

8th Grade English Language Arts Scope and Sequence

TERM 1 Instructional Focus: Text features, Memoir/Personal narrative writing, Classroom procedures for small group activities		
<p>1. Reading: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</p> <p>1.1 Word Analysis, Vocabulary Development: Determine word meaning through word parts, definitions, and context clues.</p> <p>a. Identify common prefixes and suffixes to determine meanings of words:</p> <ul style="list-style-type: none"> • anti- • com- • con- • -ism • -ess • -ish <p>b. Determine word meaning through restatement or synonym.</p> <p>c. Extend the meanings of words through understanding of connotation.</p> <p>d. Distinguish between commonly-confused words:</p> <ol style="list-style-type: none"> a. <i>capital/capitol</i> b. <i>cell/sale/sell</i> c. <i>choose/chose</i> d. <i>their/they're/there</i> <p>1.2 Comprehension of Informational Text: Comprehend and evaluate informational text (i.e., textbooks, biographies, autobiographies, persuasive essays, letters, graphs, charts).</p> <p>a. Use external text features to enhance comprehension (i.e., heading, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, charts, and tables of contents).</p> <p>1.3 Comprehension of Literary Text: Comprehend literature by differentiating the uses of literary elements in narrative texts.</p> <p>b. Describe a character's traits based on what other characters think, say, and do.</p> <p>d. Define and describe settings in literature (e.g., place, time, and customs).</p>	<p>2. Writing: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</p> <p>2.1 Writing to Learn: Evaluate information, interpret ideas, and demonstrate thinking through writing.</p> <p>a. Organize events and ideas in order of importance.</p> <p>b. Focus written facts or events around a clearly stated, unifying idea.</p> <p>c. Connect text to self; text to world and text to text.</p> <p>2.2 Extended Writing: Write to identify and reflect on feelings to recreate experiences. Emphasize short biographies, narratives, or memoirs.</p> <p>a. Convey a unifying theme or idea.</p> <p>c. Use narrative details (e.g., dialogue, description).</p> <p>Use 8th Grade Memoir Writing Rubric to evaluate and revise.</p> <p>2.3 Revision and Editing: Revise and edit to strengthen ideas, organization, and conventions.</p> <p><i>1st Term Benchmarked Editing Items:</i></p> <p>a. Evaluate and revise for:</p> <ol style="list-style-type: none"> a. <i>Ideas:</i> Specific and relevant details that support the idea. b. <i>Organization:</i> An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details. <p>b. Edit for:</p> <ol style="list-style-type: none"> a. Correct grade level spelling. b. Correct use of quotation marks and commas in dialogue. e. Correct agreement of pronouns and antecedents. 	<p>3. Inquiry: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</p> <p>3.1 Processes of Inquiry: Use the process of inquiry to focus thinking toward understanding an idea or concept.</p> <p>a. Formulate text-supported, open-ended questions for inquiry (i.e., literal).</p> <p>d. Distinguish primary from secondary sources.</p> <p>3.2 Written Communication of Inquiry: Write to demonstrate understanding of an idea or concept.</p> <p>a. Select an appropriate format to demonstrate understanding.</p> <p>c. Report information by paraphrasing, summarizing, and/or quoting from sources.</p> <p>3.3 Oral Communication of Inquiry: Participate in and report on small group learning activities.</p> <p>a. Determine purpose for small group learning activities (e.g., to respond to writing, to acquire information, to present ideas, to clarify understanding).</p> <p>b. Identify and assume responsibility for specific group tasks, including asking relevant questions.</p> <p>c. Respond appropriately to group members' questions and contributions.</p>