

Eighth Grade English 2016-2017 Scope and Sequence Tri 1-Honors

| Unit: Reading | IN Standards | Instructional Content | Activities | Assessments |
|---|------------------------|--|--|-------------------------------------|
| Introduction | N/A | Building Relationships, Rules and Procedures | Getting to Know You, Binder Set-Up | Diagnostic Testing |
| 1- Central idea (5-8 days) | 8.RN.2.2+ 8.RN.2.1+ | Reading informational text - central ideas, supporting details, and inference Comprehension, responding, recalling, analyzing and inferring Explicit and implicit main ideas | Reading nonfiction articles (Newsela, Pearson literature, IReady) | Comprehension Checks; Unit 1 Test * |
| 2 - Summarizing (4-6 days) | 8.RN.2.2+ | Detailed summaries | Note taking Analyze a summary Writing summaries | Comprehension Checks |
| 3 - Author's Purpose/Author's Perspective (7-10 days) | 8.RN.3.3+ | Reading various essays and texts - author's purpose and perspective, analyzing conflicting viewpoints and evidence Reading for facts Making judgments | Analyzing persuasive essays in Newsela articles and Pearson literature | Comprehension Checks; Unit 3 Test* |
| 4 - Author's Argument | 8.W4.1+ | Reading argumentative essays - evaluating argument, assessing reasoning, recognizing irrelevant evidence Reading for facts Making judgments | Note taking Analyzing model essays Evaluating various essays | Comprehension checks: Unit 4 Test* |

| Unit: Writing | Standards | Instructional Content | Activities | Assessments |
|--|-----------|--|--|-----------------------|
| 1-Writing Process- Focus: RAISE (4 days) | 8.W.1 | Constructed responses (including RAISE answers) in response to literature Applying the writing process to short stories | Writer's Workshop Deconstructing RAISE sample items | CRQs Midterm/Final |
| 2 - Writing Process Writing a Summary (5 days) | 8.RN.2.2 | Writing a summary of a text | Writer's Workshop, Peer Editing | Summary |

| | | | | |
|---|-------------------------------|--|--|------------|
| 3 - Writing Process Identifying types of writing (4-6 days) | 8.W.3.1 8.W.3.2 8.W.3.3 | Identify and distinguish the three types of writing (informative, persuasive, and narrative). | Writer's Workshop | Final exam |
| 4 - Writing Process Writing a narrative (7-10 days) | 8.W.3.3 | Write a fictional or nonfiction composition using narrative techniques such as dialogue, description, and reflection to develop experiences and/or events. | Writer's Workshop Online Writing Coach activities | Essay |
| 5 - Writing Process Writing an argument (7-10 days) | 8.W.3.1 | Write an argumentative composition that introduces and supports a claim with relevant and sufficient evidence TBA-Working with Social Studies on a writing composition essay | Writer's Workshop Online Writing Coach activities | Essay |

| Unit: Grammar | Standards | Instructional Content | Activities | Assessments |
|---------------------------------------|-----------|---|--|---|
| 1 - Phrases and Clauses (10 -12 days) | 8.W.6.1d | Identify prepositional, adjectival, and appositive phrases Identify independent and subordinate clauses Identify and form simple, compound, complex, and compound-complex sentences | WC 19.1, bellringers, peer activities, online activities Student- generated sentences | Entrance/ Exit Slips, Quiz ,Unit 1 Test * |
| 2 - Subject-verb agreement | 8.W.6.1 | Making subjects and verbs agree with singular or plural nouns, collective nouns, compound subjects, and indefinite pronouns | WC 23.1, bellringers, peer activities, online activities | Entrance/ Exit Slips Quiz, Unit 2 Test * |
| 3 - Active and Passive Voice | 8.W.6.1+ | Form and use active and passive voice; recognize and correct inappropriate shifts in verb voice | Online WC activities, bellringers student generated sentences Group work | Entrance/ Exit Slips, Quiz ,Unit 3 Test * |

Eighth Grade English 2016-2017 Scope and Sequence Tri 2-Honors

| Unit: Reading | Standards | Instructional Content | Activities | Assessments |
|---|------------------------|---|---|-----------------------------|
| 5 - Literary Themes (7-10 days) | 8.RL.2.2+ 8.RL.2.3+ | Novel: Romeo/Juliet Preview author theme (stated and implied), characters, setting, plot, dialogue, aspects of character Analyzing character changes, traits, and motives Predicting story events | Reading Romeo/Juliet Reading circles Power point | Comprehension Checks |
| 6 - Comparing Themes & perspectives (7-10 days) | 8.RL.3.1+ 8.RL.3.2+ | Reading Romeo/Juliet - compare & contrast works of literature, analyze structure and style, analyze perspective and cultural experience | Reading Romeo/Juliet Reading circles Graphic organizers | Comprehension Checks: essay |
| 7 - Figurative Language and Word Choice | 8.RV.3.1+ 8.RV.3.3+ | Figurative meanings, connotative meanings, word choice, and tone | Guided notes Reading circles Romeo/Juliet Creative writing | Comprehension Checks |

| Unit : Writing | Standards | Instructional Content | Activities | Assessments |
|--|-----------------------|---|---|--|
| 6 - Extended Response/Response to Literature | 8.W.3.2+ 8.RL.3.1+ | Use the writing process to complete a compare and contrast essay Applying writing process to character sketches | Reading Romeo/Juliet Writer's Workshop, Peer Editing Journaling | Composition |
| 7 - Research based informative essay | 8.W.4+ 8.W.5 | Short research assignments - formulate a research question, assess credibility of sources, paraphrasing Researching material on Shakespearean Period prior to reading Romeo/Juliet | Reading Romeo/Juliet Writer's Workshop, Peer Editing Student exemplars | Composition Historical Research Paper |

| Unit Grammar | Standards | Instructional Content | Activities | Assessments |
|--------------|-----------|-----------------------|------------|-------------|
|--------------|-----------|-----------------------|------------|-------------|

| | | | | |
|---------------------------|-----------|---------------------------------------|---|--|
| 4 - Verbals (5-8 days) | 8.W.6.1b+ | Gerunds, participles, and infinitives | WC 19 Online WC activities Bell ringers | Entrance/Exit Slips, Quiz Unit 4 Test * |
| 5 - Punctuation | 8.W.6.2b+ | Commas, ellipsis, dashes | WC 25 Online WC activities Bell ringers | Entrance/Exit Slips, Quiz Unit 5 Test * |

Eighth Grade English 2016-2017 Scope and Sequence Tri 3-Honors

| Unit: Reading | Standards | Instructional Content | Activities | Assessments |
|------------------------------|-------------------------------------|--|---|--|
| 8 - Novel (25 - 30 days) | 8.RL.2.2+ 8.RL.2.3+ 8.RL.3.2+ | *To Kill a Mockingbird Preview author Analyzing character changes, traits, and motives Predicting story events Demonstrate knowledge of previously taught skills in reading (nonfiction) | Research Reading Circles Presentation Graphic Organizers journaling | Comprehension Checks, Quiz, Test, Presentations |
| 9 - Novel vs. Film | 8.RL.4.1 | Differentiate between a novel and its film production | Film Graphic Organizers Reading circles | Presentation |
| 10 - Commercial presentation | 8.RN.4.1 8.SL.4.2 | Students will create a multimedia presentation that makes a claim and supports the claim with engaging and informative evidence | Note taking Graphic organizers | Multimedia presentation Research-commercial on projects sold during historical time frame |

| Unit : Writing | Standards | Instructional Content | Activities | Assessments |
|-----------------------------------|-----------|--|--|------------------------------|
| 8 - Writing: Extended Response | 8.W.1 | Write responses to literature in a variety of formats Formulate a historical newspaper/magazine on time period in novel: To Kill TBA: Historical project completed with social studies class | Writer's Workshop, Peer Editing journaling | Composition a Mockingbird |

| Unit: Grammar | Standards | Instructional Content | Activities | Assessments |
|---------------|--------------------|---|---|--|
| 6 - Review | 8.W.6.1 8.W.6.2 | Demonstrate knowledge of previously taught skills such as identifying/using verbals, identifying shifts in verb voice, and identifying and using various sentence structures. | Writing Coach Book Practice Sentences Teacher-created worksheets Student-created original sentences Stations/Whiteboard activities Power Point presentations with guided notes | Entrance and Exit Slips Quiz Unit 6 Test * |