

ENGLISH
8TH GRADE SCOPE AND SEQUENCE
Adopted from HMH's Scope and Sequence



ADOPTED FROM



CSCISD's HMH Scope and Sequence

**Grade 8
English Language
Arts & Reading**

Unit 1	Title: GADGETS AND GLITCHES
Suggested Pacing: 30 days	Days: August 26-September ?

1ST SIX WEEKS - Weeks 1 - 6

<p>Unit 1: Gadgets and Glitches</p> <p>Essential Question: Does technology improve or control our lives?</p> <p>Unit 1 Academic Vocabulary: <i>commentary, occupation, option, speculate, technology</i></p> <p>Other Resources: <i>Projector, Document Camera, Chromebooks, Google Classroom</i></p> <p>Intervention(review/reteach): <i>Peer tutor, anchor charts, restate and respond, paraphrase, graphic organizer, model, mentor text, double/triple entry journal, think pair share</i></p> <p>Enrichment: <i>research, media projects, PBL, journal writing, discussion circles</i></p>	<p>TEKS in Unit 1:</p> <p>1, 1A–D, 2A–C, 4, 5A, 5C, 5E, 5G–I, 6B–D, 6H–J, 7B, 8A, 8Di–iii, 8Ei–iii, 9C, 9E, 9G, 10A, 10B, 10Bi, 10Bii, 10C, 10D, 10Dii, 10Dvi, 10Dvii, 11A–C, 12D, 12F</p>
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Selection/Feature Title/ Lesson:	Get Ready skills/ Learning Objectives:	Products/Assessments, Student Work:	Critical Vocabulary words /Vocabulary Strategy:	Language Conventions:
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ANALYZE & APPLY

5/18/18

Notice & Note Reading Model: Again and Again, Contrasts and Contradictions, Aha Moment				
<p>READING MODEL SCIENCE FICTION The Brave Little Toaster by Cory Doctorow</p>	<p>Analyze Stories: Plot 7B Analyze Science Fiction 8A</p>	<p>Research 12D, 12F Create and Discuss 1B, 1D, 6D -Write a Summary -Discuss with a Small Group</p>	<p>diagnostics, retract, reintegrate, consternation, chafe, ample, abode, vindictive Context Clues 2B</p>	<p>Sentence Structure 10Dvi</p>
<p>MENTOR TEXT INFORMATIONAL TEXT Are Bionic Superhumans on the Horizon? by Ramez Naam</p>	<p>Identify Main Idea and Details 5G, 5I, 6D, 8Di Analyze Organization 5C, 8Di, 8Diii, 9C</p>	<p>Research 12D, 12F Create and Discuss 1D, 10B, 11B - Write an Informational Essay -Discuss with a Small Group</p>	<p>implant, inert, integrity, enhancements Synonyms and Antonyms 2B</p>	<p>Commonly Confused Words 10Dvii</p>
<p>POEM Interflora by Susan Hamlyn</p>	<p>Analyze Structure 8A Analyze Irony 9E</p>	<p>Research 12D, 12F Create and Present 1, 11A -Write a Sonnet -Present a Sonnet</p>	<p>NA</p>	<p>NA</p>

5/18/18

COLLABORATE & COMPARE				
Compare Arguments				
ARGUMENT The Automation Paradox by James Bessen	Analyze Claim and Evidence 6J, 8Ei Analyze Graphic Features 9C	Research 12D, 12F Create and Discuss 1A, 1D, 5E, 6J, 11C -Write a Persuasive Essay -Discuss with a Small Group	redistribute, robustly, predominantly, relevant, expansive, collaborate Use a Dictionary 2A	Transitional Words and Phrases 10Bi
ARGUMENT Heads Up, Humans by Claudia Alarcón	Evaluate Evidence 8Dii, 8Ei Analyze Rhetoric and Reasoning 8Ei, 8Eiii, 9G	Research 12D, 12F Create and Discuss 1A, 1C, 1D -Create a Public Service Announcement -Discuss with a Small Group	sector, scrutinize, exotic, renowned Greek Roots 2C	Active and Passive Voice 10Dii
Collaborate & Compare Compare Arguments 6B, 6C, 8Ei, 8Eii Debate 1C, 5H, 6C, 6I, 6J				
Independent Reading 1A, 4, 5A, 5E				
Unit 1 Tasks <ul style="list-style-type: none"> ● Write an Informational Essay 6H, 10A, 10B, 10Bi, 10Bii, 10C, 10D, 11B ● Present and Respond to an Instructional Speech 1A, 1B, 1C, 1D, 6H 				

5/18/18

2ND SIX WEEKS - Weeks 1 - 6



CSCISD's HMH Scope and Sequence

Unit 2

Title: **The Thrill of Horror**

Suggested Pacing: 30 days

Days:

**Grade 8
English Language
Arts & Reading**

Unit 2: The Thrill of Horror

Essential Question: Why do we sometimes like to feel frightened?

Unit 2 Academic Vocabulary: *convention, predict, psychology, summary, technique*

Other Resources: *Projector, Document Camera, Chromebooks, Google Classroom*

Intervention(review/reteach): *Peer tutor, anchor charts, restate and respond, paraphrase, graphic organizer, model, mentor text, double/triple entry journal, think pair share*

Enrichment: *research, media projects, PBL, journal writing, discussion circles*

TEKS in Unit 2:

1, 1A, 1D, 2A, 2C, 4, 5A, 5D, 5E, 5F, 5G, 5I, 6A–E, 6G, 7A, 7C, 8A, 8Di, 8Eiii, 8F, 9A, 9E, 10A, 10B, 10Bi, 10Dii, 10Dvi, 11A, 11B, 11D, 12D, 12F, 12Hi, 12J

5/18/18

Selection/Feature Title/ Lesson:		Get Ready skills/ Learning Objectives:	Products/Assessments, Student Work:	Critical Vocabulary words /Vocabulary Strategy:	Language Conventions:
ANALYZE & APPLY					
Notice & Note Reading Model: Extreme or Absolute Language, Quoted Words, Big Questions					
READING MODEL MENTOR TEXT LITERARY CRITICISM What Is the Horror Genre? by Sharon A. Russell	Analyze Literary Criticism 5F, 5G, 8Di, 8Eiii, 9A Paraphrase and Summarize Text 5I, 6D	Research 12D, 12F, 12J Create and Discuss 1D, 11D -Write a Letter -Discuss with a Small Group	intensify, justify, parallel, quest Use Suffixes 2C	Commas 10Dvi	
SHORT STORY The Tell-Tale Heart by Edgar Allan Poe	Analyze Point of View 9E Analyze Suspense 9E	Research 12D, 12Hi Create and Dramatize 9E, 11A - Write a Scene - Dramatize a Scene	conceive, stifle, audacity, derision, vex, crevice, vehemently, hypocritical Use a Dictionary 2A	Phrases and Clauses 10Dvi	
POEM The Hollow by Kelly Deschler	Make Connections 6A, 5E, 9E Analyze Rhyme Scheme 8A	Research 12D, 12F Create and Present 1, 11A -Write a Poem -Present a Poem	NA	NA	
COLLABORATE & COMPARE					
Compare Versions					


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SHORT STORY The Monkey's Paw by W.W. Jacobs	Analyze Theme 5F, 6C, 6G, 7A, 8A Analyze Foreshadowing 7C	Research 12D, 12F, 12Hi Create and Discuss 1D, 5E, 6C -Personal Response -Share and Discuss Ideas	peril, grimace, credulity, compensation, condole, fate, prosaic, resignation Latin Roots 2C	Verb Tenses 10Dii
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FILM CLIP <i>from</i> The Monkey's Paw by Ricky Lewis Jr.	Analyze Film 8F Analyze Media 8F	Research 12D, 12F Create and Discuss 1D, 5D, 6E -Discuss Ideas -Create a Storyboard	NA	NA
Collaborate & Compare Compare Versions 6B, 8A Discuss and Present 1D, 6B, 6C, 8A, 8F				
Independent Reading 1A, 4, 5A, 5E				
Unit 2 Task <ul style="list-style-type: none"> Write a Literary Analysis 10A, 10B, 10Bi, 10Bii, 10Dvi, 11B 				

3RD SIX WEEKS - Weeks 1 – 6

	CSCISD's HMH Scope and Sequence		Grade 8 English Language Arts & Reading
	Unit 3	Title: Places We Call Home	
	Suggested Pacing: 30 days	Days:	

5/18/18

<p>Unit 3: Places We Call Home</p> <p>Essential Question: What are the places that shape who you are?</p> <p>Unit 3 Academic Vocabulary: <i>contribute, immigrate, reaction, relocate, shifting</i></p> <p>Other Resources: <i>Projector, Document Camera, Chromebooks, Google Classroom</i></p> <p>Intervention(review/reteach): <i>Peer tutor, anchor charts, restate and respond, paraphrase, graphic organizer, model, mentor text, double/triple entry journal, think pair share</i></p> <p>Enrichment: <i>research, media projects, PBL, journal writing, discussion circles</i></p>	<p>TEKS in Unit 3: 1A, 1C, 1D, 2A, 2B, 4, 5A, 5D, 5E, 5F, 5H, 6A, 6B, 6D, 6G, 7A, 7B, 7C, 7D, 8, 8A, 8B, 8D, 8Dii, 8F, 9A, 9C, 9E, 9F, 10A–D, 11A, 11D, 12D, 12F</p>
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Selection/Feature Title/ Lesson:	Get Ready skills/ Learning Objectives:	Products/Assessments, Student Work:	Critical Vocabulary words /Vocabulary Strategy:	Language Conventions:
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ANALYZE & APPLY

Notice & Note Reading Model: Tough Questions, Again and Again, Memory Moment

<p>READING MODEL SHORT STORY My Favorite Chaperone by Jean Davies Okimoto</p>	<p>Analyze Plot 7C Analyze Character 5F, 7B</p>	<p>Research 12D, 12F Create and Discuss 1D, 6D -Write a Summary</p>	<p>sponsor, stun, dispatcher, scuffle, whimper</p>	<p>Subject-Verb Agreement 10Di, 10Diii</p>
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		-Discuss with a Small Group	Context Clues 2B	
MENTOR TEXT NOVEL <i>from</i> The Book of Unknown Americans by Cristina Henríquez	Analyze Narrative Structure 8, 8A Analyze Theme 6G, 7A, 7D	Research 12D, 12F Create and Present 1D, 5F, 11A - Write a Paragraph - Act Out a Scene	reminisce, ravage, froth, convene, assure, melodrama, confer Use a Dictionary 2A	Pronouns 10D, 10Diii
POEM The Powwow at the End of the World by Sherman Alexie	Analyze Line Length 8B, 9F Analyze Literary Devices 5D, 5E, 9E	Research 12D, 12F Create and Debate 1C, 1D, 11A, 12D, 12F -Write a Poem -Hold a Debate	NA	NA
COLLABORATE & COMPARE				
Compare Purposes				
DOCUMENTARY New Immigrants Share Their Stories directed by Lisa Gossels INFORMATIONAL TEXT A Common Bond: Teens Forge Friendships Despite Differences by Brook Hauser	Analyze a Documentary 8F, 9A Analyze Text Elements 8D, 8Dii, 9C	Research 12D, 12F Create and Discuss 1A, 1D, 5E, 6A, 11D -Write a Letter -Discuss with a Small Group	eligible, assimilate, embrace, capitalize, unrest Multiple-Meaning Words 2B	Semicolons, Colons, and Parentheses 10Dvi That and Which 10Dvi

Collaborate & Compare

Compare Purposes 5H, 6B, 8D, 8F,
9A Create and Present 1A, 8F

Independent Reading 1A, 4, 5A, 5E

Unit 3 Task

- Write a Short Story 10A, 10B, 10C, 10D, 10Diii, 11A

4TH SIX WEEKS - Weeks 1 - 6



CSCISD's HMH Scope and Sequence

Unit 4

Title: **The Fight for Freedom**

Suggested Pacing: 30 days

Days:

**Grade 8
English Language
Arts & Reading**

<p>Unit 4: The Fight for Freedom</p> <p>Essential Question: What will people risk to be free?</p> <p>Unit 4 Academic Vocabulary: <i>access, civil, demonstrate, document, symbolize</i></p> <p>Other Resources: <i>Projector, Document Camera, Chromebooks, Google Classroom</i></p> <p>Intervention(review/reteach): <i>Peer tutor, anchor charts, restate and respond, paraphrase, graphic organizer, model, mentor text, double/triple entry journal, think pair share</i></p> <p>Enrichment: <i>research, media projects, PBL, journal writing, discussion circles</i></p>	<p>TEKS in Unit 4: 1A, 1C, 1D, 2A–C, 4, 5E, 6B, 6C, 6E, 8, 8A, 8B, 8Diii, 9A, 9B, 9D, 9F, 10A– D, 11A, 11C, 12A–J</p>
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Selection/Feature Title/ Lesson:	Get Ready skills/ Learning Objectives:	Products/Assessments, Student Work:	Critical Vocabulary words /Vocabulary Strategy:	Language Conventions:
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ANALYZE & APPLY

Notice & Note Reading Model: Word Gaps, Contrasts and Contradictions, Big Questions

<p>READING MODEL AUTOBIOGRAPHY <i>from</i> Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass</p>	<p>Analyze Autobiography 8A, 9A</p> <p>Analyze Structure 8Diii, 9B</p>	<p>Research 12D</p> <p>Create and Discuss 1D, 5E, 6C, 9A, 9F</p> <p>-Write a Literary Analysis</p> <p>-Discuss with a Small Group</p>	<p>commence, prudence, denunciation, apprehension, unabated, vindication</p> <p>Latin Roots 2A, 2C</p>	<p>Pronoun-Antecedent Agreement 10Div</p>
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Biography <i>from</i> Harriet Tubman: Conductor on the	Analyze Characterization 8, 8A	Research 12D, 12F, 12J Create and Present 1C, 11C	disheveled, dispel, sullen, cajole, instill, linger, eloquence, evoke	Run-on Sentences 10Di
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Underground Railroad by Ann Petry	Analyze Author's Craft 9F	- Write a Speech - Present a Speech	Latin Roots 2C	
HISTORICAL FICTION The Drummer Boy of Shiloh by Ray Bradbury	Analyze Setting 7D, 8A Analyze Mood 9D, 9F	Research 12D, 12F, 12J Create and Dramatize 5F, 7B, 7D - Write a Report - Dramatize a Scene	solemn, strew, resolute, askew, legitimately, muted Interpret Figures of Speech 2B	Sentence Fragments 10Di
POEM O Captain! My Captain! by Walt Whitman	Analyze Figurative Language 9D Analyze Genre: Poetry 8A, 8B, 9F	Research 12D, 12F Create and Recite 6E, 11A - Write a Poem - Choral Reading		
COLLABORATE & COMPARE				
Compare Treatments				
POEM Not My Bones by Marilyn Nelson MENTOR TEXT HISTORICAL WRITING <i>from</i> Fortune's Bones by Pamela Espeland	Paraphrase Poetry 5I, 6D, 9D Analyze Chronological Structure 8D, 8Diii, 9B	Research 2B, 12A, 12D, 12F Create and Discuss 5D, 6E - Express Ideas Visually - Recite a Poem	NA	NA
Collaborate & Compare Compare Treatments 5E, 6B Decide and Discuss 1D, 6C				

Independent Reading 1A, 4, 5A, 5E

Unit 4 Tasks

- Write a Research Report 10A–D, 12A–J
- Participate in a Collaborative Discussion 1D

5TH SIX WEEKS - Weeks 1 – 6



CSCISD's HMH Scope and Sequence

**Grade 8
English Language
Arts & Reading**

Unit 5

Title: **Finding Your Path**

Suggested Pacing: 30 days

Days:

Unit 5: Finding Your Path

Essential Question: How do your teenage years prepare you for adulthood?

Unit 5 Academic Vocabulary: *debate, deduce, license, sufficient, trend*
Other Resources: *Projector, Document Camera, Chromebooks, Google Classroom*

Intervention(review/reteach): *Peer tutor, anchor charts, restate and respond, paraphrase, graphic organizer, model, mentor text, double/triple entry journal, think pair share*

Enrichment: *research, media projects, PBL, journal writing, discussion circles*

TEKS in Unit 5:

1A, 1C, 1D, 2A, 2B, 2C, 4, 5A, 5C, 5E, 5F, 5G, 5H, 6A–C, 6E, 6I, 6H, 7C, 7D, 8A, 8B, 8Dii, 8Diii, 8Ei, 8Eii, 8Eiii, 9A–E, 9G, 10A–C, 10D, 10Di, 10Div, 10Dv, 10E, 11A, 11C, 11D, 12D, 12F, 12Hi, 12J

**Selection/Feature Title/
Lesson:**

**Get Ready skills/ Learning
Objectives:**

**Products/Assessments,
Student Work:**

**Critical Vocabulary words
/Vocabulary Strategy:**

Language Conventions:

ANALYZE & APPLY

Notice & Note Reading Model: Contrasts and Contradictions, Big Questions, Number and Stats

<p>READING MODEL INFORMATIONAL TEXT The Debit We Owe to the Adolescent Brain by Jeanne Miller</p>	<p>Analyze Structure 5C, 8Diii, 9C Analyze Author's Purpose 5G, 9A, 9B, 9C</p>	<p>Research 12D, 12F Create and Discuss 1D, 11D, 5E, 6A - Write a Letter - Discuss with a Small Group</p>	<p>adaptable, insulate, deplete, dependent, paradox, lethal Use Resources 2A</p>	<p>Pronoun-Antecedent Agreement 10Div</p>
<p>NOVEL <i>from</i> Bronx Masquerade by Nikki Grimes</p>	<p>Analyze Structure 7C, 8A, 9E Analyze Characterization 7D, 8A</p>	<p>Research 12D, 12F Create and Present 11A - Write a Poem - Present a Poem</p>	<p>confide, snicker, tirade, hunker Context Clues 2B</p>	<p>Modifiers 10D</p>

COLLABORATE & COMPARE

Compare Poems

<p>POEM Hanging Fire by Audre Lorde</p> <p>POEM Summer of His Fourteenth Year by Gloria Amescua</p>	<p>Analyze Free Verse Poetry 8A, 8B</p> <p>Make Inferences 5E, 5F, 6A, 8A, 9E</p>	<p>Research 12D, 12F, 12J</p> <p>Create and Present 1D, 5E, 6A, 6E</p> <p>- Write a Response to Literature</p> <p>- Give a Dramatic Reading</p>	<p>NA</p>	<p>NA</p>
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Collaborate & Compare

Compare Poems 6B, 8A, 8B, 9E
Create and Present 1D, 5E, 6A, 6B, 6C, 9E

Compare Arguments

<p>ARGUMENT <i>from</i> It's Complicated: The Social Live of Networked Teens by danah boyd</p>	<p>Analyze Claims and Evidence 8Dii, 8Ei</p> <p>Identify Counter Argument 8Eii, 8Eiii</p>	<p>Research 12D, 12F</p> <p>Create and Present 1C, 11C</p> <p>- Write an Opinion Piece</p> <p>- Advocate a Position</p>	<p>relish, dynamic, appease, intimacy</p> <p>Context Clues 2B</p>	<p>Compound Sentences 10Di</p>
<p>ARGUMENT Outsmart Your Smartphone by Catherine Steiner-Adair</p>	<p>Analyze Structure 8Ei, 9B</p> <p>Analyze Rhetorical Devices 8Ei, 8Eiii, 9G</p>	<p>Research 12D, 12F, 12Hi</p> <p>Create and Discuss 1D, 5E, 6A, 9G, 11D</p> <p>- Write a Letter</p> <p>- Critique as a Class</p>	<p>perspective, deliberate, impulsive, stimulant, anonymous, inhibited</p> <p>Word Families 2C</p>	<p>Correct Capitalization 10Dv</p>

Collaborate & Compare

Compare Arguments 6B, 8Ei, 8Eii, 8Eiii, 9G

Create and Present 1C, 5H, 6C, 6I, 12F

Independent Reading 1A, 4, 5A, 5E

Unit 5 Tasks

- Write an Argument 10A–E, 11C
- Present an Argument 1A, 1C, 1D, 6H, 12J

6TH SIX WEEKS - Weeks 1 – 6



CSCISD's HMH Scope and Sequence

Unit 6

Title: **The Legacy of Anne Frank**

Suggested Pacing: 30 days

Days:

**Grade 8
English Language
Arts & Reading**

<p>Unit 6: The Legacy of Anne Frank</p> <p>Essential Question: What can we learn from Anne Frank?</p> <p>Unit 6 Academic Vocabulary: <i>communicate, draft, liberation, philosophy, publish</i></p> <p>Other Resources: <i>Projector, Document Camera, Chromebooks, Google Classroom</i></p> <p>Intervention(review/reteach): <i>Peer tutor, anchor charts, restate and respond, paraphrase, graphic organizer, model, mentor text, double/triple entry journal, think pair share</i></p> <p>Enrichment: <i>research, media projects, PBL, journal writing, discussion circles</i></p>	<p>TEKS in Unit 6: 1A, 1D, 2, 2B, 4, 5A, 5C–H, 6B, 6C, 6G, 6H, 6E, 7C, 7D, 8A, 8C, 8Ei, 9C, 9D, 9E, 9F, 9G, 10A–D, 10Dv, 10Dvi, 11A, 12D, 12E, 12F, 12J</p>
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Selection/Feature Title/ Lesson:	Get Ready skills/ Learning Objectives:	Products/Assessments, Student Work:	Critical Vocabulary words /Vocabulary Strategy:	Language Conventions:
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ANALYZE & APPLY

Notice & Note Reading Model: Words of the Wiser, Memory Moment, Contrasts and Contradictions

<p>READING MODEL</p> <p>DRAMA</p> <p>The Diary of Anne Frank by Frances Goodrich and Albert Hackett</p>	<p>Analyze Drama 8A, 8C</p> <p>Analyze Plot Development 7C</p> <p>Making Predictions 5C</p>	<p>Research 12D, 12F, 12J</p> <p>Create and Dramatize 6E, 7C, 7D</p> <p>-Make a Poster</p> <p>-Dramatize a Relationship</p>	<p>conspicuous, indignantly, appalled, loathe, ostentatiously, inarticulate</p> <p>Use Prefixes 2</p>	<p>Correct Capitalization 10Dv</p>
<p>MENTOR TEXT</p> <p>DIARY</p> <p><i>from</i> The Diary of a Young Girl by Anne Frank</p>	<p>Analyze a Primary Source 9C, 12E</p> <p>Make Inferences 5F</p>	<p>Research 12D, 12F</p> <p>Create and Discuss 1D, 5E, 6E</p> <p>- Create a Comic</p>	<p>implore, splendid, conjecture</p> <p>Connotation and Denotation</p>	<p>Parentheses 10Dvi</p>

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		- Discuss with a Partner		
SPEECH After Auschwitz by Elie Wiesel	Analyze Appeals 8Ei, 9G Analyze Rhetorical Devices 8Ei, 9G	Research 12D, 12F Create and Present 1D, 5E, 5G, 6C, 6E, 12D, 12F, 12J - Make a Poster - Discuss with a Group	NA	NA
COLLABORATE & COMPARE				
Compare Poems				
POEM There But for the Grace by Wislawa Szymborska POEM Days by Billy Collins	Analyze Sound Devices 9E, 9F Analyze Figurative Language 5D, 9D	Research 12A, 12D, 12F Create and Recite 5D, 9D - Illustrate Figurative Language - Recite a Poem	NA	NA
Collaborate & Compare Compare Poems 6G, 8A, 9D Analyze and Share 1D, 5E, 5H, 6B, 6C, 6G, 6H				
Independent Reading 1A, 4, 5A, 5E				
Unit 6 Task <ul style="list-style-type: none"> Write a Personal Narrative 10A–D, 11A 				