

8<sup>th</sup> Grade English  
Curriculum Mapping  
2019-2020  
Heather Andera

<b>Unit:</b> <i>Basic Grammar Unit</i>		<b>Time:</b> <i>August-September 2019</i>
<b>Standards Taught</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 <ul style="list-style-type: none"> <li>• b. Form and use verbs in the active and passive voice</li> </ul> </li> <li>• 8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• 8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action)</li> <li>• 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.</li> <li>• 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>• 8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> <li>• <i>Do Now/Bell Ringer Exercises</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> <li>• <i>Writing Practices</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>Students needed to know what a noun was and its function in a sentence.</i>	<i>Pronoun Antecedent Verb Transitive Intransitive Active</i>	<i>Grammar test where students identified the various parts of speech.  A written fictional story where students needed to</i>

	<i>Passive Adjective Adverb</i>	<i>use 10 adjectives and adverbs. During peer editing, other students were to highlight and underline these parts of speech.</i>
<b>Reflection:</b> <i>Overall, this unit was effective to start the year. Students learned quickly what each basic part of speech was and we were able to quickly move through the unit.</i>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>What is a pronoun?</i></li> <li>• <i>What is an antecedent?</i></li> <li>• <i>How do we use pronouns and antecedents to create clear writing?</i></li> <li>• <i>What is a verb?</i></li> <li>• <i>What is a transitive verb?</i></li> <li>• <i>What is an intransitive verb?</i></li> <li>• <i>What is active and passive voice?</i></li> <li>• <i>Why is it important to write in active voice?</i></li> <li>• <i>What is an adjective?</i></li> <li>• <i>What is an adverb?</i></li> <li>• <i>How can we use adjectives and adverbs to strengthen our writing?</i></li> </ul>	
<b>Relevance</b>	In order to write clear, coherent work, students need to have an understanding of the basic parts of speech and how to use them. I also did the active passive voice as a mini lesson to help students write in a clear way.	

<b>Unit:</b> <i>Conjunctions</i>		<b>Time:</b> <i>September-October 2019</i>
<b>Standards Taught</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</li> <li>• 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.</li> <li>• 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>• 8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate.</i>	<i>To practice the various grammar skills students completed:</i>

	<i>Overall the environment is structured and has rules and procedures in place.</i>	<ul style="list-style-type: none"> <li>• <i>Do Now/Bell Ringer Exercises</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> <li>• <i>Writing Practices</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>Students needed to know what a complete sentence is.</i>	<i>Coordinating Conjunction  Correlating Conjunction  Subordinating Conjunction  Prepositional Phrase  Object of a Preposition</i>	<i>Grammar test where students identified the conjunctions and what they were conjoining.</i>  <i>A written personal narrative where students needed to effectively use all three types of conjunctions 2 times. Students during the peer editing process found these conjunctions and highlighted or underlined them.</i>
<b>Reflection:</b> <i>Overall, this unit was effective in helping my students become more fluent writers. Before they were tending to write choppier sentences.</i>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>What is a conjunction?</i></li> <li>• <i>What is a prepositional phrase and how is it used in sentence to create clarity?</i></li> <li>• <i>What are the three different types of conjunctions?</i></li> <li>• <i>How do we punctuate a subordinating conjunction?</i></li> <li>• <i>Why are conjunctions helpful in writing?</i></li> </ul>	
<b>Relevance:</b> Students need to be able to connect ideas to make their writing less choppy. In addition, it shows them how to use a comma in a compound sentence.		

<b>Unit:</b> <i>Basic Sentence Parts</i>	<b>Time:</b> <i>October 2019-November 2019</i>
<b>Standards Taught</b>	
<ul style="list-style-type: none"> <li>• 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• 8.RI.2 Determine a central idea of a text a. Analyze its development over the course of the text, including its relationship to supporting ideas. b. Provide an objective summary of the text.</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.</li> <li>• 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</li> </ul>	

<ul style="list-style-type: none"> <li>• 8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</li> <li>• 8.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> <li>• <i>Do Now/Bell Ringer Exercises</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> <li>• <i>Writing Practices</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>Students needed to know what nouns, verbs, adjectives, and prepositional phrases are.</i>	<i>Simple Subject</i> <i>Complete Subject</i> <i>Simple Predicate</i> <i>Complete Predicate</i> <i>Complement</i> <i>Direct Object</i> <i>Indirect Object</i> <i>Predicate Nominative</i> <i>Predicate Adjective</i> <i>Annotate</i>	<i>Grammar test where students identified the conjunctions and what they were conjoining.</i>  <i>A compare and contrast essay that used their conjunction knowledge as well as their knowledge of basic sentence parts.</i>
<b>Reflection:</b> <i>This unit went well. Students had learned some of this information previously, so it went very smooth.</i>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>What are the important components of a sentence?</i></li> <li>• <i>How can we use subject complements to create clarity in our writing?</i></li> <li>• <i>Why is it important to compare and contrast?</i></li> <li>• <i>How do we effectively highlight and annotate our sources?</i></li> <li>• <i>How do we create an organizational chart for compare and contrast texts?</i></li> <li>• <i>How do we use transitions to create strong and fluent papers?</i></li> </ul>	
<b>Relevance:</b> In the past, students have struggled with writing and citing. I took this unit to teach some comma rules and to do a research project. We had mini grammar lessons and then writing lessons as well.		

<b>Unit:</b> Poetry Unit	<b>Time:</b> November 2019-December 2019	
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>• 8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li> <li>• 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.</li> <li>• 8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</li> <li>• 8.RL.4 Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> <li>• <i>Do Now/Bell Ringer Exercises</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> <li>• <i>Writing Practices</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>Students needed to know what nouns, verbs, adjectives, and prepositional phrases are.</i>	<i>Assonance  Consonance  Alliteration  Onomatopoeia  Simile  Metaphor  Personification  Hyperbole  Rhythm  Rhyme  Various Poetry Types  Theme  Structure</i>	<i>Poetry Test with terms and poems to analyze.</i>  <i>A poetry book with a variety of themes</i>
<b>Reflection:</b> <i>This unit was well done, it did get a bit rushed towards the end. I feel I could have covered the</i>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>What is the structure of a poem? How does this impact the way we read it?</i></li> </ul>	

<i>figures of speech better which would have helped with it in a reading unit.</i>	<ul style="list-style-type: none"> <li>• <i>How do we determine the theme of a poem? How do we write with a theme in mind?</i></li> <li>• <i>What is rhythm and rhyme?</i></li> <li>• <i>How do we use sound devices and figures of speech to enhance our writing?</i></li> <li>• <i>Why do author's use sound devices and figures of speech to enhance their poems?</i></li> </ul>
<b>Relevance:</b> This unit gave students a chance to work with figurative language and sound devices as well as get an introduction to structure.	

<b>Unit:</b> <i>Research Project</i>		<b>Time:</b> <i>January 2020-February 2020</i>
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>• 8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• 8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> <li>• 8.W.8 Gather relevant information from multiple print and digital sources.</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a "meeting" like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> <li>• <i>Do Now/Bell Ringer Exercises</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> <li>• <i>Writing Practices</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>Students needed to know what nouns, verbs, adjectives, and prepositional phrases are.</i>	<i>Central Idea</i> <i>Sentence Structure</i> <i>Arguments</i> <i>Problem-Solution</i> <i>Attention Grabber</i> <i>Thesis</i> <i>Paraphrase</i>	<i>Final research paper</i>
<b>Reflection:</b> <i>I feel this is one of my best units. Students worked with informational texts and learned how to</i>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>What is a central idea and how do we find it?</i></li> <li>• <i>What is a theme and what purpose does it serve?</i></li> <li>• <i>How can we use our thesis to organize our writing?</i></li> </ul>	

<i>extract information, find a central idea, and paraphrase.</i>	<ul style="list-style-type: none"> <li>• <i>How do we vary sentence structure for cleaner, fluent writing?</i></li> </ul>
<b>Relevance:</b> This unit gave students a chance to use the grammar skills they had learned first semester. With this, students also had mini grammar lessons to help guide their writing.	

<b>Unit:</b> <i>Clauses and Phrases</i>		<b>Time:</b> <i>March</i>
<b>Standards Taught</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. a. Explain the function of verbals (gerunds, participles, infinitives) in gen</li> <li>• 8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>• 8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a "meeting" like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> <li>• <i>Do Now/Bell Ringer Exercises</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> <li>• <i>Writing Practices</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>Students needed to know what nouns, verbs, adjectives, and prepositional phrases are.</i>	<i>Adjective Clause</i> <i>Adverb Clause</i> <i>Subordinate Clause</i> <i>Independent Clause</i> <i>Gerund</i> <i>Participles</i> <i>Infinitives</i>	<i>Test</i>  <i>Writing Assignment</i>
<b>Reflection:</b> <i>Students took longer to grasp onto these concepts than I thought they would. I feel I could do better with a variety of practices to try to reach more students. I also think I could use centers.</i>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>How do we use clauses?</i></li> <li>• <i>How can we combine sentences using clauses?</i></li> <li>• <i>How can phrases enhance our writing?</i></li> <li>• <i>What are clauses?</i></li> <li>• <i>What are phrases?</i></li> </ul>	

**Relevance:** This unit helped enhance student’s writing. They were struggling with choppy sentences and fragment. This unit helped with that.

<b>Unit:</b> <i>Combining Sentences, Fragments, and Run-Ons, Commas and Semicolons</i>		<b>Time:</b> <i>April -May</i>
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</li> <li>8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> <li><i>Assignments which corresponded with the lesson.</i></li> <li><i>Assessments</i></li> <li><i>Writing Practices</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>Students needed to know what nouns, verbs, adjectives, and prepositional phrases are.</i>	<i>Adjective Clause</i> <i>Adverb Clause</i> <i>Subordinate Clause</i> <i>Independent Clause</i> <i>Gerund</i> <i>Participles</i> <i>Infinitives</i> <i>Comma Splice</i> <i>Semi-colon</i>	<i>Test</i>  <i>Writing Assignment</i>
<b>Reflection:</b> <i>Students took longer to grasp onto these concepts than I thought they would. I feel I could do better with a variety of practices to try to reach more students. I also think I could use centers.</i>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li><i>How do we use clauses?</i></li> <li><i>How can we combine sentences using clauses?</i></li> <li><i>How can phrases enhance our writing?</i></li> <li><i>What are clauses?</i></li> <li><i>What are phrases?</i></li> <li><i>What is a semi colon?</i></li> <li><i>How are commas and semi-colons used.</i></li> </ul>	



**Relevance:** This unit helped enhance student's writing. They were struggling with choppy sentences and fragment. This unit helped with that.