



GRADE LEVEL: 8th
SUBJECT: ELA

TRIMESTER 1 AUGUST, SEPTEMBER, OCTOBER, ½ NOVEMBER

MAJOR TOPICS	ASSESSMENTS/PROJECTS
<p>Grammar (No Red Ink)</p> <ul style="list-style-type: none"> ● Diagnostic to determine topics ● Active/Passive Voices ● Parts of Speech Review ● Commas for Clarity ● Commonly Confused Words ● Comma Rules ● Misplaced/Dangling Modifiers 	<p>Grammar</p> <ul style="list-style-type: none"> ● No Red Ink quizzes/lessons ● Cornell Notes ● Lesson Quiz/Test ● Partner and group work
<p>Reading and vocabulary enrichment/standardized test prep</p> <ul style="list-style-type: none"> ● CommonLit articles from various genres <ul style="list-style-type: none"> ○ Done independently or in pairs/small groups ● Vocabulary in Action- chapters, notes & workbook exercises ● Reading/story review (elements of a story, figurative language, plot diagram), TALES writing responses 	<p>Reading and vocabulary enrichment/standardized test prep assessment:</p> <ul style="list-style-type: none"> ● Completion of CommonLit article questions ● Completion of workbook vocabulary exercises (various exercises per chapter) ● Notes, group practice, independent practice with short stories
<p>Refresh & Review - Getting back into reading/writing</p> <ul style="list-style-type: none"> ● Figurative language ● Close reading 3-read method ● Beginning annotation marks & strategies ● Parts of a letter ● Parts of a story/story diagram 	<ul style="list-style-type: none"> ● Letter to my teacher (with all correct parts of a letter) ● CommonLit articles for close reading analysis and notes ● CommonLit articles for practice annotating ● Bell ringer paragraphs to establish class routine

<ul style="list-style-type: none"> ● Beginning to increase writing stamina & frequency ● Refresh on descriptive paragraph writing <p>Dystopian Literature</p> <ul style="list-style-type: none"> ● Students will examine characters' responses to power and systemic problems. They will identify dystopian archetypes and work toward understanding the complexity of these archetypal characters. Students will also analyze symbolism in dystopian texts and explore pressures and motivations that lead to character change. ● Use of TALES/RACE writing acronym for complete answers 	<p>and daily writing (also incorporates content related prompts, SEL prompts etc.)</p> <ul style="list-style-type: none"> ● Short story analysis including identifying the 5 parts of a story
<p>Novels</p> <ul style="list-style-type: none"> ● Various short stories ● <i>Fahrenheit 451</i> (dystopia) 	<ul style="list-style-type: none"> ● Read closely to delve deeper with character work ● Track thinking and consider revisions in thinking ● Examine the role of the author within a book ● Analyze how parts fit with the whole ● Make connections to real-world events ● Recognize emerging symbolism in texts
<p>Writing</p> <p>Writing: Literary Essay: Analyzing Craft and Theme</p> <ul style="list-style-type: none"> ● Students will look to the world around them to notice that themes are found all over! They will then use mentor texts and novels to read closely to develop themes. Students will work on flash drafts with a focus on being open to revising their thinking. They will then plan and craft a final written piece that analyzes the theme and craft of a studied text. <p>Daily writing practice</p>	<ul style="list-style-type: none"> ● Read closely to develop themes in mentor texts and individual novels ● Study the author's craft to better understand theme ● Draft and flashdraft essays related to craft and theme ● Delve into symbolism and how the author uses this as part of their craft ● Adopt an essayist tone and complete a final written literary piece <ul style="list-style-type: none"> ● Daily written bell ringers (by paragraph or word count)

TRIMESTER 2

½ NOVEMBER, DECEMBER, JANUARY, FEBRUARY

MAJOR UNITS	ASSESSMENTS/PROJECTS
<p>Grammar (No Red Ink)</p> <ul style="list-style-type: none"> ● Misplaced/dangling modifiers ● Adverbs & Adverb redo ● Vague Pronouns ● Conjunctions (FANBOYS) ● Commonly Confused Words Part 2 	<p>Grammar</p> <ul style="list-style-type: none"> ● No Red Ink quizzes/lessons ● Cornell Notes ● Lesson Quiz/Test ● Partner and group work
<p>(8th Grade curriculum Roll out) Reading</p> <p>Reading: Literary Nonfiction</p> <ul style="list-style-type: none"> ● <i>A Christmas Carol</i> (original novella) ● Various book club books <ul style="list-style-type: none"> ○ <i>Fatal Fever</i> ○ <i>Lincoln's Grave Robbers</i> ○ <i>Chew on This</i> ○ <i>The Boys Who Challenged Hitler</i> ● Students will study examples of literary nonfiction texts and focus on central ideas, themes and issues raised within those texts. We will use read aloud mentor texts, class discussion and group discussion to further deepen our understanding of these complex literary non-fiction texts. 	<ul style="list-style-type: none"> ● Develop note taking system to track complex thinking while reading ● Analyze differing perspectives, positions and reasoning. ● Recognize and discuss complex cause and effects structures within the text ● Skill: understanding when you are not understanding and how to remedy that ● Work with text related vocabulary
<p>Reading and vocabulary enrichment/standardized test prep</p> <ul style="list-style-type: none"> ● CommonLit articles from various genres <ul style="list-style-type: none"> ○ Done independently or in pairs/small groups ● Vocabulary in Action- chapters, notes & workbook exercises 	<p>Reading and vocabulary enrichment/standardized test prep assessment:</p> <ul style="list-style-type: none"> ● Completion of CommonLit article questions ● Completion of workbook vocabulary exercises (various exercises per chapter), tests, quizzes
<p>Writing: Investigative Journalism</p> <ul style="list-style-type: none"> ● Observation journalism piece ● Dr. M book ban piece 	<ul style="list-style-type: none"> ● Deepen powers of observation ● Research topics for reporting ● Diving deeply to reveal underlying issues

<ul style="list-style-type: none"> ● Students will develop their powers of observation to begin the unit. They will research and report on a nonfiction topic and work through drafts building up to a final investigative piece. ● Student authors will work on deepening connections, journalistic voice, and the pieces of a successful investigative journalism piece 	<ul style="list-style-type: none"> ● Elaborating and making connections in your journalistic writing ● Peer review and edit investigative drafts in preparation for a final piece of writing
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TRIMESTER 3

MARCH, APRIL, MAY

MAJOR UNITS	ASSESSMENTS/PROJECTS
<p>Grammar (No Red Ink)</p> <ul style="list-style-type: none"> ● Capitalizing/formatting titles ● Prepositions ● Prepositional Phrases ● Re-do Prepositional Phrases ● Conjunctive Adverbs ● Subordinating Conjunctions 	<p>Grammar</p> <ul style="list-style-type: none"> ● No Red Ink quizzes/lessons ● Cornell Notes ● Lesson Quiz/Test ● Partner and group work
<p>Reading: Critical Literacy</p> <ul style="list-style-type: none"> ● <i>The Outsiders</i> ● Short stories / informational texts ● Students will read reviews to deepen understanding of a text. They will also consider their own perspectives as a reading lens. ● Students will create analytic summaries for complicated narratives and take a deeper look at parts of a text that at first seem vague or confusing. Students will personalize their writing about reading, reflect, and set goals. 	<ul style="list-style-type: none"> ● Share perspectives and build collaborative interpretation through varied lenses ● Share thinking about reading and learn from peer mentors ● Contribute to conversations about reading texts ● Analyze and summarize complex texts. ● Re-examine obscure parts of a text and develop strategies to clarify
<p>Reading and vocabulary enrichment/standardized test prep</p>	<p>Reading and vocabulary enrichment/standardized test prep assessment:</p>

<ul style="list-style-type: none"> ● CommonLit articles from various genres <ul style="list-style-type: none"> ○ Done independently or in pairs/small groups ● Vocabulary in Action- chapters, notes & workbook exercises 	<ul style="list-style-type: none"> ● Completion of CommonLit article questions ● Completion of workbook vocabulary exercises (various exercises per chapter), tests, quizzes
<p>Writing:</p> <ul style="list-style-type: none"> ● 8th grade capstone essay, reflection, and letter <p>Students pull together their knowledge or narrative and investigative journalism writing to complete their final 8th grade capstone project. Based on an interview they conducted, they write a biographical piece on a parishioner and life over the years at SPC and in the Chicago area.</p> <p>Daily writing practice</p>	<ul style="list-style-type: none"> ● Use and recall of narrative writing and narrative elements ● Use of journalism elements ● Conduct and record live interview ● Plan and outline biographical written piece ● Complete a one page reflection on the interview and process of the capstone ● Compose a letter to the interviewee to accompany a copy of the biographical piece. <ul style="list-style-type: none"> ● Daily written bell ringers (by paragraph or word count)