

## 8<sup>th</sup> Grade English Language Arts Scope and Sequence

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