8th Grade English Language Arts Scope and Sequence

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TERM 1 Instructional Focus: Text features, Memoir/Personal narrative writing, Classroom procedures for small group activities		
1. Reading:	2. Writing:	3. Inquiry:
Students will use vocabulary development and an understanding of text	Students will write informational and literary text to reflect on	Students will understand the process of seeking and
elements and structures to comprehend literary and informational grade	and recreate experiences, report observations, and persuade	giving information in conversations, group discussions,
level text.	others.	written reports, and oral presentations.
	2.1 Writing to Learn: Evaluate information, interpret ideas,	3.1 Processes of Inquiry: Use the process of
1.1 Word Analysis, Vocabulary Development: Determine	and demonstrate thinking through writing.	inquiry to focus thinking toward understanding an idea or concept.
word meaning through word parts, definitions, and context clues.		idea of concept.
	a. Organize events and ideas in order of	
a. Identify common prefixes and suffixes to determine	importance.	 a. Formulate text-supported, open-ended
meanings of words:	 Focus written facts or events around a clearly 	questions for inquiry (i.e., literal,).
• anti-	stated, unifying idea.	
• com-	c. Connect text to self; text to world and text to	d. Distinguish primary from secondary
• con-	text.	sources.
		Jources.
• -ism	2.2. Extended Writing With the identity and the	
• -ess	2.2 Extended Writing: Write to identify and reflect on	3.2 Written Communication of Inquiry: Write to
• -ish	feelings to recreate experiences. Emphasize short biographies, narratives, or memoirs.	demonstrate understanding of an idea or concept.
	biographies, narratives, or memoirs.	
 Determine word meaning through restatement or 		a. Select an appropriate format to
synonym.	a. Convey a unifying theme or idea.	demonstrate understanding.
c. Extend the meanings of words through understanding	' ₁	a sinone and a national and gr
of connotation .	c. Use narrative details (e.g., dialogue,	B 116 11 1 1
 d. Distinguish between commonly-confused words: 	description).	c. Report information by paraphrasing,
a. capital/capitol	ucocription).	summarizing, and/or quoting from
b. cell/sale/sell	u atha u sa u su su su a sa u sa u sa u sa u	sources.
c. choose/chose	Use 8 th Grade Memoir Writing Rubric to evaluate	
d. their/they're/there	and revise.	3.3 Oral Communication of Inquiry: Participate
	2.3 Revision and Editing: Revise and edit to strengthen	in and report on small group learning activities.
1.2 Comprehension of Informational Text: Comprehend and	ideas, organization, and conventions.	
evaluate informational text (i.e., textbooks, biographies,	=	a. Determine purpose for small group
autobiographies, persuasive essays, letters, graphs, charts).	1st Term Benchmarked Editing Items:	learning activities (e.g., to respond to
	= -	writing, to acquire information, to
Use external text features to enhance comprehension	a. Evaluate and revise for:	present ideas, to clarify understanding).
(i.e., heading, subheadings, pictures, captions,	a. Ideas: Specific and relevant details	b. Identify and assume responsibility for
sidebars, annotations, italics, bolded words, graphs,	that support the idea.	specific group tasks, including asking
charts, and tables of contents).	b. <i>Organization:</i> An introduction, body,	relevant questions.
1.3 Comprehension of Literary Text: Comprehend literature by	and conclusion with a controlling	c. Respond appropriately to group
differentiating the uses of literary elements in narrative texts.	idea, topic sentences, and supporting	members' questions and contributions.
	details.	
b. Describe a character's traits based on what other		
	b. Edit for:	
characters think, say, and do.		
	a. Correct grade level spelling.	
 d. Define and describe settings in literature (e.g., place, 	b. Correct use of quotation marks and	
time, and customs).	commas in dialogue.	
	Collillas III dialogue.	
	e. Correct agreement of pronouns and	
	antecedents.	