose and audience.
  - 8.SL.4.a Include relevant evidence, sound valid reasoning, and well-chosen details.
  - 8.SL.4.b Use appropriate eye contact, adequate volume, and clear pronunciation.
  - 8.SL.4.c Emphasize salient points in a focused, coherent manner.
- 8.SL.5 Integrate relevant multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback to and from others and demonstrating command of formal English when indicated or appropriate.

**ESSENTIAL QUESTION:**

How can preparing and presenting familiar topics ease speech anxiety?

**INSTRUCTION RELEVANCE:**

To communicate at grade-level and beyond, students must reduce speech anxiety.

<b>CLASSROOM ENVIRONMENT:</b>	<b>LESSON PROCESS:</b>	<b>ASSIGNMENT DIFFERENTIATION:</b>
The classroom is set-up for transitions between direct instruction, guided practice, and independent time. Classroom routines are established and enforced from the beginning to the end of the school year.	Throughout the lesson, students annotate notes for content understanding and create and workshop SlidesGos for multimedia presentations.	Behavioral Intervention Plan (BIP) and Individualized Education Plan (IEP) students guided notes and alternative settings and extended times on multimedia making.
<b>PRIOR KNOWLEDGE:</b>	<b>ACQUIRED VOCABULARY:</b>	<b>ASSESSMENT TYPES:</b>
Students had prior knowledge of multimedia settings and contents, annotation markings, and the writing and speaking process.	brainstorming & drafting annotating self-, peer-, & teacher-conferencing editing & revising publishing & presenting	workshops multimedia SlidesGos