



1st Quarter

Resources:

Week	Unit/Lesson	Learning Objectives				Differentiated Activities & Resources
		Reading	Grammar	Writing	Vocabulary	
1 st :	Welcome Survey – what worked/did not work in grade 7? Goals Supplies Routines	Resources for Review Empowering Writers lesson Read Article for comprehension and grammar activities	TEKS 8.19 Understand and use the functions of academic language and use a variety of sentences Declarative etc. TEKS 8.20 Use correct Punctuation	Write daily journal entries My holidays My goals in life My life outside school If I were the teacher/principal Unit 1 Big Q	i-Ready vocabulary list	Writing Chadwell, Gary B. <i>Twelve Assignments every Middle School student should write</i>
2 nd :	Unit 1: How Do You Stay True to Yourself? <i>Miracle Man, My Name, Burns in the Attic</i> – Short Story TEKS 8.6 Comprehension of Literary Text/Fiction Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence to support understanding.	TEKS 8.6C Analyze different forms of point of view, including limited v omniscient, subjective v objective	TEKS 8.19 Kinds of Sentences Identify and write four kinds of sentences. Use the correct end punctuation	TEKS 8.17A Write a multi paragraph essay Advice from a Middle School Expert to new grade 6 students MLA-Expectations Conventions	TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words	TEKS 8.7 <i>And Ain't I a Woman?</i> -Speech <i>From Sojourner Truth: Ain't I a Woman?</i> - Excerpt biography
3 rd :	Unit 1: How Do You Stay True to Yourself? <i>Raymond's Run, Medicine Bag</i> – Short Story TEKS 8.6 Comprehension of Literary Text/Fiction Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence to support understanding.	TEKS 8.6A Analyze linear plot development (e.g., conflict, rising action, resolution, falling action, subplots) Make predictions about plot Character Make inferences about character	TEKS 8.19 Understand the functions of academic language. Subjects and Predicates	TEKS 8.17C Write responses to literary texts Summary of a fictional story	TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words	TEKS 8.4 <i>Between What I See and What I Say</i> - poem <i>Waters of Gold</i> - Folktale



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4 th :	<p>Unit 1: How Do You Stay True to Yourself?</p> <p><i>Abuela invents the Zero</i> – Short Story</p> <p><i>The People Could Fly</i> - Folktale</p> <p>TEKS 8.3 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>	<p>TEKS 8.6A Analyze linear plot development (e.g., conflict, rising action, resolution, falling action, subplots)</p> <p>Conflict Analyze characters</p> <p>TEKS 8.3C Explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work</p> <p>Setting and Mood Identify Sequence</p>	<p>TEKS 8.19 Understand the functions of academic language. Conventions, Parts of Speech, Sentence Structure</p>	<p>TEKS 8.14 A-B Writing Process TEKS 8.15 Write an imaginative story Plan, draft, peer review</p> <p>Conventions, Ideas, Organization</p>	<p>TEKS 8.2 Reading/ Vocabulary Development C) Complete analogies that describe part to whole or whole to part</p>	<p>TEKS 8.3 <i>Who can Be Born Black</i> – poem</p> <p><i>TIME The Question of Popularity</i> – informational</p> <p>Main Idea & Details</p> <p>TEKS 8.17C Write responses to literary texts</p> <p>Weekly Journal Entries</p>
5 th :	<p>Unit 1: How Do You Stay True to Yourself?</p> <p><i>Tom Sawyer</i> – Novel excerpt <i>Born Worker</i> – Short story</p> <p>TEKS 8.6 Comprehension of Literary Text/Fiction Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence to support understanding.</p>	<p>TEKS 8.6 Character</p> <p>Compare and Contrast</p> <p>Make Inferences</p>	<p>TEKS 8.19 Understand the functions of academic language. Concrete abstract nouns etc. Conventions of Capitalization</p>	<p>TEKS 8.14 C-E Writing Process cont. Presentation, Sentence Fluency, Word Choice</p> <p>Edit, Revise, Publish Short Story</p>	<p>TEKS 8.2 Reading/ Vocabulary Development E) Use a dictionary, a glossary, or thesaurus to determine meanings, syllabication, pronunciations, alternate word choices and parts of speech of words.</p>	<p><i>Barbara Freetchie</i> Narrative poem Summarize</p>



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Scope & Sequence
8th Grade English Language Arts

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Resources:

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6 th :	<p>Unit 1: How Do You Stay True to Yourself?</p> <p>End of unit assessment</p>		<p>TEKS 8.19 A (ii) Understand the functions of academic language. Apositive phrases</p>	<p>End of unit assessment</p> <p>TEKS 8.15 Write an imaginative fictional story</p>		<p>TEKS 8.1 Ongoing Reading Fluency and Comprehension</p>
7 th :	<p>Unit 2: What's in it for you?</p> <p><i>Zoya's Story Personal Narrative</i></p> <p><i>I Know Why the Caged Bird Sings - Autobiography</i></p> <p>TEKS 8.3 Reading/Comprehension of Literary Text/Theme and Genre.</p>	<p>TEKS 8.3C Explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work Author's Purpose Theme Analyze Cultural Context</p>	<p>TEKS 8.19A Understand the functions of academic language. Irregular Verbs</p>	<p>TEKS 8.14 A-B Writing Process Write a Personal Narrative TEKS 8.16 Plan, draft, peer review Conventions, Ideas, Organization</p>	<p>TEKS 8.2 Reading/ Vocabulary Development Academic Vocabulary</p>	<p>TEKS 8.3A Poems - <i>There is no frigate like a Book Because of Libraries We Can Say These Things</i> Compare & Contrast</p>
8 th :	<p>Unit 2: What's in it for you?</p> <p>TIME: <i>Coming to America</i> Personal narratives <i>Coming to America</i> – Informational text TEKS 8.9 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>	<p>TEKS 8.9 Analyze works written on the same topic and compare how the authors achieved similar or different purposes</p> <p>Sequence Summarize Author's Purpose Tone Theme</p>	<p>TEKS 8.19 A(i) Understand the functions of academic language. Verbs (perfect and progressive tenses) and participles</p>	<p>TEKS 8.14 C-E Writing Process cont. Voice, Presentation, Word Choice</p> <p>Edit, Revise, Publish Personal Narrative</p>	<p>TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words</p>	<p>TEKS 8.10, 10C <i>Huge, Freed Pet</i> <i>Pythons Invade Florida Everglades</i> Informational text Analyze Features and Structure</p>



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9 th :	Unit 2: What's in it for You? <i>Functional Documents</i> TEKS 8.12 Understand how to glean and use information in informational texts and documents Technical Directions	TEKS 8.12B Evaluate graphics for their clarity in communicating meaning or achieving a specific purpose	TEKS 8.19 A(iv) Understand the functions of academic language. Relative pronouns	TEKS 8.14 C-E Writing Process cont. Voice, Presentation, Word Choice Edit, Revise, Publish Personal Narrative	TEKS 8.2 Reading/ Vocabulary Development E) Synonyms	TEKS 8.10, 10C <i>The Great Fire</i> Informational text Description Conflict Draw Conclusions

2nd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives				Differentiated Activities & Resources
		Reading	Grammar	Writing	Vocabulary	
1 st :	Unit 2: What's in it for You? Characteristics of the Genre TEKS 8.10C Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns <i>Media Viewpoint</i> TEKS 8.13 Reading/Media Literacy. Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.	TEKS 8.13 Students are expected to: (A) Explain messages conveyed in various forms of media; (C) Critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages	TEKS 8.19 A(iii) Understand the functions of academic language. Conjunctive adverbs	TEKS 8.17C Write responses to literary texts	TEKS 8.2 Reading/ Vocabulary Development A) Determine meaning from Latin, Greek or other roots and affixes.	TEKS 8.8 <i>Pretty Words</i> <i>Introduction to Poetry</i> <i>Casey at the Bat</i> - Poems TEKS 8.6A The Monkey's Paw Analyze Plot



2nd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives				Differentiated Activities & Resources
2 nd :	<p>Unit 2: What's in it for You?</p> <p>A Retrieved Reformation <i>Short story and Graphic story</i></p> <p>TEKS 8.6 Draw conclusions about the elements of fiction and provide evidence from text to support understanding</p>	<p>RC 8F Make intertextual links between and across texts</p> <p>Setting and Mood</p> <p>Compare and Contrast</p> <p>Figurative Language</p> <p>Draw Conclusions</p>	<p>TEKS 8.19 A (iii) Understand the functions of academic language.</p> <p>Adverbial and adjectival phrases and clauses</p>	<p>TEKS 8.17C Write responses to literary texts</p>	<p>TEKS 8.2 Reading/ Vocabulary Development</p> <p>A) Determine meaning from Latin, Greek or other roots and affixes.</p>	<p>RC-8E</p> <p><i>The Tell-Tale Heart</i> – Short Story</p> <p>Mood</p> <p>Paraphrase texts in ways that maintain meaning and logical order</p>
3 rd :	<p>Unit 2 Assessment</p> <p><i>Hollywood's Rise to Fame</i></p> <p>TEKS 8.7 Reading/Comprehension of Literary Text/Literary Nonfiction.</p>	<p>Text Structure</p> <p>Cause and Effect Relationships</p> <p>Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography</p>	<p>TEKS 8.19B Understand the functions of academic language.</p> <p>Complex sentences</p>	<p>End of unit assessment</p> <p>TEKS 8.16 Write a Personal Narrative</p>	<p>TEKS 8.2 Reading/ Vocabulary Development</p> <p>Understand and use new vocabulary when reading</p>	<p>TEKS 8.9</p> <p><i>Edgar Allen Poe</i> Biography</p> <p>Author's Purpose</p> <p>Foil characters</p> <p>Analyze Details</p>
4 th :	<p>Unit 3: What's More Important, the Journey or the Destination?</p> <p><i>Travel, The Dying Cowboy- Ballad, Identity, Paul Revere's Ride-poem</i></p> <p>TEKS 8.4 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p>	<p>TEKS 8.4</p> <p>Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic, lyric poetry).</p> <p>Structure and Sound</p> <p>Imagery and Figurative Language</p> <p>Rhyme and Rhyme Scheme</p> <p>Narrative Poetry</p>	<p>TEKS 8.19C Understand the functions of academic language.</p> <p>Prepositions and phrases</p>	<p>TEKS 8.17C Write responses to literary texts</p>	<p>TEKS 8.2 Reading/ Vocabulary Development</p> <p>B) Use context to determine or clarify the meaning of words</p>	<p>TEKS 8.6A</p> <p><i>Travel - BQ</i></p> <p><i>The Drummer Boy of Shiloh</i></p> <p>Conflict</p> <p>Analyze Style</p> <p>Understand Diction</p> <p>Analyze Motivation</p>



2nd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives				Differentiated Activities & Resources
5 th :	<p>Unit 3: What's More Important, the Journey or the Destination? <i>Exile</i>- Poem</p> <p>TEKS 8.8 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p>	<p>TEKS 8.8 Students are expected to explain the effect of similes and extended metaphors in literary text</p> <p>Line and Stanza Author's meaning</p>	<p>TEKS 8.19 A(v) Understand the functions of academic language. Subordinating conjunctions</p>	<p>TEKS 8.14 A-B Writing Process TEKS 8.15B Write a Poem Plan, draft, peer review Conventions, Ideas, Organization</p>	<p>TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words</p>	<p>TEKS 8.3, 8.3B Icarus and Daedalus The Spirit Bride Baldur Myths</p>
6 th :	<p>Unit 3: What's More Important, the Journey or the Destination?</p> <p><i>Harriet Tubman</i> – poem</p> <p>TEKS 8.4 Reading/ Comprehension of Literary Text/Poetry <i>Harriet Tubman: Conductor on the Underground Railroad</i> - Historical Perspective</p> <p>TEKS 8.9 Reading/Comprehension of Informational Text/Culture and History.</p>	<p>TEKS 8.4 Rhythm and Meter</p> <p>TEKS 8.9 Analyze Historical Context Characterization Sequence</p>	<p>TEKS 8.19 C Understand the functions of academic language. Transitions for sentence or paragraph</p>	<p>TEKS 8.14 C-E Writing Process. TEKS 8.15B Write a Poem</p> <p>Voice, Presentation, Word Choice Edit, Revise, Publish Poem</p>	<p>TEKS 8.2 Reading/ Vocabulary Development Academic Vocabulary</p>	<p>TEKS 8.10C <i>On top of the World</i> TIME magazine article Informational</p>
7 th :	<p>Unit 3: What's More Important, the Journey or the Destination?</p> <p>Genre Focus: Poetry <i>Stopping by Woods on a Snowy Evening</i> <i>The sound of the Night</i></p> <p>TEKS 8.4 Reading/ Comprehension of Literary Text/Poetry.</p>	<p>TEKS 8.4 Assonance and Consonance Speaker Onomatopoeia Alliteration Mood</p> <p>TEKS 8.3 Analyze theme</p>	<p>TEKS 8.19B Understand the functions of academic language. Complex sentences and Clauses</p>	<p>TEKS 8.14 C-E Writing Process cont. TEKS 8.15B Write a Poem</p> <p>Voice, Presentation, Word Choice Edit, Revise, Publish Poem</p>	<p>TEKS 8.2 Reading/ Vocabulary Development E) Use a dictionary,</p>	<p>TEKS 8.6B Checkouts -Short story Motivation Style Characterization</p>



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8 th :	Unit 3: What's More Important, the Journey or the Destination? <i>Knoxville, Tennessee</i> <i>Los New Yorks</i> <i>The New Colossus - Sonnet</i> <i>Childhood – Sonnet</i> TEKS 8.4, 8.8	TEKS 8.4, 8.8 Connect to the poem Visualize Imagery, Diction, Lyric Poetry, Paraphrase Sonnet, Setting,	TEKS 7.19C Understand the functions of academic language. Subject verb agreement	TEKS 8.17C Write responses to literary texts	TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words	TEKS 8.6 Beowulf Racing the Great Bear Comparing Literature
9 th :	Unit 3 Assessment Benchmark	TEKS 8.4 Reading/ Comprehension of Literary Text/Poetry.	TEKS 8.14C Revise drafts to clarify meaning, enhance style, sentences, and organization	TEKS 8.17C Write responses to literary texts Write a response to the poem	TEKS 8.2 Reading/ Vocabulary Development Understand and use new vocabulary when reading	TEKS 8.13B <i>Media Workshop</i> Interpret Visual and Sound Techniques



3rd Quarter

Resources: understand the proper use of who, whom, and whose

Week	Unit/Lesson	Learning Objectives				Differentiated Activities & Resources
		Reading	Grammar	Writing	Vocabulary	
1 st :	<p>Unit 4: What's Worth Fighting For?</p> <p><i>Saving Water</i> – Essay Logic and Persuasion Workshop: Logical and Rhetorical Fallacies</p> <p>TEKS 8.11 Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from the text to support their analysis.</p>	<p>TEKS 8.11 Argument Text Features</p> <p>TEKS 8.11B Analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts</p>	<p>TEKS 8.20 Oral and written conventions Capitalization and Punctuation</p> <p>TEKS 8.20B(i) Capitalization</p>	<p>TEKS 8.18 Write a persuasive essay</p> <p>TEKS 8.14 A-B Writing Process Plan, draft, peer review Conventions, Ideas, Organization</p>	<p>TEKS 8.2 Reading/ Vocabulary Development Understand and use new vocabulary when reading</p>	<p>Homeless – BQ</p> <p><i>The Treasure of Lemon Brown</i> – Short Story</p>
2 nd :	<p>Unit 4: What's Worth Fighting For?</p> <p><i>The Trouble with Television</i> – Essay</p> <p>TEKS 8.10 Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from the text to support their understanding.</p>	<p>TEKS 8.10B Distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text</p>	<p>TEKS 8.20 Oral and written conventions Capitalization and Punctuation</p> <p>TEKS 8.20B(i) Capitalization</p>	<p>TEKS 8.14 C-E Writing Process.</p> <p>TEKS 8.18 Write a Persuasive Essay</p> <p>Voice, Presentation, Word Choice Edit, Revise, Publish</p>	<p>TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words</p>	<p><i>Civil War Journal</i></p> <p><i>The Gettysburg Address</i> - Speech</p>
3 rd :	<p>Unit 4: What's Worth Fighting For?</p> <p>Genre Focus Argument and Persuasive <i>Should the Penny Be Retired?</i></p> <p>TEKS 8.11 Comprehension of</p>	<p>TEKS 8.11A Compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the</p>	<p>TEKS 8.20 Oral and written conventions Capitalization and Punctuation</p> <p>TEKS 8.20B(i)</p>	<p>TEKS 8.14 A-E Writing Process.</p> <p>TEKS 17B Write a letter that reflects an opinion or registers a complaint.</p>	<p>TEKS 8.2 Reading/ Vocabulary Development Idioms</p>	<p><i>Lincoln: A Photobiography</i> - Historical Perspective</p> <p><i>Ode to Thanks</i></p>



3rd Quarter

Resources: understand the proper use of who, whom, and whose

Week	Unit/Lesson	Learning Objectives			Differentiated Activities & Resources	
	Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from the text to support their analysis. Unit 4 Benchmark	authors reached their conclusion through analyzing the evidence each presents Main Idea and Details Text Structure Analyze Arguments	Commas	Voice, Presentation, Word Choice Plan, Draft, Edit, Revise, Publish	<i>Ode to Rain</i> - Poems	
4 th :	Unit 5: WHAT Really Matters? <i>The Night Ghost from Woodsong – Autobiography</i> TEKS 8.7 Comprehension of Literary Text /Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from the text to support their understanding.	TEKS 8.7 Students are expected to analyze passages in well-known speeches for the author’s used of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) Voice Narrator and Point of View Mood Setting	TEKS 8.20 Oral and written conventions Capitalization and Punctuation TEKS 8.20B(i) Commas	TEKS 8.22 Research Students ask open-ended research questions and develop a plan for answering them. TEKS 8.23 Research/Gathering Sources Students locate and record information.	TEKS 8.2 Reading/ Vocabulary Development A) Determine meaning from Latin, Greek or other roots and affixes.	<i>In the Blood</i> – Poem <i>Clean Sweep</i> - Short Story
5 th :	Unit 5: WHAT Really Matters? TEKS 8.7 Comprehension of Literary Text /Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from the text to support their understanding.	TEKS 8.7 Students are expected to analyze passages in well-known speeches for the author’s used of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) Description, Style TEKS 8.10 Activate Prior Knowledge Sequence	TEKS 7.20 Oral and written conventions Capitalization and Punctuation TEKS 7.20B (ii) Semi colons, colons, and hyphens	TEKS 8.24 Research Synthesize information Students clarify research questions and evaluate and synthesize collected information.	TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words	<i>A Father’s Daring Trek</i> – TIME Informational Text <i>The March of Mill Children</i> – Historical Biography



3rd Quarter

Resources: understand the proper use of who, whom, and whose

Week	Unit/Lesson	Learning Objectives				Differentiated Activities & Resources
6 th :	<p>Unit 5: WHAT Really Matters? <i>The Story of My Life</i> – Autobiography <i>Letters of Annie Sullivan</i> – Letters</p> <p>Unit 5 Benchmark TEKS 8.10 Comprehension of Informational Text</p>	<p>TEKS 8.10D Synthesize and make logical connections between ideas within a text and across texts representing similar or different genres</p> <p>Tone Compare and Contrast</p>	<p>TEKS 7.20 Oral and written conventions Capitalization and Punctuation Quotation Marks</p>	<p>TEKS 8.25 Research Organizing and presenting ideas Synthesize the research into an oral or written presentation</p>	<p>TEKS 8.2 Reading/ Vocabulary Development A) Determine meaning from Latin, Greek or other roots and affixes.</p>	<p><i>Flowers for Afternoon Part 1 & Part 2</i> – Short Stories</p>
7 th :	<p>Unit 6: HOW Do You Keep from Giving Up?</p> <p>The Diary of Ann Frank, Act I & II Drama</p> <p>TEKS 8.5 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p>	<p>TEKS 8.5 Students are expected to analyze how different playwrights characterize their protagonists through the dialogue and staging of their plays.</p> <p>Act and Scene, Dialogue Analyze Plot, Setting, Subplot, Characterization Stage Directions, Conflict Theme, Dramatic Irony</p>	<p>TEKS 7.20 Oral and written conventions Capitalization and Punctuation Apostrophes</p>	<p>TEKS 8.26 Listening and Speaking Use comprehension skills to listen to others in formal and informal settings</p>	<p>TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words</p>	<p><i>From Sky</i> – Historical Perspective</p>
8 th :	<p>Unit 6: HOW Do You Keep from Giving Up?</p> <p><i>From Kindertransport</i> - Drama</p> <p>TEKS 8.5 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding</p>	<p>TEKS 8.5 Students are expected to analyze how different playwrights characterize their protagonists through the dialogue and staging of their plays.</p> <p>Motivation Characterization</p>	<p>TEKS 7.20 Oral and written conventions Capitalization and Punctuation Abbreviations</p>	<p>TEKS 8.17 Write an expository essay</p> <p>TEKS 8.14 A-B Writing Process Plan, draft, peer review Conventions, Ideas, Organization</p>	<p>TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words</p>	<p><i>Standing Tall</i> – TIME Informational Text</p>



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Resources: understand the proper use of who, whom, and whose

Week	Unit/Lesson	Learning Objectives				Differentiated Activities & Resources
9 th :	<p>Unit 6: HOW Do You Keep from Giving Up? Benchmark & STAAR Reading Practice</p> <p>TEKS 8.5 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p>	<p>TEKS 8.5 Students are expected to analyze how different playwrights characterize their protagonists through the dialogue and staging of their plays.</p>	<p>TEKS 8.19 Understand the functions of academic language. Usage 11.69</p>	<p>TEKS 8.14 C-E Writing Process. TEKS 8.17 Write an expository Essay</p> <p>Voice, Presentation, Word Choice Edit, Revise, Publish Poem</p>	<p>TEKS 8.2 Reading/Vocabulary Development Academic Vocabulary</p>	<p>TEKS 8.7 From <i>The Diary of a Young Girl</i> Voice TEKS 8.3 Connect to Autobiography</p>

4th Quarter

Resources:

Week	Unit/Lesson	Learning Objectives				Differentiated Activities & Resources
		Reading	Grammar	Writing	Vocabulary	
1 st :	STAAR Reading Practice & Review	<p>TEKS 8.1 Reading Fluency Students read grade level text with fluency and comprehension</p>	<p>TEKS 8.19 Understand the functions of academic language. Usage 11.70</p>	<p>TEKS 8.17C Write responses to literary texts</p>	<p>TEKS 8.2 Reading/Vocabulary Development Understand new vocabulary and use it when reading</p>	Comparing Literature – <i>Mother to Son, Speech to the Young, Speech to the Progress-Toward - Poems</i>



4th Quarter

Resources:

Week	Unit/Lesson	Learning Objectives				Differentiated Activities & Resources
2 nd :	TEKS 8.13A-D Reading/Media Literacy Use comprehension skills to analyze how words, images graphics and sounds work together in various forms to impact meaning.	TEKS 8.13A Evaluate the role of media in focusing attention on events and informing opinion of issues	TEKS 8.19 Understand the functions of academic language. Usage Review	TEKS 8.25C Present ideas and information in a meaningful format (digital) TEKS 8.28 Work productively in teams	TEKS 8.2 Reading /Vocabulary Development Understand new vocabulary and use it when reading	
3 rd :	STAAR Reading practice & Review	TEKS 3-12 Comprehension of a variety of literary and informational texts.	TEKS 8.19 Understand the functions of academic language. Usage 11.71	TEKS 8.17C Write responses to literary texts	TEKS 8.2 Reading /Vocabulary Development	
4 th :	STAAR Reading Test Novel Study		TEKS 8.19 Understand the functions of academic language. Usage 11.72		TEKS 8.2 Reading /Vocabulary Development	
5 th :	TEKS 8.13A-D Reading/Media Literacy Use comprehension skills to analyze how words, images graphics and sounds work together in various forms to impact meaning.	TEKS 8.13A Evaluate the role of media in focusing attention on events and informing opinion of issues	TEKS 7.19C Understand the functions of academic language. Adjectives		TEKS 8.2 Reading /Vocabulary Development Understand new vocabulary and use it when reading	



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4th Quarter

Resources:

Week	Unit/Lesson	Learning Objectives			Differentiated Activities & Resources
6 th :	Novel Study TEKS 8.7 Comprehension of Literary Text /Literary Nonfiction		Writing with Adjectives Use adjectives to elaborate sentences by adding clarity and detail.		TEKS 8.2 Reading /Vocabulary Development
7 th :	TEKS 8.22 Research Students ask open-ended research questions and develop a plan for answering them.	TEKS 8.23 Research/Gathering Sources Students locate and record information.	TEKS 7.19C Understand the functions of academic language. Adverbs		TEKS 8.2 Reading /Vocabulary Development
8 th :	Research a Country of your Choice TEKS 8.24 Research Synthesize information	Students clarify research questions and evaluate and synthesize collected information.			TEKS 8.2 Reading /Vocabulary Development
9 th :	Present the Country of your Choice	TEKS 8.25 Research Organizing and presenting ideas Synthesize the research into an oral or written presentation			TEKS 8.2 Reading /Vocabulary Development Understand new vocabulary and use it when reading