

8th Grade English/Language Arts

Scope and Sequence

TEKS used throughout each 6 weeks:

- 1) adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text
- 2A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes
- 2B) use context to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings
- 2D) identify common words or word parts from other languages that are used in written English
- 2E) use a dictionary, glossary, or thesaurus to determine meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words
- 3A) analyze literary works that share similar themes across cultures
- 3B) compare and contrast the similarities and differences in mythologies
- 6C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective
- 7) analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice to appeal to the audience
- 8) explain the effect of similes and extended metaphors in literary text
- 10A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order
- 10C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
- 10D) make logical connections between ideas within a text and across two or three texts
- 12B) evaluate graphics in procedural text for their clarity in communicating meaning or achieving a specific purpose
- 13A) evaluate the role of media in focusing attention on events and informing opinion on issues
- 13B) interpret how visual and sound techniques influence the message
- 13C) evaluate various techniques used to create a point of view in media and the impact on audience
- 14A) plan a first draft
- 14B) develop an organizational strategy for the preliminary draft
- 14C) create a revised draft
- 14D) edit drafts for grammar, mechanics, and spelling
- 16) write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences
- 17A) write a multi-paragraph essay to convey information about a topic that:
 - (i) presents effective introductions and concluding paragraphs;
 - (ii) contains a clearly stated purpose or controlling idea;
 - (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
 - (iv) accurately synthesizes ideas from several sources; and
 - (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs
- 21) spell correctly, including using various resources to determine and check correct spellings
- 23A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies
- 26A) listen to and interpret a speaker's purpose
- 27) present a speech using complex conventions of language
- 28) contribute productively in team discussions and planning

8th Grade English/Language Arts

Scope and Sequence – 1st Six Weeks

TEKS	Unit/Bundle	Duration	Resources	Teacher Notes/ Best Practices
2C) complete analogies 4) compare and contrast different poetic forms 5) analyze characterization in plays 6A) analyze linear plot developments 9) compare works written on the same topic 11A) compare and contrast persuasive texts that reached different conclusions about the same issue 13A) evaluate the role of media in focusing attention on events and informing opinion on issues 19A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (perfect and progressive tenses) and participles; (ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) relative pronouns (e.g., whose, that, which); and (v) subordinating conjunctions (e.g., because, since).	<i>Coming of Age</i>			
	Reading – main idea, inferencing, point of view, build vocabulary, breakdown long sentences, summary, paraphrase	Charles – 1 day <i>Stargirl</i> or novel of teacher’s choice – 4 weeks	<i>Charles</i> in Literature Book (see Lesson Planner p.5) <i>Stargirl</i> Novel by Jerry Spinelli	See All-Share for Stargirl activities Herringbone – Who, What, When, Where, Why, How (5W’s+H)
	Vocabulary/Root Words/Analogies/Multiple Meaning Words/Affixes	Weekly	Suggested words on calendar or words from novel	Vocabulary wheel – definition, syn./ant., illustration, b/c sentence, word research project – “A Search for Meaning”
	Denotation/Connotation	1 week	Lab/Tech Lesson	See All-Share (Personality Pronouns)
	Grammar Unit	2 days	Grammar Textbook	Grammar Wheel
	Reading Log	Weekly	Self-selected book	Baseball reading
	Scholastic Writing	1 day per week for 4 weeks	Use Scholastic requirements	Process writing

Scope and Sequence – 2nd Six Weeks

TEKS	Unit/Bundle	Duration	Resources	Teacher Notes/ Best Practices
4) compare and contrast different poetic forms 5) analyze characterization in plays 6A) analyze linear plot developments 6B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict 9) compare works written on the same topic 11A) compare and contrast persuasive texts that reached different conclusions about the same issue 14A) plan a first draft 14B) develop an organizational strategy for the preliminary draft 14C) create a revised draft 14D) edit drafts for grammar and spelling 22B) research to obtain information from various sources and create a written plan 26A) listen to and interpret a speaker's purpose 28) contribute productively in team discussions and planning	<i>Taking a Stand</i>			
	Story Cycle	3 days	Literature Book – short story section	Use children's books, graphic organizers
	Character Analysis	2-3 days	<i>Stargirl</i> /Novel character dolls	See All-Share under <i>Stargirl</i> for lesson
	Vocabulary	Weekly	Suggested words on calendar or words from novel	Vocabulary wheel – definition, syn./ant., illustration, b/c sentence
	Writing	4 weeks	See Do The Write Thing Contest requirements Writing a Character Analysis using characters from novel	Class discussion and use materials provided by DTWT, peer editing
	Literary Devices – Foreshadowing/Flash back	1 week	Movie: Sandlot or any movie w/flashback/foreshadowing	See All-Share for lessons
	Cause/Effect/Chronology	2 days		Roulette writing
	Symbolism	1 day	Color Connotation Handout	
	Inferences/Conclusions/Generalizations	2 days	Abandoned Farmhouse Poem	See All-Share
	Reading Log	Weekly	Self-selected book	Baseball reading
Style, Tone, Mood	2 days	Edgar Allen Poe in Literature Book	Follow lesson in Literature Book	

Scope and Sequence – 3rd Six Weeks

TEKS	Unit/Bundle	Duration	Resources	Teacher Notes/ Best Practices
4) compare and contrast different poetic forms 5) analyze characterization in plays 6A) analyze linear plot developments 6B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict 9) compare works written on the same topic 10B) distinguish factual claims from commonplace assertions and opinions 11A) compare and contrast persuasive texts that reached different conclusions about the same issue 28) contribute productively in team discussions and planning	<i>Stories from the Past</i>			
	Comparing texts with common theme; Represent text; Author's perspective and point of view; Compare/contrast pieces of text with thematic links	3 weeks	<i>A Christmas Carol</i> Book, Play, and Movies Inspiration program	Listen to the novel, watch movies, PowerPoint Presentation researching Dickens and his era using timelines, outlines, graphic organizers
	Vocabulary	Weekly	Suggested words on calendar or words from novel	Vocabulary wheel – definition, syn./ant., illustration, b/c sentence – <u>SEMESTER EXAM</u>
	Reading Log	Weekly	Self-selected book	Baseball reading
	Story Cycle	3 days	Literature Book – short story section	Use children's books, graphic organizers
	Purpose of Text; Fact and Opinion	2 weeks	Commercials, Barry Lane "Why We Run With Scissors" Chapter 1	Persuasive writing, sell a vocabulary word in a brochure

Scope and Sequence – 4th Six Weeks

TEKS	Unit/Bundle	Duration	Resources	Teacher Notes/ Best Practices
4) compare and contrast different poetic forms 5) analyze characterization in plays 6A) analyze linear plot developments 11A) compare and contrast persuasive texts that reached different conclusions about the same issue	<i>A World of People</i>			
	Across text connect, compare/contrast ideas, themes, and issues; Analyze more than one genre for organization/presentation of ideas (compare/contrast, cause/effect, inductively/deductively or chronologically)	3 weeks	Studyisland.com, Measuring Up, Kamico, TEA website, TAKS resources	Review Benchmarks, TAKS practice, analyze benchmark data, students write their own questions over weak TAKS objectives
	Support responses using text evidence	1 week	Literature Book Children’s song/story	Use various stories, answer questions using text evidence; use children’s song/story to teach text evidence
	Research Unit	2 weeks	Library, Internet, etc	Research an author of student choice
	Reading Log	Weekly	Self-selected book	Baseball reading
	Vocabulary	Weekly	Suggested words on calendar or words from novel	Vocabulary wheel – definition, syn./ant., illustration, b/c sentence – <u>SEMESTER EXAM</u>

Scope and Sequence – 5th Six Weeks

TEKS	Unit/Bundle	Duration	Resources	Teacher Notes/ Best Practices
2C) complete analogies 9) compare works written on the same topic 11A) compare and contrast persuasive texts that reached different conclusions about the same issue 15A) write an imaginative story that: (i) sustains reader interest; (ii) includes well-paced action and an engaging story line; (iii) creates a specific, believable setting through the use of sensory details; (iv) develops interesting characters; and (v) uses a range of literary strategies and devices to enhance the style and tone; 28) contribute productively in team discussions and planning	<i>Extraordinary Occurances</i>			
	Reading – non-fiction and mystery Writing – short answer with evidence.		<i>A Glow in the Dark</i> – Literature book Anything under Extraordinary Occurrences in the Literature book <i>Sherlock Holmes</i> in Literature book Literary Circles with Mystery novel —teacher’s choice. <u>Literary Circles by ___?</u>	Scrapbook – All-Share Individual novel projects (See <i>Stargirl</i> options in All-Share)

Scope and Sequence – 6th Six Weeks

TEKS	Unit/Bundle	Duration	Resources	Teacher Notes/ Best Practices
<p>9) compare works written on the same topic 15B) write a poem using: (i) poetic techniques (e.g., rhyme scheme, meter); (ii) figurative language (e.g., personification, idioms, hyperbole); and (iii) graphic elements (e.g., word position) 17D) produce a multimedia presentation 22A) brainstorm to create a research plan 23B) categorize information thematically 24A) narrow or broaden the major research question 25A) create a research presentation that summarizes findings systematically; 25B) provides evidence to explain topic and gives relevant reasons for conclusions; and 25C) presents the findings in a meaningful format 26B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems</p>	<p><i>Tolerance/Holocaust</i></p> <p>Reading – Flowers for Algernon</p> <p>Hero’s Journey</p>		<p><i>Flowers for Algernon, Diary of Anne Frank</i>, from Literature book. Videos: <i>Hanna’s War, Remember the Titans, If You Cried, You Die, The Wave, Miracle at Midnight, Forget Me Not, Anne Frank</i>. G rated videos owned by your library.</p>	<p>Multi-media presentation, Brochure, Power Point.</p> <p>All-Share examples for Hero’s Journey.</p>