



MASCOOTAH

COMMUNITY UNIT SCHOOL
DISTRICT 19

English Department Curriculum Flow Chart

New Illinois Learning Standards (ELA Common Core)

EIGHTH GRADE CLASSES

Class:	English	Grade:	8
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Qtr./Sem.	Unit / Resources	Assessments	Standards	Skills
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Qtr. 1	<p>Fiction Text</p> <p><i>Pearson Common Core Literature</i></p> <p>“An Hour with Abuelo”</p> <p>“Flowers for Algernon”</p> <p>“Raymond’s Run”</p> <p>“The Tell-Tale Heart”</p> <p>Selection of short stories</p> <ul style="list-style-type: none"> ● Story Elements ● Literary Terms ● Close reading strategies <p>Grammar</p> <p>Quill.org</p> <ul style="list-style-type: none"> ● Sentence Fragments ● Run-on sentences ● Simple/compound sentences ● Punctuation and Capitalization <p>Vocabulary</p> <p><i>Sadlier Vocabulary Workshop</i></p>	<ul style="list-style-type: none"> ● Classroom participation ● Classroom Discussion ● Worksheets ● Tests/quizzes ● Journal entries ● Book presentations ● Quill ● Star 360 ● 8th Grade Common Assessment 	<p>RL: 8.1(r), 8.2(r), 8.3(i), 8.5(r), 8.6(i)</p> <p>W: 8.3(r), 8.4(r), 8.5(r)</p> <p>SL: 8.1(i, r), 8.4(r), 8.6(r)</p> <p>L: 8.1(r), 8.2(r), 8.3(r), 8.4(i), 8.5(r)</p>	<ul style="list-style-type: none"> ● Identify sentence fragment and run-ons ● Identifying simple and compound sentences ● Demonstrate use of proper grammar, spelling, punctuation, and capitalization. ● Annotate text ● Identifying context clues ● Analysis of fiction text: characters, theme, plot development ● Cite textual evidence ● Support claims with textual evidence
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(i) introduce concept, (R) reinforce concept, (M) master concept

	Writing <ul style="list-style-type: none">● MLA format● Extended Response● Literary Analysis● Narrative writing			
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Qtr. 2	<p>Nonfiction text</p> <p>Newsela</p> <p>Up Front</p> <p>CommonLit</p> <p>Scope</p> <p>Pearson Common Core</p> <p>Literature text</p> <ul style="list-style-type: none"> • Close reading annotations • Persuasive techniques • Comparing types of organization • Author's perspective • Point of view • Main idea and support <p>Poetry Analysis</p> <ul style="list-style-type: none"> • Figurative Language <p>Active/Passive Voice</p> <p>Quill.org</p>	<ul style="list-style-type: none"> • Classroom participation • Classroom Discussion • Worksheets • Tests • Journal entries • Newsela comprehension questions • Essay rubrics • Quill 	<p>RI: 8.2(r), 8.2 (r), 8.3(i), 8.4 (r) , 8.5 (i), 8.6 (r), 8.7 (i), 8.8 (i), 8.9 (i), 8.10 (r)</p> <p>W: 8.1(r), 8.2 7(r), 8.4 (r), 8.5 (r), 8.6 (r), 8.7 (r), 8.8 (r)</p> <p>SL: 5(i)</p> <p>L: 8.1.B (R)</p>	<ul style="list-style-type: none"> • Cite the textual evidence • Determine central ideas • Determine figurative, connotative, and technical meanings of words • Analyze text structure • Determine author's point of view or purpose • Evaluate effectiveness of different mediums • Evaluate claims and arguments assessing validity • Analyze texts with conflicting information • Write arguments to support claims with relevant evidence • Write informative text to examine a topic • Produce clear and coherent writing appropriate to task, purpose, and audience • Identifying active and passive voice • Demonstrating proper use of active voice

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	Informative and/or Compare/Contrast Writing			<ul style="list-style-type: none"> • Demonstrate use of proper spelling, punctuation, and capitalization • Identifying simple and compound sentences
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Qtr. 3	<p><i>The Glory Field</i></p> <ul style="list-style-type: none"> • Extended Response Writing • Nonfiction Reading • Fiction Reading • Vocabulary <p>Figurative Language</p> <p>Nonfiction text</p> <p>Newsela</p> <p>Up Front</p> <p>CommonLit</p> <p>Scope</p> <p>Pearson Common Core</p> <p>Literature text</p> <ul style="list-style-type: none"> • Close reading annotations • Persuasive techniques • Comparing types of organization 	<ul style="list-style-type: none"> • Classroom participation • Classroom Discussion • Worksheets • Test • Journal entries • PARCC • Star 360 • Quill • Literary Analysis 	<p>RI: 1(I), 2(R), 4(i), 6(i)</p> <p>RL: 1(R), 2(R), 3(R), 4(i), 6(i), 9(i), 10(i), 14(i), 15(i), 16(i), 18(i), 19(i)</p> <p>W: 1(i),2(R), 4(i), 7(R), 9(R), 10(i)</p> <p>L: 1b(i), 2(R), 3(i), 4(i), 5(i)</p> <p>SL: 1(R), 4(i)</p>	<ul style="list-style-type: none"> • Identifying complex sentences • Identifying kinds of dependent clauses • Demonstrate use of proper spelling, punctuation, and capitalization. • Analyzing literature • Cite textual evidence • Support claims with textual evidence • Annotate text • Compare fiction and nonfiction text
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	<ul style="list-style-type: none"> ● Author's perspective ● Point of view ● Main idea and support <p>Grammar</p> <p>Quill.org</p> <ul style="list-style-type: none"> ● Parallel structure <p>Vocabulary</p> <p><i>Sadlier Vocabulary Workshop</i></p> <p>Argumentative Writing</p> <ul style="list-style-type: none"> ● Making claims ● Providing evidence 			
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Qtr. 4	<p>Holocaust</p> <p><i>Pearson Common Core Literature</i></p> <p>“from Night”</p> <p>“The Diary of Anne Frank”</p> <p>Sevek</p> <p>Nonfiction text</p> <p>Newsela</p> <p>Up Front</p> <p>CommonLit</p> <p>Scope</p> <p>Pearson Common Core Literature text</p> <ul style="list-style-type: none"> ● Close reading annotations ● Persuasive techniques ● Comparing types of organization ● Author’s perspective ● Point of view ● Main idea and support <p>Grammar</p>	<ul style="list-style-type: none"> ● Classroom participation ● Classroom Discussion ● Worksheets ● Tests/quizzes ● Journal entries ● Book presentations ● Quill 	<p>RI: 1(M), 2(M), 3(M), 5(M), 8(i)</p> <p>RL: 3(M), 4(M), 6(M), 7(M)</p> <p>W: 2(M), 2a(i), 2b(M), 2c(i), 7(M), 8(i)</p> <p>SL: 1(M), 5(i), 6(M)</p> <p>L: 1(M), 1a(i)4(M), 4b(M), 6(i)</p> <p>W: 1a(i), 1b(i), 1d(i), 2(M), 3(M), 4(M), 7(M), 8(i), 9b(M)</p>	<ul style="list-style-type: none"> ● Demonstrate use of proper spelling, punctuation, and capitalization. ● Analyzing literature ● Cite textual evidence ● Support claims with textual evidence ● Annotate text ● Compare fiction and nonfiction text.

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	Quill.org <ul style="list-style-type: none">• Parallel structure Vocabulary <i>Sadlier Vocabulary</i> <i>Workshop</i> Research Writing			
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