DARUL ARQAM ACADEMY NORTH

Scope and Sequence

8th Grade English

1st Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	**Reporting Categories (TEKS)**
1ST WEEK	**Welcome** **Collect Class Supplies** **Classroom Expectations** **Curriculum Overview** **Unit 1: Everyone Loves a Mystery** Essential Question: What attracts us to the mysterious? Genre Focus: Fiction	Introduce the textbook, how to navigate it, and the format. Introduce types of assignments including Think Questions, Skill Focus, Write prompts, Multiple Choice questions, etc. Check for understanding from previous years using a diagnostic	Check for understanding from previous years using a diagnostic Introduce Rainbow Writing Format Set up notebooks for the year and understand what they will be used for (notes, classwork, foldables, etc)	Introduce format of novel study with novel(s) for the year Introduce format of weekly vocabulary with corresponding Greek/Latin roots	Annotation 8.6(E); Context Clues 8.2(B)*; Reading Comprehension 8.5; Interpreting Text 8.6(G); Voice 8.9(F)*; Generating Questions 8.5(B); Author's Purpose and Message 8.9(A)*; Dramatic Elements 8.8(C)*; Plot 8.7(C)*; Making and Confirming Predictions 8.5(C); Setting 8.7(D)*; Theme 8.7(A)*; Mood 8.9(F)*; Character 8.7(B)*; Basic Spelling Rules I 8.10(D)(vii)*; Subject-Verb Agreement with Intervening Prepositional Phrases 8.10(D)(iii)*; Consistent Verb Tenses 8.10(D)(ii)*; Text Dependent Responses 8.6(C)*; Short Constructed Response 8.6(C), 8.(F); Peer Review 8.10(C); Personal Response 8.5(B); Compare and Contrast 8.6(B); Developing Ideas 8.10(B)(ii)*; Organizing Narrative Writing 8.10(B)(i)*; Story Beginnings 8.11(A); Writing Dialogue 8.11(A); Descriptive Details 8.11(A)
2nd WEEK	**Unit 1: Everyone Loves a Mystery** Essential Question: What attracts us to the mysterious? Genre Focus: Fiction	**QUIZ: Syllabus/Handbook Quiz** Text: The Tell-Tale Heart Skills: annotations, collaborative conversations, inferences, plot stages	Grammar: Parts of speech review/reteach (nouns, verbs, adjectives, adverbs, articles) Writing: Write a short personal narrative based on a challenging experience.	Vocabulary: Roots-"bene" (good, well) and "mal" (bad, evil) Words- Beneficence, Benevolent, Malignant, Malign, Malefeasance Novel: Introduce *The Giver* by Lois Lowry	Annotation 8.6(E); Context Clues 8.2(B)*; Reading Comprehension 8.5; Interpreting Text 8.6(G); Voice 8.9(F)*; Generating Questions 8.5(B); Author's Purpose and Message 8.9(A)*; Dramatic Elements 8.8(C)*; Plot 8.7(C)*; Making and Confirming Predictions 8.5(C); Setting 8.7(D)*; Theme 8.7(A)*; Mood 8.9(F)*; Character 8.7(B)*; Basic Spelling Rules I 8.10(D)(vii)*; Subject-Verb Agreement with Intervening Prepositional Phrases 8.10(D)(iii)*; Consistent Verb Tenses 8.10(D)(ii)*; Text Dependent Responses 8.6(C)*; Short Constructed Response 8.6(C), 8.(F); Peer Review 8.10(C); Personal Response 8.5(B); Compare and Contrast 8.6(B); Developing Ideas 8.10(B)(ii)*; Organizing Narrative Writing 8.10(B)(i)*; Story Beginnings 8.11(A); Writing Dialogue 8.11(A); Descriptive Details 8.11(A)

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3rd WEEK	**Unit 1: Everyone Loves a Mystery** Essential Question: What attracts us to the mysterious? Genre Focus: Fiction	Text: The Lottery Skills: inferences, character, context clues **TEST: Inferences Test**	Grammar: Types of nouns (common, proper, concrete, abstract, singular, plural, collective) Writing: Introduce concepts of narrative writing	Vocabulary: Roots-"dict" (speak) and "scrib" (write) Words- Indict, Ascribe, Interdict, Postscript, Inscribe Novel: Discuss *The Giver* Ch.1-2	Annotation 8.6(E); Context Clues 8.2(B)*; Reading Comprehension 8.5; Interpreting Text 8.6(G); Voice 8.9(F)*; Generating Questions 8.5(B); Author's Purpose and Message 8.9(A)*; Dramatic Elements 8.8(C)*; Plot 8.7(C)*; Making and Confirming Predictions 8.5(C); Setting 8.7(D)*; Theme 8.7(A)*; Mood 8.9(F)*; Character 8.7(B)*; Basic Spelling Rules I 8.10(D)(vii)*; Subject-Verb Agreement with Intervening Prepositional Phrases 8.10(D)(iii)*; Consistent Verb Tenses 8.10(D)(ii)*; Text Dependent Responses 8.6(C)*; Short Constructed Response 8.6(C), 8.(F); Peer Review 8.10(C); Personal Response 8.5(B); Compare and Contrast 8.6(B); Developing Ideas 8.10(B)(ii)*; Organizing Narrative Writing 8.10(B)(i)*; Story Beginnings 8.11(A); Writing Dialogue 8.11(A); Descriptive Details 8.11(A)
4th WEEK	**Unit 1: Everyone Loves a Mystery** Essential Question: What attracts us to the mysterious? Genre Focus: Fiction	Paired Texts: The Graveyard Book AND The Monkey's Paw Skills: character development, setting, conflict	Grammar: rules of capitalization Writing: Create a plot diagram of original narrative story	**QUIZ: Vocabulary Quiz 1** Vocabulary: Roots-"port" (carry) and "act" (to do) Words- Portfolio, Deportment, Reaction, Enact, Interactive Novel: Discuss *The Giver* Ch.3-4	Annotation 8.6(E); Context Clues 8.2(B)*; Reading Comprehension 8.5; Interpreting Text 8.6(G); Voice 8.9(F)*; Generating Questions 8.5(B); Author's Purpose and Message 8.9(A)*; Dramatic Elements 8.8(C)*; Plot 8.7(C)*; Making and Confirming Predictions 8.5(C); Setting 8.7(D)*; Theme 8.7(A)*; Mood 8.9(F)*; Character 8.7(B)*; Basic Spelling Rules I 8.10(D)(vii)*; Subject-Verb Agreement with Intervening Prepositional Phrases 8.10(D)(iii)*; Consistent Verb Tenses 8.10(D)(ii)*; Text Dependent Responses 8.6(C)*; Short Constructed Response 8.6(C), 8.(F); Peer Review 8.10(C); Personal Response 8.5(B); Compare and Contrast 8.6(B); Developing Ideas 8.10(B)(ii)*; Organizing Narrative Writing 8.10(B)(i)*; Story Beginnings 8.11(A); Writing Dialogue 8.11(A); Descriptive Details 8.11(A)
5TH WEEK	**Unit 1: Everyone Loves a Mystery** Essential Question: What attracts us to the mysterious?	Text: Sorry, Wrong Number Skills: character motivation, types of conflict	Grammar: irregular nouns, possessive nouns Writing: setting, characters, conflicts for original narrative story	Vocabulary: Roots-"aud" (hear) and "vid/vis" (see) Words- Audible, Supervise, Visage, Visionary, Auditory	Annotation 8.6(E); Context Clues 8.2(B)*; Reading Comprehension 8.5; Interpreting Text 8.6(G); Voice 8.9(F)*; Generating Questions 8.5(B); Author's Purpose and Message 8.9(A)*; Dramatic Elements 8.8(C)*; Plot 8.7(C)*; Making and Confirming Predictions 8.5(C); Setting

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Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	**Reporting Categories (TEKS)**
	Genre Focus: Fiction			Novel: Discuss *The Giver* Ch.5-6	8.7(D)*; Theme 8.7(A)*; Mood 8.9(F)*; Character 8.7(B)*; Basic Spelling Rules I 8.10(D)(vii)*; Subject-Verb Agreement with Intervening Prepositional Phrases 8.10(D)(iii)*; Consistent Verb Tenses 8.10(D)(ii)*; Text Dependent Responses 8.6(C)*; Short Constructed Response 8.6(C), 8.(F); Peer Review 8.10(C); Personal Response 8.5(B); Compare and Contrast 8.6(B); Developing Ideas 8.10(B)(ii)*; Organizing Narrative Writing 8.10(B)(i)*; Story Beginnings 8.11(A); Writing Dialogue 8.11(A); Descriptive Details 8.11(A)
6th WEEK	**Unit 1: Everyone Loves a Mystery** Essential Question: What attracts us to the mysterious? Genre Focus: Fiction	Text: Ten Days in a Mad-House Skills: author's purpose, author's message	Grammar: verbs and verb tenses (past, present, future) Writing: writing dialogue and character development for original narrative story	**QUIZ: Vocabulary Quiz 2** Vocabulary: Roots-"fract" (break) and "ject" (throw) Words- Refract, Fractious, Projectile, Interject, Eject Novel: Discuss *The Giver* Ch.7-8 **TEST: Vocabulary Test 1**	Annotation 8.6(E); Context Clues 8.2(B)*; Reading Comprehension 8.5; Interpreting Text 8.6(G); Voice 8.9(F)*; Generating Questions 8.5(B); Author's Purpose and Message 8.9(A)*; Dramatic Elements 8.8(C)*; Plot 8.7(C)*; Making and Confirming Predictions 8.5(C); Setting 8.7(D)*; Theme 8.7(A)*; Mood 8.9(F)*; Character 8.7(B)*; Basic Spelling Rules I 8.10(D)(vii)*; Subject-Verb Agreement with Intervening Prepositional Phrases 8.10(D)(iii)*; Consistent Verb Tenses 8.10(D)(ii)*; Text Dependent Responses 8.6(C)*; Short Constructed Response 8.6(C), 8.(F); Peer Review 8.10(C); Personal Response 8.5(B); Compare and Contrast 8.6(B); Developing Ideas 8.10(B)(ii)*; Organizing Narrative Writing 8.10(B)(i)*; Story Beginnings 8.11(A); Writing Dialogue 8.11(A); Descriptive Details 8.11(A)
7th WEEK	**Unit 1: Everyone Loves a Mystery** Essential Question: What attracts us to the mysterious? Genre Focus: Fiction	Text: Review of Unit 1 texts, Released STAAR passages Skills: Review of Unit 1 skills . apply to STAAR style questions, familiarize with STAAR question phrasing **TEST: Unit 1 Passage-Based Test**	Grammar: sentence structure-subject and predicate Writing: first draft of complete original narrative story	Vocabulary: Roots-review Words- review Novel: Discuss *The Giver* Ch.9-10	Annotation 8.6(E); Context Clues 8.2(B)*; Reading Comprehension 8.5; Interpreting Text 8.6(G); Voice 8.9(F)*; Generating Questions 8.5(B); Author's Purpose and Message 8.9(A)*; Dramatic Elements 8.8(C)*; Plot 8.7(C)*; Making and Confirming Predictions 8.5(C); Setting 8.7(D)*; Theme 8.7(A)*; Mood 8.9(F)*; Character 8.7(B)*; Basic Spelling Rules I 8.10(D)(vii)*; Subject-Verb Agreement with Intervening Prepositional Phrases 8.10(D)(iii)*; Consistent Verb Tenses 8.10(D)(ii)*; Text Dependent Responses 8.6(C)*; Short Constructed Response 8.6(C),

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1st Quarter					
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Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	**Reporting Categories (TEKS)**
					8.(F); Peer Review 8.10(C); Personal Response 8.5(B); Compare and Contrast 8.6(B); Developing Ideas 8.10(B)(ii)*; Organizing Narrative Writing 8.10(B)(i)*; Story Beginnings 8.11(A); Writing Dialogue 8.11(A); Descriptive Details 8.11(A)
8th WEEK	**Unit 2: Past and Present** Essential Question: What makes you, you? Genre Focus: Poetry	Text: The House on Mango Street Skills: theme, point of view (1st person, 2nd person, 3rd person-objective, limited, omniscient)	Grammar: adjectives and adverbs (differentiate) Writing: edited/revised version of original narrative story based on feedback	Vocabulary:practice using context clues in STAAR style passages Novel: Discuss *The Giver* Ch.11-12	Visualizing 8.5(D); Poetic Structure 8.8(B)*; Irony 8.9(E)*; Controlling Idea or Thesis 8.8(D)(i); Word Meaning 8.2(A)*; Figurative Language 8.9(D)*; Making Inferences 8.5(F)*; Point of View 8.9(E)*; Plot 8.7(C)*; Identifying Audience and Purpose 8.8(E)(iii)*; Rhetorical Devices 8.9(G)*; Active and Passive Voice 8.10(D)(ii)*; Complex and Compound-Complex Sentences 8.10(D)(i)*; Semicolons 8.10(D)(vi)*; Compare and Contrast 8.6(B); Thesis Statement 8.11(C); Organizing Argumentative Writing 8.10(B)(i)*; Supporting Details 8.10(B)(ii)*; Introductions and Conclusions 8.10(B)(i)*; Body Paragraphs 8.10(B)(i)*; Literary Analysis Writing Process: Plan 8.10(A), 8.11(C); Literary Analysis Writing Process: Draft 8.10(B), 8.11(C); Literary Analysis Writing Process: Revise 8.10(C), 8.11(C); Literary Analysis Writing Process: Edit and Publish 8.10(D), 8.11(C)
9th WEEK	**Unit 2: Past and Present** Essential Question: What makes you, you? Genre Focus: Poetry	Text: I'm Nobody! Who Are You? Skills: poetic structure, irony	Grammar: continue sentence structure, introduce sentence types (declarative, exclamatory, interrogative, imperative) subject-verb agreement Writing: final draft of original narrative story **PROJECT Due: Original Narrative Story**	Vocabulary: continue- research word origin and how it explains word meaning Novel: Discuss *The Giver* mid-book review **TEST: *The Giver* Mid-Book Test**	Visualizing 8.5(D); Poetic Structure 8.8(B)*; Irony 8.9(E)*; Controlling Idea or Thesis 8.8(D)(i); Word Meaning 8.2(A)*; Figurative Language 8.9(D)*; Making Inferences 8.5(F)*; Point of View 8.9(E)*; Plot 8.7(C)*; Identifying Audience and Purpose 8.8(E)(iii)*; Rhetorical Devices 8.9(G)*; Active and Passive Voice 8.10(D)(ii)*; Complex and Compound-Complex Sentences 8.10(D)(i)*; Semicolons 8.10(D)(vi)*; Compare and Contrast 8.6(B); Thesis Statement 8.11(C); Organizing Argumentative Writing 8.10(B)(i)*; Supporting Details 8.10(B)(ii)*; Introductions and Conclusions 8.10(B)(i)*; Body Paragraphs 8.10(B)(i)*; Literary Analysis Writing Process: Plan 8.10(A), 8.11(C); Literary Analysis Writing Process: Draft 8.10(B), 8.11(C); Literary

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1st Quarter					
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					Analysis Writing Process: Revise 8.10(C), 8.11(C); Literary Analysis Writing Process: Edit and Publish 8.10(D), 8.11(C)

2nd Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	**Reporting Categories (TEKs)**
1st WEEK	**Unit 2: Past and Present** Essential Question: What makes you, you? Genre Focus: Poetry	Text: Slam, Dunk & Hook Skills: figurative language (similes, metaphor, personification, extended metaphor, hyperbole, onomatopoeia, idiom, alliteration)	Grammar: review all previous concepts and check for understanding Writing: 1- Introduce letter writing and format OR 2-Introduce types of poems and students choose 3-4 (sonnet, cinquain, free verse, acrostic, limerick, couplet, haiku)	**QUIZ: Context Clues Quiz** Vocabulary: Roots-“graph” (write) and “auto” (self) Words- Seismograph, Calligraphy, Cartography, Autodidactic, Automaton Novel: Discuss *The Giver* Ch.13-14	Visualizing 8.5(D); Poetic Structure 8.8(B)*; Irony 8.9(E)*; Controlling Idea or Thesis 8.8(D)(i); Word Meaning 8.2(A)*; Figurative Language 8.9(D)*; Making Inferences 8.5(F)*; Point of View 8.9(E)*; Plot 8.7(C)*; Identifying Audience and Purpose 8.8(E)(iii)*; Rhetorical Devices 8.9(G)*; Active and Passive Voice 8.10(D)(ii)*; Complex and Compound-Complex Sentences 8.10(D)(i)*; Semicolons 8.10(D)(vi)*; Compare and Contrast 8.6(B); Thesis Statement 8.11(C); Organizing Argumentative Writing 8.10(B)(i)*; Supporting Details 8.10(B)(ii)*; Introductions and Conclusions 8.10(B)(i)*; Body Paragraphs 8.10(B)(i)*; Literary Analysis Writing Process: Plan 8.10(A), 8.11(C); Literary Analysis Writing Process: Draft 8.10(B), 8.11(C); Literary Analysis Writing Process: Revise 8.10(C), 8.11(C); Literary Analysis Writing Process: Edit and Publish 8.10(D), 8.11(C)
2nd WEEK	**Unit 2: Past and Present** Essential Question: What makes you, you? Genre Focus: Poetry	Text: The Outsiders Skills: voice (formal and informal)	Grammar: sentence fragments and run-ons Writing: 1- first letter draft including proper heading OR 2-first poem drafts written	Vocabulary: Roots-“meter” (measure) and “micro” (small) Words- Tachometer, Metrication, Microgravity, Microcosm, Micormeteorite	Visualizing 8.5(D); Poetic Structure 8.8(B)*; Irony 8.9(E)*; Controlling Idea or Thesis 8.8(D)(i); Word Meaning 8.2(A)*; Figurative Language 8.9(D)*; Making Inferences 8.5(F)*; Point of View 8.9(E)*; Plot 8.7(C)*; Identifying Audience and Purpose 8.8(E)(iii)*; Rhetorical Devices 8.9(G)*; Active and Passive Voice 8.10(D)(ii)*; Complex and Compound-Complex Sentences 8.10(D)(i)*; Semicolons 8.10(D)(vi)*;

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2nd Quarter					
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Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	**Reporting Categories (TEKs)**
				Novel: Discuss *The Giver* Ch.15-16	Compare and Contrast 8.6(B); Thesis Statement 8.11(C); Organizing Argumentative Writing 8.10(B)(i)*; Supporting Details 8.10(B)(ii)*; Introductions and Conclusions 8.10(B)(i)*; Body Paragraphs 8.10(B)(i)*; Literary Analysis Writing Process: Plan 8.10(A), 8.11(C); Literary Analysis Writing Process: Draft 8.10(B), 8.11(C); Literary Analysis Writing Process: Revise 8.10(C), 8.11(C); Literary Analysis Writing Process: Edit and Publish 8.10(D), 8.11(C)
3rd WEEK	**Unit 2: Past and Present** Essential Question: What makes you, you? Genre Focus: Poetry	Paired Texts: Curtain Call AND My Mother Pieced Quilts Skills: mood and tone	Grammar: general overview of types of punctuation and uses (period, questions marks, commas, quotation marks, apostrophes, colon, semicolons) Writing: 1- rough draft for letter including proper heading for feedback OR 2-rough draft poems written for feedback	**QUIZ: Vocabulary Quiz 3** Vocabulary: Roots-“aqu” (water) and “terra” (land) Words- Aquaponics, Aquiferous, Mediterranean, Terrarium, Terraforming Novel: Discuss *The Giver* Ch.17-18	Visualizing 8.5(D); Poetic Structure 8.8(B)*; Irony 8.9(E)*; Controlling Idea or Thesis 8.8(D)(i); Word Meaning 8.2(A)*; Figurative Language 8.9(D)*; Making Inferences 8.5(F)*; Point of View 8.9(E)*; Plot 8.7(C)*; Identifying Audience and Purpose 8.8(E)(iii)*; Rhetorical Devices 8.9(G)*; Active and Passive Voice 8.10(D)(ii)*; Complex and Compound-Complex Sentences 8.10(D)(i)*; Semicolons 8.10(D)(vi)*; Compare and Contrast 8.6(B); Thesis Statement 8.11(C); Organizing Argumentative Writing 8.10(B)(i)*; Supporting Details 8.10(B)(ii)*; Introductions and Conclusions 8.10(B)(i)*; Body Paragraphs 8.10(B)(i)*; Literary Analysis Writing Process: Plan 8.10(A), 8.11(C); Literary Analysis Writing Process: Draft 8.10(B), 8.11(C); Literary Analysis Writing Process: Revise 8.10(C), 8.11(C); Literary Analysis Writing Process: Edit and Publish 8.10(D), 8.11(C)
4TH WEEK	**Unit 2: Past and Present** Essential Question: What makes you, you?	Text: Review of Unit 2 texts, Released STAAR passages Skills: Review of Unit 2 skills . apply to STAAR style questions,	Grammar: dependent and independent clauses Writing: 1- final letter draft OR 2-final poem booklets	Vocabulary: Roots-review Words- review **TEST: Vocabulary Test 2**	Visualizing 8.5(D); Poetic Structure 8.8(B)*; Irony 8.9(E)*; Controlling Idea or Thesis 8.8(D)(i); Word Meaning 8.2(A)*; Figurative Language 8.9(D)*; Making Inferences 8.5(F)*; Point of View 8.9(E)*; Plot 8.7(C)*; Identifying Audience and Purpose 8.8(E)(iii)*; Rhetorical Devices 8.9(G)*; Active and Passive Voice 8.10(D)(ii)*;

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	Genre Focus: Poetry	familiarize with STAAR question phrasing	**PROJECT (Option 1): Letter or Poem Booklet**	Novel: Discuss *The Giver* Ch.19-20	Complex and Compound-Complex Sentences 8.10(D)(i)*; Semicolons 8.10(D)(vi)*; Compare and Contrast 8.6(B); Thesis Statement 8.11(C); Organizing Argumentative Writing 8.10(B)(i)*; Supporting Details 8.10(B)(ii)*; Introductions and Conclusions 8.10(B)(i)*; Body Paragraphs 8.10(B)(i)*; Literary Analysis Writing Process: Plan 8.10(A), 8.11(C); Literary Analysis Writing Process: Draft 8.10(B), 8.11(C); Literary Analysis Writing Process: Revise 8.10(C), 8.11(C); Literary Analysis Writing Process: Edit and Publish 8.10(D), 8.11(C)
5th WEEK	**Unit 3: No Risk, No Reward** Essential Question: Why do we take chances? Genre Focus: Informational Text	Text: Address to the Nation on the Explosion of the Space Shuttle Challenger Skills: informational text structures (steps in order, chronological, important ideas, compare and contrast, cause and effect, advantages and disadvantages, problem and solution, essential qualities, categories and subcategories)	Grammar: rules of commas for clauses, lists, etc Writing: introduce essay writing format (introduction, body, conclusion)	Vocabulary: Roots-“bi” (two) and “ambi” (both) Words- Bimodal, Bipartisan, Bifocal, Ambiguity, Bilateral Novel: Discuss *The Giver* Ch.21-22	Figurative Language 8.9(D)*; Theme 8.7(A)*; Controlling Idea or Thesis 8.8(D)(i); Text Evidence 8.6(C)*; Evaluating Details 8.5(G); Greek and Latin Affixes and Roots 8.2(C)*; Print and Graphic Features 8.9(C)*; Synthesizing 8.5(H)*; Multimodal and Digital Texts 8.8(F); Adjusting Fluency 8.3; Author’s Purpose and Text Structure 8.9(B); Summarizing 8.6(D)*; Informational Text Structure 8.8(D)(iii)*; Sentence Fragments 8.10(D)(i)*; Run-On Sentences 8.10(D)(i)*; Pronoun and Antecedent Agreement 8.10(D)(iv)*; Developing Ideas 8.10(B)(ii)*; Thesis Statement 8.11(B)*; Organize Informational Writing 8.10(B)(ii)*; Supporting Details 8.10(B)(i)*; Introductions and Conclusions 8.10(B)(i)*; Informational Writing Process: Plan 8.10(A), 8.11(B)*; Informational Writing Process: Draft 8.10(B), 8.11(B)*; Informational Writing Process: Revise 8.10(B), 8.11(B)*; Informational Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*
6th WEEK	**Unit 3: No Risk, No Reward**	Text: Phineas Gage: A Gruesome but True Story About Brain Science	Grammar: compound and complex sentences	Vocabulary: Roots- “circum” (around) and “circ” (circle)	Figurative Language 8.9(D)*; Theme 8.7(A)*; Controlling Idea or Thesis 8.8(D)(i); Text Evidence 8.6(C)*; Evaluating Details 8.5(G); Greek and Latin Affixes and Roots 8.2(C)*; Print and Graphic Features 8.9(C)*;

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2nd Quarter					
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Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	**Reporting Categories (TEKs)**
	Essential Question: Why do we take chances? Genre Focus: Informational Text	Skills: text evidence	Writing: brainstorm about assigned/chosen topics and find sources for text evidence	Words- Circuit, Circulate, Circumlocation, Circumvent, Circumspect Novel: Discuss *The Giver* Ch.23	Synthesizing 8.5(H)*; Multimodal and Digital Texts 8.8(F); Adjusting Fluency 8.3; Author's Purpose and Text Structure 8.9(B); Summarizing 8.6(D)*; Informational Text Structure 8.8(D)(iii)*; Sentence Fragments 8.10(D)(i)*; Run-On Sentences 8.10(D)(i)*; Pronoun and Antecedent Agreement 8.10(D)(iv)*; Developing Ideas 8.10(B)(ii)*; Thesis Statement 8.11(B)*; Organize Informational Writing 8.10(B)(ii)*; Supporting Details 8.10(B)(i)*; Introductions and Conclusions 8.10(B)(i)*; Informational Writing Process: Plan 8.10(A), 8.11(B)*; Informational Writing Process: Draft 8.10(B), 8.11(B)*; Informational Writing Process: Revise 8.10(B), 8.11(B)*; Informational Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*
7th WEEK	**Unit 3: No Risk, No Reward** Essential Question: Why do we take chances? Genre Focus: Informational Text	Paired Texts: Narrative of the life of Frederick Douglass excerpt AND Mother to Son Skills: controlling idea/thesis	Grammar: essential and non-essential clauses Writing: create detailed essay outline for each part (introduction with thesis, each body paragraph, conclusion)	**QUIZ: Vocabulary Quiz 4** Vocabulary: Roots-review Words- review Novel: Discuss *The Giver* full book	Figurative Language 8.9(D)*; Theme 8.7(A)*; Controlling Idea or Thesis 8.8(D)(i); Text Evidence 8.6(C)*; Evaluating Details 8.5(G); Greek and Latin Affixes and Roots 8.2(C)*; Print and Graphic Features 8.9(C)*; Synthesizing 8.5(H)*; Multimodal and Digital Texts 8.8(F); Adjusting Fluency 8.3; Author's Purpose and Text Structure 8.9(B); Summarizing 8.6(D)*; Informational Text Structure 8.8(D)(iii)*; Sentence Fragments 8.10(D)(i)*; Run-On Sentences 8.10(D)(i)*; Pronoun and Antecedent Agreement 8.10(D)(iv)*; Developing Ideas 8.10(B)(ii)*; Thesis Statement 8.11(B)*; Organize Informational Writing 8.10(B)(ii)*; Supporting Details 8.10(B)(i)*; Introductions and Conclusions 8.10(B)(i)*; Informational Writing Process: Plan 8.10(A), 8.11(B)*; Informational Writing Process: Draft 8.10(B), 8.11(B)*; Informational Writing Process: Revise 8.10(B), 8.11(B)*; Informational Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*

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2nd Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	**Reporting Categories (TEKs)**
8th WEEK	**Unit 3: No Risk, No Reward** Essential Question: Why do we take chances? Genre Focus: Informational Text	Text: The Vanishing Island Skills: print and graphic features	Grammar: compound-complex sentences Writing: write full essay rough draft to be revised	Vocabulary: identify synonyms and antonyms for words Novel: Discuss *The Giver* in depth **TEST: *The Giver* Full Book Test**	Figurative Language 8.9(D)*; Theme 8.7(A)*; Controlling Idea or Thesis 8.8(D)(i); Text Evidence 8.6(C)*; Evaluating Details 8.5(G); Greek and Latin Affixes and Roots 8.2(C)*; Print and Graphic Features 8.9(C)*; Synthesizing 8.5(H)*; Multimodal and Digital Texts 8.8(F); Adjusting Fluency 8.3; Author's Purpose and Text Structure 8.9(B); Summarizing 8.6(D)*; Informational Text Structure 8.8(D)(iii)*; Sentence Fragments 8.10(D)(i)*; Run-On Sentences 8.10(D)(i)*; Pronoun and Antecedent Agreement 8.10(D)(iv)*; Developing Ideas 8.10(B)(ii)*; Thesis Statement 8.11(B)*; Organize Informational Writing 8.10(B)(ii)*; Supporting Details 8.10(B)(i)*; Introductions and Conclusions 8.10(B)(i)*; Informational Writing Process: Plan 8.10(A), 8.11(B)*; Informational Writing Process: Draft 8.10(B), 8.11(B)*; Informational Writing Process: Revise 8.10(B), 8.11(B)*; Informational Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*
9th WEEK	**Unit 3: No Risk, No Reward** Essential Question: Why do we take chances? Genre Focus: Informational Text	Text: Review of Unit 3 texts, Released STAAR passages Skills: Review of Unit 3 skills . apply to STAAR style questions, familiarize with STAAR question phrasing **TEST: Unit 1-3 MIDTERM Passage-Based Test**	Grammar: practice sentence variety using different sentence types (simple, compound, complex, compound-complex) Writing: final essay drafts **PROJECT (Option 2): Research Essay**	Vocabulary: review, find other words with vocab roots using dictionaries Novel: Discuss *The Giver* in depth briefly introduce new novel: *Messenger* by Lois Lowry	Figurative Language 8.9(D)*; Theme 8.7(A)*; Controlling Idea or Thesis 8.8(D)(i); Text Evidence 8.6(C)*; Evaluating Details 8.5(G); Greek and Latin Affixes and Roots 8.2(C)*; Print and Graphic Features 8.9(C)*; Synthesizing 8.5(H)*; Multimodal and Digital Texts 8.8(F); Adjusting Fluency 8.3; Author's Purpose and Text Structure 8.9(B); Summarizing 8.6(D)*; Informational Text Structure 8.8(D)(iii)*; Sentence Fragments 8.10(D)(i)*; Run-On Sentences 8.10(D)(i)*; Pronoun and Antecedent Agreement 8.10(D)(iv)*; Developing Ideas 8.10(B)(ii)*; Thesis Statement 8.11(B)*; Organize Informational Writing 8.10(B)(ii)*; Supporting Details 8.10(B)(i)*; Introductions and Conclusions 8.10(B)(i)*; Informational Writing Process: Plan 8.10(A), 8.11(B)*; Informational Writing Process: Draft 8.10(B), 8.11(B)*; Informational Writing Process:

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2nd Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	**Reporting Categories (TEKs)**
					Revise 8.10(B), 8.11(B)*; Informational Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*

3rd Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	**Reporting Categories (TEKs)**
1st WEEK	**Unit 4: Hear Me Out** Essential Question: How do you choose the right words? Genre Focus: Argumentative Text	Text: The Gettysburg Address Skills: arguments and claims	Grammar: subjects and objects Writing: introduce argumentative/persuasive essay writing	Vocabulary: Roots- "nym/onym" (name) and "optim" (best) Words- Pseudonym, Optimized, Optimal, Suboptimal, Homonym Novel: *Messenger* book introduction	Making Connections 8.5(E)*; Setting 8.7(D); Arguments and Claims 8.8(E)(i)*; Reasons and Evidence 8.8(E)(i)*; Logical Fallacies 8.9(G)*; Irony 8.9(E)*; Counter Arguments 8.8(E)(ii); Rhetorical Devices 8.9(G)*; Setting a Purpose for Reading 8.5(A); Identifying Audience and Purpose 8.8(E)(iii)*; Paraphrasing 8.6(D)*; Tone 8.9(F)*; Figurative Language 8.9(D)*; Capitalization Review 8.10(D)(v)*; Colons 8.10(D)(vi)*; Commas with Nonessential Elements 8.10(D)(vi)*; Developing Ideas 8.10(B)(ii)*; Organizing Correspondence Writing 8.10(B)(i)*; Considering Audience and Purpose 8.6(H); Persuasive Techniques 8.11(C); Transitions 8.10(B)(i)*; Correspondence Writing Process: Plan 8.10(A), 8.11(D); Correspondence Writing Process: Draft 8.10(B), 8.11(D)*; Correspondence Writing Process: Revise 8.10(C), 8.11(D)*; Correspondence Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(D)*
2nd WEEK	**Unit 4: Hear Me Out** Essential Question: How do you choose the right words?	Paired Texts: Tim Schafer's Cover Letter to LucasArts AND The Adventures of Tom Sawyer Skills: reasons and evidence	Grammar: prepositions and prepositional phrases Writing: brainstorm about assigned/chosen topics and choose persuasive techniques	Vocabulary: Roots- "ped/pod" (foot) and "pent" (five) Words-Pentarchy, Pentameter, Pentathlon, Pedestrian, Podiatrist	Making Connections 8.5(E)*; Setting 8.7(D); Arguments and Claims 8.8(E)(i)*; Reasons and Evidence 8.8(E)(i)*; Logical Fallacies 8.9(G)*; Irony 8.9(E)*; Counter Arguments 8.8(E)(ii); Rhetorical Devices 8.9(G)*; Setting a Purpose for Reading 8.5(A); Identifying Audience and Purpose 8.8(E)(iii)*; Paraphrasing 8.6(D)*; Tone

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Scope and Sequence

8th Grade English

3rd Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	**Reporting Categories (TEKs)**
	Genre Focus: Argumentative Text			Novel: *Messenger* Ch.1-2 Discussion	8.9(F)*; Figurative Language 8.9(D)*; Capitalization Review 8.10(D)(v)*; Colons 8.10(D)(vi)*; Commas with Nonessential Elements 8.10(D)(vi)*; Developing Ideas 8.10(B)(ii)*; Organizing Correspondence Writing 8.10(B)(i)*; Considering Audience and Purpose 8.6(H); Persuasive Techniques 8.11(C); Transitions 8.10(B)(i)*; Correspondence Writing Process: Plan 8.10(A), 8.11(D); Correspondence Writing Process: Draft 8.10(B), 8.11(D)*; Correspondence Writing Process: Revise 8.10(C), 8.11(D)*; Correspondence Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(D)*
3rd WEEK	**Unit 4: Hear Me Out** Essential Question: How do you choose the right words? Genre Focus: Argumentative Text	Text: Gaming Communities Skills: rhetorical devices, logical fallacies	Grammar: review all previous concepts and check for understanding Writing: create detailed essay outline for each part (introduction with argument and claim, reasons and evidence + use of rhetorical devices in body paragraphs)	**QUIZ: Vocabulary Quiz 5** Vocabulary: Roots- “plur” (more) and “mon/mono” (one) Words- Pluripotent, Plurality, Monotheism, Monopoly, Monotonous Novel: *Messenger* Ch.3-4 Discussion	Making Connections 8.5(E)*; Setting 8.7(D); Arguments and Claims 8.8(E)(i)*; Reasons and Evidence 8.8(E)(i)*; Logical Fallacies 8.9(G)*; Irony 8.9(E)*; Counter Arguments 8.8(E)(ii); Rhetorical Devices 8.9(G)*; Setting a Purpose for Reading 8.5(A); Identifying Audience and Purpose 8.8(E)(iii)*; Paraphrasing 8.6(D)*; Tone 8.9(F)*; Figurative Language 8.9(D)*; Capitalization Review 8.10(D)(v)*; Colons 8.10(D)(vi)*; Commas with Nonessential Elements 8.10(D)(vi)*; Developing Ideas 8.10(B)(ii)*; Organizing Correspondence Writing 8.10(B)(i)*; Considering Audience and Purpose 8.6(H); Persuasive Techniques 8.11(C); Transitions 8.10(B)(i)*; Correspondence Writing Process: Plan 8.10(A), 8.11(D); Correspondence Writing Process: Draft 8.10(B), 8.11(D)*; Correspondence Writing Process: Revise 8.10(C), 8.11(D)*; Correspondence Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(D)*
4th WEEK	**Unit 4: Hear Me Out**	Text: Speech to the Ohio Women’s Conference: Ain’t I a Woman?	Grammar: using colons and semicolons	Vocabulary: Roots- “omni” (all) and “ordin” (order)	Making Connections 8.5(E)*; Setting 8.7(D); Arguments and Claims 8.8(E)(i)*; Reasons and Evidence 8.8(E)(i)*; Logical Fallacies 8.9(G)*; Irony 8.9(E)*; Counter Arguments

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Scope and Sequence

8th Grade English

3rd Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	**Reporting Categories (TEKs)**
	Essential Question: How do you choose the right words? Genre Focus: Argumentative Text	Skills: counterarguments	Writing: write full essay rough draft to be revised	Words- Ordinance, Ordinal, Omniscient, Ordination, Omnipotent Novel: *Messenger* Ch.5-6 Discussion	8.8(E)(ii); Rhetorical Devices 8.9(G)*; Setting a Purpose for Reading 8.5(A); Identifying Audience and Purpose 8.8(E)(iii)*; Paraphrasing 8.6(D)*; Tone 8.9(F)*; Figurative Language 8.9(D)*; Capitalization Review 8.10(D)(v)*; Colons 8.10(D)(vi)*; Commas with Nonessential Elements 8.10(D)(vi)*; Developing Ideas 8.10(B)(ii)*; Organizing Correspondence Writing 8.10(B)(i)*; Considering Audience and Purpose 8.6(H); Persuasive Techniques 8.11(C); Transitions 8.10(B)(i)*; Correspondence Writing Process: Plan 8.10(A), 8.11(D); Correspondence Writing Process: Draft 8.10(B), 8.11(D)*; Correspondence Writing Process: Revise 8.10(C), 8.11(D)*; Correspondence Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(D)*
5th WEEK	**Unit 4: Hear Me Out** Essential Question: How do you choose the right words? Genre Focus: Argumentative Text	Text: Review of Unit 4 texts, Released STAAR passages Skills: Review of Unit 4 skills . apply to STAAR style questions, familiarize with STAAR question phrasing **TEST: Unit 4 Passage-Based Test**	Grammar: writing and punctuating titles (quotations, capitalization, italicized/underlined) Writing: final argumentative/ persuasive essay **PROJECT (Option 1): Argumentative Essay**	Vocabulary: review, find other words with vocab roots using dictionaries **QUIZ: Vocabulary Quiz 6** Novel: *Messenger* Ch.7-8 Discussion	Making Connections 8.5(E)*; Setting 8.7(D); Arguments and Claims 8.8(E)(i)*; Reasons and Evidence 8.8(E)(i)*; Logical Fallacies 8.9(G)*; Irony 8.9(E)*; Counter Arguments 8.8(E)(ii); Rhetorical Devices 8.9(G)*; Setting a Purpose for Reading 8.5(A); Identifying Audience and Purpose 8.8(E)(iii)*; Paraphrasing 8.6(D)*; Tone 8.9(F)*; Figurative Language 8.9(D)*; Capitalization Review 8.10(D)(v)*; Colons 8.10(D)(vi)*; Commas with Nonessential Elements 8.10(D)(vi)*; Developing Ideas 8.10(B)(ii)*; Organizing Correspondence Writing 8.10(B)(i)*; Considering Audience and Purpose 8.6(H); Persuasive Techniques 8.11(C); Transitions 8.10(B)(i)*; Correspondence Writing Process: Plan 8.10(A), 8.11(D); Correspondence Writing Process: Draft 8.10(B), 8.11(D)*; Correspondence Writing Process: Revise 8.10(C), 8.11(D)*; Correspondence Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(D)*

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3rd Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	**Reporting Categories (TEKs)**
6th WEEK	**Unit 5: Trying Times** Essential Question: Who are you in a crisis? Genre Focus: Drama	Text: Twelve Angry Men excerpt Skills: dramatic elements	Grammar: double negatives Writing: introduce script writing process and structure	Vocabulary: Roots- "quart" (four) and "tri" (three) Words- Quartile, Quartet, Trilogy, Trifecta, Quarternary Novel: *Messenger* Ch.9-10 Discussion	Making Connections 8.5(E)*; Dramatic Elements 8.8(C)*; Informational Text Structure 8.8(D)(iii)*; Author's Purpose and Text Structure 8.9(B); Interacting with Text 8.6(E); Monitoring Comprehension 8.5(I); Point of View 8.9(E)*; Author's Purpose and Message 8.9(A)*; Controlling Idea or Thesis 8.8(D)(i); Commonly Confused Words 8.10(D)(vii)*; Parentheses and Brackets 8.10(D)(vi)*; Misuse of Commas 8.10(D)(i)*; Organizing an Oral Presentation 8.1(C); Active Listening 8.1(A); Communicating Ideas 8.1(C); Considering Audience and Purpose 8.6(H); Oral Project Writing Process: Plan 8.10(A), 8.11(C); Oral Project Writing Process: Draft 8.1(C), 8.10(B), 8.11(C)*; Oral Project Writing Process: Revise 8.1(C), 8.10(C), 8.11(C)*; Oral Project Writing Process: Edit and Present 8.1(C), 8.10(D), 8.11(C)*
7th WEEK	**Unit 5: Trying Times** Essential Question: Who are you in a crisis? Genre Focus: Drama	Paired Texts: Anne Frank: The Diary of a Young Girl excerpt AND The Diary of Anne Frank: A Play Skills: review and connect all relevant skills to text	Grammar: commonly confused words Writing: (IN GROUPS) brainstorm story ideas and how to convey them through scripts	Vocabulary: Roots- "verb" (word) and "pict" (paint) Words-Depict, Verbatim, Verbosity, Verbiage, Proverb Novel: *Messenger* Ch.11-12 Discussion	Making Connections 8.5(E)*; Dramatic Elements 8.8(C)*; Informational Text Structure 8.8(D)(iii)*; Author's Purpose and Text Structure 8.9(B); Interacting with Text 8.6(E); Monitoring Comprehension 8.5(I); Point of View 8.9(E)*; Author's Purpose and Message 8.9(A)*; Controlling Idea or Thesis 8.8(D)(i); Commonly Confused Words 8.10(D)(vii)*; Parentheses and Brackets 8.10(D)(vi)*; Misuse of Commas 8.10(D)(i)*; Organizing an Oral Presentation 8.1(C); Active Listening 8.1(A); Communicating Ideas 8.1(C); Considering Audience and Purpose 8.6(H); Oral Project Writing Process: Plan 8.10(A), 8.11(C); Oral Project Writing Process: Draft 8.1(C), 8.10(B), 8.11(C)*; Oral Project Writing Process: Revise 8.1(C), 8.10(C), 8.11(C)*; Oral Project Writing Process: Edit and Present 8.1(C), 8.10(D), 8.11(C)*

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3rd Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	**Reporting Categories (TEKs)**
8th WEEK	**Unit 5: Trying Times** Essential Question: Who are you in a crisis? Genre Focus: Drama	Text: Blood, Toil, Tears and Sweat Skills: review and connect all relevant skills to text	Grammar: parallel structure Writing: (IN GROUPS) rough draft of scripts	Vocabulary: Roots- "mater" (mother) and "pater" (father) Words-Maternal, Paternal, Paternity, Matriarch, Patriarch Novel: *Messenger* mid-book discussion **TEST: *Messenger* Mid-Book Test**	Making Connections 8.5(E)*; Dramatic Elements 8.8(C)*; Informational Text Structure 8.8(D)(iii)*; Author's Purpose and Text Structure 8.9(B); Interacting with Text 8.6(E); Monitoring Comprehension 8.5(I); Point of View 8.9(E)*; Author's Purpose and Message 8.9(A)*; Controlling Idea or Thesis 8.8(D)(i); Commonly Confused Words 8.10(D)(vii)*; Parentheses and Brackets 8.10(D)(vi)*; Misuse of Commas 8.10(D)(i)*; Organizing an Oral Presentation 8.1(C); Active Listening 8.1(A); Communicating Ideas 8.1(C); Considering Audience and Purpose 8.6(H); Oral Project Writing Process: Plan 8.10(A), 8.11(C); Oral Project Writing Process: Draft 8.1(C), 8.10(B), 8.11(C)*; Oral Project Writing Process: Revise 8.1(C), 8.10(C), 8.11(C)*; Oral Project Writing Process: Edit and Present 8.1(C), 8.10(D), 8.11(C)*
9th WEEK	**Unit 5: Trying Times** Essential Question: Who are you in a crisis? Genre Focus: Drama	Text: Long Walk to Freedom Skills: review and connect all relevant skills to text **Test: Mock STAAR Test** (to use for analysis and later review)	Grammar: review all previous concepts and check for understanding Writing: (IN GROUPS) revise and continue drafts	**QUIZ: Vocabulary Quiz 7** Vocabulary: review, find other words with vocab roots using dictionaries Novel: *Messenger* Ch.13-14 Discussion	Making Connections 8.5(E)*; Dramatic Elements 8.8(C)*; Informational Text Structure 8.8(D)(iii)*; Author's Purpose and Text Structure 8.9(B); Interacting with Text 8.6(E); Monitoring Comprehension 8.5(I); Point of View 8.9(E)*; Author's Purpose and Message 8.9(A)*; Controlling Idea or Thesis 8.8(D)(i); Commonly Confused Words 8.10(D)(vii)*; Parentheses and Brackets 8.10(D)(vi)*; Misuse of Commas 8.10(D)(i)*; Organizing an Oral Presentation 8.1(C); Active Listening 8.1(A); Communicating Ideas 8.1(C); Considering Audience and Purpose 8.6(H); Oral Project Writing Process: Plan 8.10(A), 8.11(C); Oral Project Writing Process: Draft 8.1(C), 8.10(B), 8.11(C)*; Oral Project Writing Process: Revise 8.1(C), 8.10(C), 8.11(C)*; Oral Project Writing Process: Edit and Present 8.1(C), 8.10(D), 8.11(C)*

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Scope and Sequence

8th Grade English

4th Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	Reporting Categories (TEKs)
1st WEEK	**Unit 5: Trying Times** Essential Question: Who are you in a crisis? Genre Focus: Drama	Text: Review of Unit 5 texts, Released STAAR passages Skills: Review of Unit 5 skills . apply to STAAR style questions, familiarize with STAAR question phrasing **TEST: Unit 5 Passage-Based Test**	Grammar: STAAR style questions for revision and editing (cumulative) Writing: (IN GROUPS) final draft of scripts	Vocabulary:STAAR style questions for context clues, applying skills Novel: *Messenger* Ch.15-16 Discussion	Making Connections 8.5(E)*; Dramatic Elements 8.8(C)*; Informational Text Structure 8.8(D)(iii)*; Author's Purpose and Text Structure 8.9(B); Interacting with Text 8.6(E); Monitoring Comprehension 8.5(I); Point of View 8.9(E)*; Author's Purpose and Message 8.9(A)*; Controlling Idea or Thesis 8.8(D)(i); Commonly Confused Words 8.10(D)(vii)*; Parentheses and Brackets 8.10(D)(vi)*; Misuse of Commas 8.10(D)(i)*; Organizing an Oral Presentation 8.1(C); Active Listening 8.1(A); Communicating Ideas 8.1(C); Considering Audience and Purpose 8.6(H); Oral Project Writing Process: Plan 8.10(A), 8.11(C); Oral Project Writing Process: Draft 8.1(C), 8.10(B), 8.11(C)*; Oral Project Writing Process: Revise 8.1(C), 8.10(C), 8.11(C)*; Oral Project Writing Process: Edit and Present 8.1(C), 8.10(D), 8.11(C)*
2nd WEEK	**Unit 6: Beyond Reality** Essential Question: What do imagined worlds teach us about our own? Genre Focus: Science Fiction and Fantasy	Paired Texts: The Call of the Wild AND Manuel and the Magic Fox OR STAAR practice passages Skills: review and connect all relevant skills to text **QUIZ: Constructed Responses Released STAAR Quiz 1**	Grammar: STAAR style questions for revision and editing (cumulative) Oral/Writing: (IN GROUPS) assign roles and take character notes	Vocabulary: STAAR style questions for context clues, applying skills Novel: *Messenger* Ch.17-18 Discussion	Making Inferences 8.5(F)*; Theme 8.7(A)*; Character 8.7(B)*; Setting 8.7(D); Tone 8.9(F)*; Generating Questions 8.5(B), 8.12(A); Author's Purpose and Text Structure 8.9(B); Figurative Language 8.9(D)*; Author's Purpose and Message 8.9(A)*; Quotation Marks with Other Punctuation Marks 8.10(D)*; Commonly Misspelled Words 8.10(D)(vii)*; Writing Numbers 8.10(D)*; Planning Research 8.12(A), 8.12(B), 8.12(C); Book Features 8.8(D)(ii); Evaluating Sources 8.12(B), 8.12(H)(i), 8.12(H)(ii); Primary and Secondary Sources 8.12(B), 8.12(D), 8.12(E); Research and Notetaking 8.12(D), 8.12(F); Organizing Informational Writing 8.10(B)(i)*; Sources and Citations 8.12(G), 8.12(I); Research Writing Process: Plan 8.10(A), 8.11(B); Research Writing Process: Draft 8.10(B), 8.11(B)*; Research Writing Process: Revise 8.10(C), 8.11(B)*; Research

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4th Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	Reporting Categories (TEKs)
					Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*
3rd WEEK	**Unit 6: Beyond Reality** Essential Question: What do imagined worlds teach us about our own? Genre Focus: Science Fiction and Fantasy	Paired Texts: Fire and Ice AND There Will Com Soft Rains (both poem and short story) OR STAAR practice passages Skills: review and connect all relevant skills to text **QUIZ: Constructed Responses Released STAAR Quiz 2**	Grammar: STAAR style questions for revision and editing (cumulative) Oral/Writing: (IN GROUPS) rehearsal for plays	Vocabulary: STAAR style questions for context clues, applying skills Novel: *Messenger* Ch.19-20 Discussion	Making Inferences 8.5(F)*; Theme 8.7(A)*; Character 8.7(B)*; Setting 8.7(D); Tone 8.9(F)*; Generating Questions 8.5(B), 8.12(A); Author's Purpose and Text Structure 8.9(B); Figurative Language 8.9(D)*; Author's Purpose and Message 8.9(A)*; Quotation Marks with Other Punctuation Marks 8.10(D)*; Commonly Misspelled Words 8.10(D)(vii)*; Writing Numbers 8.10(D)*; Planning Research 8.12(A), 8.12(B), 8.12(C); Book Features 8.8(D)(ii); Evaluating Sources 8.12(B), 8.12(H)(i), 8.12(H)(ii); Primary and Secondary Sources 8.12(B), 8.12(D), 8.12(E); Research and Notetaking 8.12(D), 8.12(F); Organizing Informational Writing 8.10(B)(i)*; Sources and Citations 8.12(G), 8.12(I); Research Writing Process: Plan 8.10(A), 8.11(B); Research Writing Process: Draft 8.10(B), 8.11(B)*; Research Writing Process: Revise 8.10(C), 8.11(B)*; Research Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*
4TH WEEK	**Unit 6: Beyond Reality** Essential Question: What do imagined worlds teach us about our own? Genre Focus: Science Fiction and Fantasy	Text: The War of the Worlds OR STAAR practice passages Skills: review and connect all relevant skills to text	Grammar: STAAR style questions for revision and editing (cumulative) Oral/Writing: (IN GROUPS) rehearsal for plays **QUIZ: Grammar Released STAAR (revision and editing) Quiz**	Vocabulary: STAAR style questions for context clues, applying skills Novel: *Messenger* Ch. 21-22 Discussion	Making Inferences 8.5(F)*; Theme 8.7(A)*; Character 8.7(B)*; Setting 8.7(D); Tone 8.9(F)*; Generating Questions 8.5(B), 8.12(A); Author's Purpose and Text Structure 8.9(B); Figurative Language 8.9(D)*; Author's Purpose and Message 8.9(A)*; Quotation Marks with Other Punctuation Marks 8.10(D)*; Commonly Misspelled Words 8.10(D)(vii)*; Writing Numbers 8.10(D)*; Planning Research 8.12(A), 8.12(B), 8.12(C); Book Features 8.8(D)(ii); Evaluating Sources 8.12(B), 8.12(H)(i), 8.12(H)(ii); Primary and Secondary Sources 8.12(B), 8.12(D), 8.12(E); Research and Notetaking 8.12(D), 8.12(F); Organizing Informational Writing 8.10(B)(i)*; Sources and Citations 8.12(G),

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8th Grade English

4th Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	Reporting Categories (TEKs)
					8.12(I); Research Writing Process: Plan 8.10(A), 8.11(B); Research Writing Process: Draft 8.10(B), 8.11(B)*; Research Writing Process: Revise 8.10(C), 8.11(B)*; Research Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*
5th WEEK	**Unit 6: Beyond Reality** Essential Question: What do imagined worlds teach us about our own? Genre Focus: Science Fiction and Fantasy	Text: Everybody Out OR STAAR practice passages Skills: review and connect all relevant skills to text	Grammar: STAAR style questions for revision and editing (cumulative) Oral/Writing: (IN GROUPS) rehearsal for plays	Vocabulary: STAAR style questions for context clues, applying skills Novel: *Messenger* full book Discussion **TEST: *Messenger* Full Book Test**	Making Inferences 8.5(F)*; Theme 8.7(A)*; Character 8.7(B)*; Setting 8.7(D); Tone 8.9(F)*; Generating Questions 8.5(B), 8.12(A); Author's Purpose and Text Structure 8.9(B); Figurative Language 8.9(D)*; Author's Purpose and Message 8.9(A)*; Quotation Marks with Other Punctuation Marks 8.10(D)*; Commonly Misspelled Words 8.10(D)(vii)*; Writing Numbers 8.10(D)*; Planning Research 8.12(A), 8.12(B), 8.12(C); Book Features 8.8(D)(ii); Evaluating Sources 8.12(B), 8.12(H)(i), 8.12(H)(ii); Primary and Secondary Sources 8.12(B), 8.12(D), 8.12(E); Research and Notetaking 8.12(D), 8.12(F); Organizing Informational Writing 8.10(B)(i)*; Sources and Citations 8.12(G), 8.12(I); Research Writing Process: Plan 8.10(A), 8.11(B); Research Writing Process: Draft 8.10(B), 8.11(B)*; Research Writing Process: Revise 8.10(C), 8.11(B)*; Research Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*
6th WEEK	**Unit 6: Beyond Reality** Essential Question: What do imagined worlds teach us about our own? Genre Focus: Science Fiction and Fantasy	Text: Spaceships OR STAAR practice passages Skills: review and connect all relevant skills to text	Grammar: STAAR style questions for revision and editing (cumulative) Oral/Writing: (IN GROUPS) rehearsal for plays	Vocabulary: STAAR style questions for context clues, applying skills Novel: *Messenger* in-depth Discussion	Making Inferences 8.5(F)*; Theme 8.7(A)*; Character 8.7(B)*; Setting 8.7(D); Tone 8.9(F)*; Generating Questions 8.5(B), 8.12(A); Author's Purpose and Text Structure 8.9(B); Figurative Language 8.9(D)*; Author's Purpose and Message 8.9(A)*; Quotation Marks with Other Punctuation Marks 8.10(D)*; Commonly Misspelled Words 8.10(D)(vii)*; Writing Numbers 8.10(D)*; Planning Research 8.12(A), 8.12(B), 8.12(C); Book Features 8.8(D)(ii); Evaluating Sources 8.12(B), 8.12(H)(i), 8.12(H)(ii); Primary and

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Scope and Sequence

8th Grade English

4th Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	Reporting Categories (TEKs)
					Secondary Sources 8.12(B), 8.12(D), 8.12(E); Research and Notetaking 8.12(D), 8.12(F); Organizing Informational Writing 8.10(B)(i)*; Sources and Citations 8.12(G), 8.12(I); Research Writing Process: Plan 8.10(A), 8.11(B); Research Writing Process: Draft 8.10(B), 8.11(B)*; Research Writing Process: Revise 8.10(C), 8.11(B)*; Research Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*
7th WEEK	**Unit 6: Beyond Reality** Essential Question: What do imagined worlds teach us about our own? Genre Focus: Science Fiction and Fantasy	Text: Universal Declaration of Human Rights OR STAAR practice passages Skills: review and connect all relevant skills to text	Grammar: STAAR style questions for revision and editing (cumulative) Oral/Writing: (IN GROUPS) Final play performances **PROJECT: Group Play Performances**	Vocabulary: STAAR style questions for context clues, applying skills Novel: *Messenger* in-depth Discussion	Making Inferences 8.5(F)*; Theme 8.7(A)*; Character 8.7(B)*; Setting 8.7(D); Tone 8.9(F)*; Generating Questions 8.5(B), 8.12(A); Author's Purpose and Text Structure 8.9(B); Figurative Language 8.9(D)*; Author's Purpose and Message 8.9(A)*; Quotation Marks with Other Punctuation Marks 8.10(D)*; Commonly Misspelled Words 8.10(D)(vii)*; Writing Numbers 8.10(D)*; Planning Research 8.12(A), 8.12(B), 8.12(C); Book Features 8.8(D)(ii); Evaluating Sources 8.12(B), 8.12(H)(i), 8.12(H)(ii); Primary and Secondary Sources 8.12(B), 8.12(D), 8.12(E); Research and Notetaking 8.12(D), 8.12(F); Organizing Informational Writing 8.10(B)(i)*; Sources and Citations 8.12(G), 8.12(I); Research Writing Process: Plan 8.10(A), 8.11(B); Research Writing Process: Draft 8.10(B), 8.11(B)*; Research Writing Process: Revise 8.10(C), 8.11(B)*; Research Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*
8th WEEK	**Unit 6: Beyond Reality** Essential Question: What do imagined worlds teach us about our own?	Text: The Dark is Rising OR STAAR practice passages Skills: review and connect all relevant skills to text	Grammar: STAAR style questions for revision and editing (cumulative) Oral/Writing: (IN GROUPS) Final play performances if needed	Vocabulary: STAAR style questions for context clues, applying skills Novel: *Messenger* in-depth Discussion	Making Inferences 8.5(F)*; Theme 8.7(A)*; Character 8.7(B)*; Setting 8.7(D); Tone 8.9(F)*; Generating Questions 8.5(B), 8.12(A); Author's Purpose and Text Structure 8.9(B); Figurative Language 8.9(D)*; Author's Purpose and Message 8.9(A)*; Quotation Marks with Other Punctuation Marks 8.10(D)*; Commonly Misspelled Words 8.10(D)(vii)*; Writing

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Scope and Sequence

8th Grade English

4th Quarter					
Resources: StudySync; additional resources					
Week	**Unit/Lesson**	**Comprehension Skills Learning Objectives**	**Grammar and Writing Learning Objectives**	**Novel and Vocabulary Learning Objectives**	Reporting Categories (TEKs)
	Genre Focus: Science Fiction and Fantasy	**TEST: Final Unit 6 Passage-Based Test**			Numbers 8.10(D)*; Planning Research 8.12(A), 8.12(B), 8.12(C); Book Features 8.8(D)(ii); Evaluating Sources 8.12(B), 8.12(H)(i), 8.12(H)(ii); Primary and Secondary Sources 8.12(B), 8.12(D), 8.12(E); Research and Notetaking 8.12(D), 8.12(F); Organizing Informational Writing 8.10(B)(i)*; Sources and Citations 8.12(G), 8.12(I); Research Writing Process: Plan 8.10(A), 8.11(B); Research Writing Process: Draft 8.10(B), 8.11(B)*; Research Writing Process: Revise 8.10(C), 8.11(B)*; Research Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*
9th WEEK	**Unit 6: Beyond Reality** Essential Question: What do imagined worlds teach us about our own? Genre Focus: Science Fiction and Fantasy	Text: catch up OR STAAR practice passages Skills: review and connect all relevant skills to text	Grammar: STAAR style questions for revision and editing (cumulative) Oral/Writing: (IN GROUPS) Final play performances if needed	Vocabulary: STAAR style questions for context clues, applying skills Novel: *Messenger* in-depth Discussion	Making Inferences 8.5(F)*; Theme 8.7(A)*; Character 8.7(B)*; Setting 8.7(D); Tone 8.9(F)*; Generating Questions 8.5(B), 8.12(A); Author's Purpose and Text Structure 8.9(B); Figurative Language 8.9(D)*; Author's Purpose and Message 8.9(A)*; Quotation Marks with Other Punctuation Marks 8.10(D)*; Commonly Misspelled Words 8.10(D)(vii)*; Writing Numbers 8.10(D)*; Planning Research 8.12(A), 8.12(B), 8.12(C); Book Features 8.8(D)(ii); Evaluating Sources 8.12(B), 8.12(H)(i), 8.12(H)(ii); Primary and Secondary Sources 8.12(B), 8.12(D), 8.12(E); Research and Notetaking 8.12(D), 8.12(F); Organizing Informational Writing 8.10(B)(i)*; Sources and Citations 8.12(G), 8.12(I); Research Writing Process: Plan 8.10(A), 8.11(B); Research Writing Process: Draft 8.10(B), 8.11(B)*; Research Writing Process: Revise 8.10(C), 8.11(B)*; Research Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*