





## Grade 8 Scope and Sequence 2020-2021

M/J Lang. Arts 3 (1001070) M/J Lang. Arts 3 ADV\*(1001080) M/J IB Lang. Arts 3 (1001090)\*

	<b>Quarter One</b> August 10 – October 9	<b>Quarter Two</b> October 13 – December 18	<b>Quarter Three</b> January 5 – March 12	<b>Quarter Four</b> March 23 – May 28
<b>ASSESSMENTS</b>	<b>UA 1 - RL.1.1, 2.4, 2.6</b> (8/26-9/2) <b>UA 2 - RI.1.1, 2.6, 2.7</b> (9/16-23)	<b>UA 3 – RL.1.1,1.2, 1.3, 3.9</b> (10/21-28) <b>UA 4 – RI. 1.1, 2.4, 2.5</b> (11/10-20) <b>UA 5 – RI.1.1, 3.8, 3.9 CBT</b> (12/9-18)	<b>UA 6– RI. 1.1,1.2, 1.3</b> (1/20- 27) <b>UA 7 – RL. 1.1, 1.2, 2.4, 2.5 CBT</b> (2/17-24)	<b>UA 8- RL.1.1, 2.4, 2.5, 3.7, 3.8</b> (3/31 - 4/7) FSA Writing early April FSA Reading early May
<b>THEME</b>	<b>The Thrill of Horror</b> Examining why horror terrifies and fascinates - <b>Collections 2</b>	<b>Approaching Adulthood</b> Exploring childhood to adulthood <b>Collections 4</b>	<b>The Move Toward Freedom</b> Focusing on the quest for freedom – <b>Collections 3</b> Exploring the benefits/challenges of work <b>Collections 6</b>	<b>Culture and Belonging</b> Exploring how people develop their identity – <b>Collections 1</b>
<b>WRITING FOCUS</b> <b>W.1.1, 1.2</b>	Rubric Analysis/Exemplars Pre-Writing Strategies Sentence/Single Paragraphs Purpose and Focus – Thesis Statement Identifying/incorporating Evidence	Continue previous and Add: Organization and Elaboration Sentence combination/Expansion Paragraph Frames/concluding sentences	Continue previous and Add: Paragraph Revision/Editing Summarizing  Intentional Review	Intentional Review  Focus Strategies
<b>Resources available in Canvas</b>	<b>Writing Diagnostic (8/10-8/18)</b> Informative – Technology <b>Prompt 1 (October)</b> Informative – Extracurricular Activities	<b>Prompt 2 (November)</b> Argumentative – Video Games	<b>Prompt 3 (January)</b> Informative – Drones <b>Prompt 4 (March)</b> Argumentative – Juvenile Justice	Intentional Review Narrative Research Project
SpringBoard (select schools only) LC- Language Check EA - Embedded Assmt. WB – workbook assign.	<b>SpringBoard Resources:</b> Writing Workshops: 1 & 3 WB: 2.1 - 2.9; EA 1 WB: 1.16 LC 2.3: Subject Verb Agreement	<b>SpringBoard Resources:</b> Writing Workshops: 1 & 2 WB: 2.10 - 2.17; EA 2	<b>SpringBoard Resources:</b> Writing workshops 2 & 3 (suggestion) WB: 3.16 – 3.19 WB: 1.14 LC 3.19: Verb Tense, EA 2	<b>SpringBoard Resources:</b> WB: 1.1 -1.8, 1.10 – 1.13
<b>READING FOCUS</b> <b>Eight Reading Strategies</b>  = video R - Readworks CR – Close Reader NE - Newsela <b>Resources available in canvas</b> <b>Recursive Standards</b> <b>LAFS.8.RL/RI.1.1,2.4,4.10</b>	<b>UNIT 1 RL.1.1, 2.4, 2.6, L.1.1, L.1.2</b> “The Tell-Tale Heart” – (89) “The Outsiders” (98c) <b>CR</b> <b>UNIT 2 RI.1.1, 2.6, 3.7</b>  “What is the Horror Genre?” (125)  “from The Monkey’s Paw” (121) (film clip – RI.3.7)	<b>UNIT 3 RL.1.1, 1.2, 1.3, 3.9</b> “The Whistle” – (228c) <b>CR</b> “An Unexpected Trip” <b>R</b> (paired with) “Run Run Series” <b>R</b> <b>UNIT 4 RI.1.1, 2.4, 2.5. L.1.1, L.1.2</b> “When Do Kids Become Adults?” (235) “Identity,” “Hard on the Gas” (234c) <b>CR</b> <b>UNIT 5 RI. 1.1, 3.8, 3.9</b> “Is 16 Too Young to Drive a Car?/Fatal Car...”“(247) “Much Too Young...”(246c) <b>CR</b>	<b>UNIT 6 RI.1.1, 1.2, 1.3</b> “My Friend Douglas” (150c) <b>CR</b> “from Harriet Tubman” (151) <b>UNIT 7 RL.1.1, 1.2, 2.4, 2.5</b> “from The Adventures of Tom Sawyer” (395) “Chicago,” “Find Work,” “My Mothers Enters...”(427)	<b>UNIT 8 RI.1.1, 2.4, 2.5, 3.7, 3.8</b> “Bonne Anne” (31)  “New Immigrants Share Their Stories” (71) “Why is Immigration Different from Trade?” <b>NE</b>
<b>Language/Editing FOCUS</b> <b>L.1.1, 1.2</b> In addition to lower grade skills	<a href="#">Subject/ verb Agreement</a> <a href="#">Verbals, verb shifts</a> <a href="#">Sentence Fragments, run-ons</a> <a href="#">Sentence structure (4 types)</a> <a href="#">Capitalization</a> <a href="#">Frequently confused words</a>	<a href="#">Phrases and clauses</a> <a href="#">Sentence combination/variety</a> <a href="#">Sentence expansion</a> <a href="#">Paragraph structure</a> <a href="#">Quotations</a> <a href="#">Commas, ellipsis, dashes</a> <a href="#">Frequently confused words</a>	<a href="#">Sentence expansion</a> <a href="#">Sentence combination/variety</a> <a href="#">Transitions/phrases</a> <a href="#">Verb shifts</a> <a href="#">Active and Passive voice</a> <a href="#">Summarizing, 4 w’s + how outline</a> <a href="#">Frequently confused words</a>	Intentional review based on previous results