

<b>Unit Title: Grammar Unit 1-Punctuation</b>	
<b>Grade Level, Subject Area, and Unit Number:</b> 8th Grade Grammar Unit 1	<b>Approximate Length:</b> 2-4 weeks
<b>Aligned Standards:</b> (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> <li>● L 8.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>● SL.8.1 Comprehension and Collaboration: 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> <li>● SL 8.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>● W 8.4: Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● L 8.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, and listening.</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Punctuation is essential to enhancing tone, voice, and ideas.</li> <li>● Writers can use punctuation enhance their ideas, voice, and tone in a variety of ways.</li> </ul>	<p>How do we use punctuation to enhance our writing?</p> <p>How do we use punctuation to express and enhance voice?</p> <p>How does punctuation emphasize words, ideas and tone?</p>
<b>Transfer Goals</b>	
(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)	
<ul style="list-style-type: none"> <li>● Use a variety of punctuation marks to indicate breaks or pauses in writing.</li> <li>● Understand how pauses or breaks in a text can affect the voice and tone and enhance meaning.</li> </ul>	
<b>Learning Objectives</b>	
<p>*Students will be able to... OR I can...</p> <ul style="list-style-type: none"> <li>● Use em dashes for a variety of purposes.</li> <li>● Use commas to control pacing.</li> <li>● Use commas in a variety of ways.</li> <li>● Use line breaks to emphasize words and ideas and draw attention to tone and powerful messages.</li> <li>● Use differing pause punctuation to express a narrator’s voice.</li> <li>● Use parentheses to enhance voice and tone.</li> </ul>	
<b>Resources</b>	
<b>Required Resources</b>	<b>Optional Resources</b>

<ul style="list-style-type: none"> <li>Schoolwide</li> </ul>	
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Unit Title: Grammar Unit 2- Sentence Structure	
Grade Level, Subject Area, and Unit Number: 8th Grade Grammar Unit Two	Approximate Length: 2-4 weeks
<b>Aligned Standards:</b> (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> <li>L 8.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>L 8.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, and listening.</li> <li>SL.8.1 Comprehension and Collaboration: 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> <li>SL 8.3 Comprehension and Collaboration: Delineate a speaker's argument and specific claims, evaluate the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</li> <li>W 8.4: Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Use varying sentence lengths.</li> <li>Use a variety of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>How does a variety of sentence lengths impact the rhythm of a piece of writing?</li> <li>What are simple, compound, and complex sentences?</li> <li>How do we punctuate simple, compound, and complex sentences.</li> </ul>
Transfer Goals	
(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)	
<ul style="list-style-type: none"> <li>Understand and use a variety of sentence lengths and types of sentences.</li> </ul>	
Learning Objectives	
*Students will be able to... OR I can...	
<ul style="list-style-type: none"> <li>Vary the length of sentences in order to impact rhythm.</li> <li>Learn differences among simple and complex sentences and how to properly punctuate each</li> </ul>	
Resources	
Required Resources	Optional Resources
<ul style="list-style-type: none"> <li>Schoolwide</li> </ul>	<ul style="list-style-type: none"> <li>various mentor texts</li> </ul>



<b>Unit Title:</b> Grammar Unit 3: Parts of Speech	
<b>Grade Level, Subject Area, and Unit Number: 8th Grade Unit 3</b>	<b>Approximate Length:</b> <b>2-4 weeks</b>
<b>Aligned Standards:</b> (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> <li>● L 8.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● L 8.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>● SL 8.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher lead) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>● SL 8.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>● W 8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development organization and style are appropriate to task, purpose, and audience.</li> </ul>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Use active voice in writing.</li> <li>● Understand importance of consistency of verb tense.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Why should different verbs be use to enhance voice?</li> <li>● Why is it important to consider purpose and audience when choosing verbs?</li> <li>● What is the importance of consistency in verb tenses when reading and writing?</li> <li>● When should participles and gerunds be used?</li> </ul>
Transfer Goals	
(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)	
<ul style="list-style-type: none"> <li>● Understand when to use certain verb tenses to enhance the voice in a piece of writing.</li> <li>● Understand how active and passive voice can enhance a piece of writing.</li> </ul>	
Learning Objectives	
<p>*Students will be able to... OR I can...</p> <ul style="list-style-type: none"> <li>● <b>Extend learning about the different voices verbs can offer in a piece of writing.</b></li> <li>● <b>learn how to select and use active in their writing.</b></li> <li>● <b>Consider importance of purpose and audience when choosing verbs to use in writing.</b></li> <li>● <b>Explore the importance of consistent tense when listening to and writing stories.</b></li> <li>● <b>Correctly use conditional verbs to enhance writing.</b></li> <li>● <b>Identify participles and gerunds and apply them in writing.</b></li> <li>● <b>Correctly use the subjunctive mood to express doubt when something may happen.</b></li> </ul>	

<b>Resources</b>	
<b>Required Resources</b>	<b>Optional Resources</b>
<ul style="list-style-type: none"> <li>Schoolwide</li> </ul>	
<b>Unit Title: Grammar Unit 4: Style and Tone</b>	
<b>Grade Level, Subject Area, and Unit Number:</b> <b>8th Grade Grammar Unit 4</b>	<b>Approximate Length: 2-4 weeks</b>
<b>Aligned Standards:</b> (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> <li>L 8.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>L 8.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>SL 8.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher lead) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>SL 8.3 Comprehension and Collaboration: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of evidence and identifying when irrelevant evidence is introduced.</li> <li>W 8.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development organization and style are appropriate to task, purpose, and audience.</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>appropriately break away from standard grammar and structure rules.</li> </ul>	<ul style="list-style-type: none"> <li>When is appropriate to break standard grammar rules?</li> <li>How can I add information within a sentence?</li> </ul>
<b>Transfer Goals</b>	
(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)	
<ul style="list-style-type: none"> <li>Understand that there are acceptable ways to to break standard rules of grammar to enhance a piece of writing.</li> </ul>	
<b>Learning Objectives</b>	
*Students will be able to... OR I can...	
<ul style="list-style-type: none"> <li>break standard grammar rules in an acceptable way when considering audience engagement and appeal.</li> <li>add nonrestrictive elements in order to include additional information in their sentences.</li> </ul>	
<b>Resources</b>	
<b>Required Resources</b>	<b>Optional Resources</b>
<ul style="list-style-type: none"> <li>Schoolwide</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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