

1st Quarter (43 Days)

Resources:

| Week | Unit/Lesson | Learning Objectives | | | | Differentiated Activities & Resources |
|---|---|--|--|---|---|--|
| | | Reading | Grammar | Writing | Vocabulary | |
| 1 st : Aug 9-11 (3 days) | Welcome Survey – what worked/did not work in grade 7? Goals Supplies Routines | Resources for Review Empowering Writers lesson Read Article for comprehension and grammar activities | TEKS 8.19 Understand and use the functions of academic language and use a variety of sentences Declarative etc. TEKS 8.20 Use correct Punctuation | Write daily journal entries My holidays My goals in life My life outside school If I were the teacher/principal Unit 1 Big Q | i-Ready vocabulary list | Writing Chadwell, Gary B. <i>Twelve Assignments every Middle School student should write</i> |
| 2 nd : Aug 14-18 (5 days) | Unit 1: How Do You Stay True to Yourself? <i>Miracle Man, My Name, Burns in the Attic</i> – Short Story TEKS 8.6 Comprehension of Literary Text/Fiction Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence to support understanding. | TEKS 8.6C Analyze different forms of point of view, including limited v omniscient, subjective v objective | TEKS 8.19 Kinds of Sentences Identify and write four kinds of sentences. Use the correct end punctuation | TEKS 8.17A Write a multi paragraph essay Advice from a Middle School Expert to new grade 6 students MLA-Expectations Conventions | TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words | TEKS 8.7 <i>And Ain't I a Woman?</i> -Speech <i>From Sojourner Truth:</i> <i>Ain't I a Woman?</i> - Excerpt biography |
| 3 rd : Aug 21-25 (5 days) | Unit 1: How Do You Stay True to Yourself? <i>Raymond's Run, Medicine Bag</i> – Short Story TEKS 8.6 Comprehension of Literary Text/Fiction Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence to support understanding. | TEKS 8.6A Analyze linear plot development (e.g., conflict, rising action, resolution, falling action, subplots) Make predictions about plot Character Make inferences about character | TEKS 8.19 Understand the functions of academic language. Subjects and Predicates | TEKS 8.17C Write responses to literary texts Summary of a fictional story | TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words | TEKS 8.4 <i>Between What I See and What I Say</i> - poem <i>Waters of Gold</i> - Folktale |

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| 4 th : Aug 28 - Sep 8 (5 days) | <p>Unit 1: How Do You Stay True to Yourself?</p> <p><i>Abuela invents the Zero</i> – Short Story</p> <p><i>The People Could Fly</i> - Folktale</p> <p>TEKS 8.3 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> | <p>TEKS 8.6A Analyze linear plot development (e.g., conflict, rising action, resolution, falling action, subplots)</p> <p>Conflict Analyze characters</p> <p>TEKS 8.3C Explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work</p> <p>Setting and Mood Identify Sequence</p> | <p>TEKS 8.19 Understand the functions of academic language.</p> <p>Conventions, Parts of Speech, Sentence Structure</p> | <p>TEKS 8.14 A-B Writing Process TEKS 8.15 Write an imaginative story Plan, draft, peer review</p> <p>Conventions, Ideas, Organization</p> | <p>TEKS 8.2 Reading/ Vocabulary Development C) Complete analogies that describe part to whole or whole to part</p> | <p>TEKS 8.3 <i>Who can Be Born Black</i> – poem</p> <p><i>TIME The Question of Popularity</i> – informational</p> <p>Main Idea & Details</p> <p>TEKS 8.17C Write responses to literary texts</p> <p>Weekly Journal Entries</p> |
| 5 th : Sept 11-15 (4 days) | <p>Unit 1: How Do You Stay True to Yourself?</p> <p><i>Tom Sawyer</i> – Novel excerpt <i>Born Worker</i> – Short story</p> <p>TEKS 8.6 Comprehension of Literary Text/Fiction Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence to support understanding.</p> | <p>TEKS 8.6 Character</p> <p>Compare and Contrast</p> <p>Make Inferences</p> | <p>TEKS 8.19 Understand the functions of academic language.</p> <p>Concrete abstract nouns etc. Conventions of Capitalization</p> | <p>TEKS 8.14 C-E Writing Process cont. Presentation, Sentence Fluency, Word Choice</p> <p>Edit, Revise, Publish Short Story</p> | <p>TEKS 8.2 Reading/ Vocabulary Development E) Use a dictionary, a glossary, or thesaurus to determine meanings, syllabication, pronunciations, alternate word choices and parts of speech of words.</p> | <p><i>Barbara Freetchie</i> Narrative poem Summarize</p> |

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| 6 th : Sept 18-22 (5 days) | Unit 1: How Do You Stay True to Yourself? End of unit assessment | | TEKS 8.19 A (ii) Understand the functions of academic language. Apositive phrases | End of unit assessment TEKS 8.15 Write an imaginative fictional story | | TEKS 8.1 Ongoing Reading Fluency and Comprehension |
| 7 th : Sept 25-29 (5 days) | Unit 2: What's in it for you? <i>Zoya's Story Personal Narrative</i> <i>I Know Why the Caged Bird Sings - Autobiography</i> TEKS 8.3 Reading/Comprehension of Literary Text/Theme and Genre. | TEKS 8.3C Explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work Author's Purpose Theme Analyze Cultural Context | TEKS 8.19A Understand the functions of academic language. Irregular Verbs | TEKS 8.14 A-B Writing Process Write a Personal Narrative TEKS 8.16 Plan, draft, peer review Conventions, Ideas, Organization | TEKS 8.2 Reading/ Vocabulary Development Academic Vocabulary | TEKS 8.3A Poems - <i>There is no frigate like a Book Because of Libraries We Can Say These Things</i> Compare & Contrast |
| 8 th : Oct 2-6 (5 days) | Unit 2: What's in it for you? TIME: <i>Coming to America</i> Personal narratives <i>Coming to America</i> – Informational text TEKS 8.9 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make | TEKS 8.9 Analyze works written on the same topic and compare how the authors achieved similar or different purposes Sequence Summarize Author's Purpose | TEKS 8.19 A(i) Understand the functions of academic language. Verbs (perfect and progressive tenses) and participles | TEKS 8.14 C-E Writing Process cont. Voice, Presentation, Word Choice Edit, Revise, Publish Personal Narrative | TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words | TEKS 8.10, 10C <i>Huge, Freed Pet</i> <i>Pythons Invade Florida Everglades</i> Informational text Analyze Features and Structure |

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Resources:

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|--|---|--|---|--|--|--|
| | inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. | Tone Theme | | | | |
| 9th: Oct 10-13 (4 days) | Unit 2: What's in it for You? <i>Functional Documents</i> TEKS 8.12 Understand how to glean and use information in informational texts and documents Technical Directions | TEKS 8.12B Evaluate graphics for their clarity in communicating meaning or achieving a specific purpose | TEKS 8.19 A(iv) Understand the functions of academic language. Relative pronouns | TEKS 8.14 C-E Writing Process cont. Voice, Presentation, Word Choice Edit, Revise, Publish Personal Narrative | TEKS 8.2 Reading/ Vocabulary Development E) Synonyms | TEKS 8.10, 10C <i>The Great Fire</i> Informational text Description Conflict Draw Conclusions |

| 2nd Quarter (41 Days) | | | | | | |
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| Resources: | | | | | | |
| Week | Unit/Lesson | Learning Objectives | | | | Differentiated Activities & Resources |
| | | Reading | Grammar | Writing | Vocabulary | |
| 1 st : Oct 16-19 | Unit 2: What's in it for You? Characteristics of the Genre TEKS 8.10C Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns <i>Media Viewpoint</i> TEKS 8.13 Reading/Media Literacy. Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. | TEKS 8.13 Students are expected to: (A) Explain messages conveyed in various forms of media; (C) Critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages | TEKS 8.19 A(iii) Understand the functions of academic language. Conjunctive adverbs | TEKS 8.17C Write responses to literary texts | TEKS 8.2 Reading/ Vocabulary Development A) Determine meaning from Latin, Greek or other roots and affixes. | TEKS 8.8 <i>Pretty Words</i> <i>Introduction to Poetry</i> <i>Casey at the Bat</i> - Poems TEKS 8.6A The Monkey's Paw Analyze Plot |
| 2 nd : Oct 23-27 (5 days) | Unit 2: What's in it for You? <i>A Retrieved Reformation Short story and Graphic story</i> TEKS 8.6 Draw conclusions about the elements of fiction and provide evidence from text to support understanding | RC 8F Make intertextual links between and across texts Setting and Mood Compare and Contrast Figurative Language Draw Conclusions | TEKS 8.19 A (iii) Understand the functions of academic language. Adverbial and adjectival phrases and clauses | TEKS 8.17C Write responses to literary texts | TEKS 8.2 Reading/ Vocabulary Development A) Determine meaning from Latin, Greek or other roots and affixes. | RC-8E <i>The Tell-Tale Heart</i> – Short Story Mood Paraphrase texts in ways that maintain meaning and logical order |
| 3 rd : Oct 30 - Nov 3 (5 days) | Unit 2 Assessment <i>Hollywood's Rise to Fame</i> TEKS 8.7 Reading/Comprehension of Literary Text/Literary Nonfiction. | Text Structure Cause and Effect Relationships Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography | TEKS 8.19B Understand the functions of academic language. Complex sentences | End of unit assessment TEKS 8.16 Write a Personal Narrative | TEKS 8.2 Reading/ Vocabulary Development Understand and use new vocabulary when reading | TEKS 8.9 <i>Edgar Allen Poe</i> Biography Author's Purpose Foil characters Analyze Details |

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|---|--|---|---|---|--|--|
| 4 th : Nov 6-10 (5 days) | <p>Unit 3: What's More Important, the Journey or the Destination?</p> <p><i>Travel, The Dying Cowboy- Ballad, Identity, Paul Revere's Ride-poem</i></p> <p>TEKS 8.4 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p> | <p>TEKS 8.4 Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic, lyric poetry). Structure and Sound Imagery and Figurative Language Rhyme and Rhyme Scheme Narrative Poetry</p> | <p>TEKS 8.19C Understand the functions of academic language. Prepositions and phrases</p> | <p>TEKS 8.17C Write responses to literary texts</p> | <p>TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words</p> | <p>TEKS 8.6A <i>Travel - BQ</i> <i>The Drummer Boy of Shiloh</i> Conflict Analyze Style Understand Diction Analyze Motivation</p> |
| 5 th : Nov 13-17 (5 days) | <p>Unit 3: What's More Important, the Journey or the Destination?</p> <p><i>Exile- Poem</i></p> <p>TEKS 8.8 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p> | <p>TEKS 8.8 Students are expected to explain the effect of similes and extended metaphors in literary text Line and Stanza Author's meaning</p> | <p>TEKS 8.19 A(v) Understand the functions of academic language. Subordinating conjunctions</p> | <p>TEKS 8.14 A-B Writing Process TEKS 8.15B Write a Poem Plan, draft, peer review Conventions, Ideas, Organization</p> | <p>TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words</p> | <p>TEKS 8.3, 8.3B Icarus and Daedalus The Spirit Bride Baldur Myths</p> |

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|--|---|--|--|---|---|--|
| 6 th : Nov 20-21 (2 days) | Unit 3: What's More Important, the Journey or the Destination? <i>Harriet Tubman</i> – poem TEKS 8.4 Reading/ Comprehension of Literary Text/Poetry <i>Harriet Tubman: Conductor on the Underground Railroad</i> - Historical Perspective TEKS 8.9 Reading/Comprehension of Informational Text/Culture and History. | TEKS 8.4 Rhythm and Meter TEKS 8.9 Analyze Historical Context Characterization Sequence | TEKS 8.19 C Understand the functions of academic language. Transitions for sentence or paragraph | TEKS 8.14 C-E Writing Process. TEKS 8.15B Write a Poem Voice, Presentation, Word Choice Edit, Revise, Publish Poem | TEKS 8.2 Reading/ Vocabulary Development Academic Vocabulary | TEKS 8.10C <i>On top of the World</i> TIME magazine article Informational |
| 7 th : Nov 27 - Dec 1 (2 days) | Unit 3: What's More Important, the Journey or the Destination? Genre Focus: Poetry <i>Stopping by Woods on a Snowy Evening</i> <i>The sound of the Night</i> TEKS 8.4 Reading/ Comprehension of Literary Text/Poetry. | TEKS 8.4 Assonance and Consonance Speaker Onomatopoeia Alliteration Mood TEKS 8.3 Analyze theme | TEKS 8.19B Understand the functions of academic language. Complex sentences and Clauses | TEKS 8.14 C-E Writing Process cont. TEKS 8.15B Write a Poem Voice, Presentation, Word Choice Edit, Revise, Publish Poem | TEKS 8.2 Reading/ Vocabulary Development E) Use a dictionary, | TEKS 8.6B Checkouts -Short story Motivation Style Characterization |
| 8 th : Dec 4 -8 (5 days) | Unit 3: What's More Important, the Journey or the Destination? <i>Knoxville, Tennessee</i> <i>Los New Yorks</i> <i>The New Colossus</i> - Sonnet <i>Childhood</i> – Sonnet TEKS 8.4, 8.8 | TEKS 8.4, 8.8 Connect to the poem Visualize Imagery, Diction, Lyric Poetry, Paraphrase Sonnet, Setting, | TEKS 7.19C Understand the functions of academic language. Subject verb agreement | TEKS 8.17C Write responses to literary texts | TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words | TEKS 8.6 Beowulf Racing the Great Bear Comparing Literature |

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|--|------------------------------------|---|---|--|---|--|
| 9 th : Dec 11-15 <i>(5 days)</i> | Unit 3 Assessment Benchmark | TEKS 8.4 Reading/ Comprehension of Literary Text/Poetry. | TEKS 8.14C Revise drafts to clarify meaning, enhance style, sentences, and organization | TEKS 8.17C Write responses to literary texts Write a response to the poem | TEKS 8.2 Reading/ Vocabulary Development Understand and use new vocabulary when reading | TEKS 8.13B <i>Media Workshop</i> Interpret Visual and Sound Techniques |

| 3rd Quarter (43 Days) | | | | | | |
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| Resources;; understand the proper use of who, whom, and whose | | | | | | |
| Week | Unit/Lesson | Learning Objectives | | | | Differentiated Activities & Resources |
| | | Reading | Grammar | Writing | Vocabulary | |
| 1 st : Jan 3-11 (7 days) P/T conferences | <p>Unit 4: What's Worth Fighting For?</p> <p><i>Saving Water</i> – Essay Logic and Persuasion Workshop: Logical and Rhetorical Fallacies</p> <p>TEKS 8.11 Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from the text to support their analysis.</p> | <p>TEKS 8.11 Argument Text Features</p> <p>TEKS 8.11B Analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts</p> | <p>TEKS 8.20 Oral and written conventions Capitalization and Punctuation TEKS 8.20B(i) Capitalization</p> | <p>TEKS 8.18 Write a persuasive essay</p> <p>TEKS 8.14 A-B Writing Process Plan, draft, peer review Conventions, Ideas, Organization</p> | <p>TEKS 8.2 Reading/ Vocabulary Development Understand and use new vocabulary when reading</p> | <p>Homeless – BQ</p> <p><i>The Treasure of Lemon Brown</i> – Short Story</p> |
| 2 nd : Jan 16-19 (4 days) | <p>Unit 4: What's Worth Fighting For?</p> <p><i>The Trouble with Television</i> – Essay</p> <p>TEKS 8.10 Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from the text to support their understanding.</p> | <p>TEKS 8.10B Distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text</p> | <p>TEKS 8.20 Oral and written conventions Capitalization and Punctuation TEKS 8.20B(i) Capitalization</p> | <p>TEKS 8.14 C-E Writing Process. TEKS 8.18 Write a Persuasive Essay</p> <p>Voice, Presentation, Word Choice Edit, Revise, Publish</p> | <p>TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words</p> | <p><i>Civil War Journal</i></p> <p><i>The Gettysburg Address</i> - Speech</p> |

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| Resources:; understand the proper use of who, whom, and whose | | | | | | |
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| 3 rd : Jan 22-26 (4 days) | <p>Unit 4: What's Worth Fighting For?</p> <p>Genre Focus Argument and Persuasive <i>Should the Penny Be Retired?</i></p> <p>TEKS 8.11 Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from the text to support their analysis.</p> <p>Unit 4 Benchmark</p> | <p>TEKS 8.11A Compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusion through analyzing the evidence each presents Main Idea and Details Text Structure Analyze Arguments</p> | <p>TEKS 8.20 Oral and written conventions Capitalization and Punctuation TEKS 8.20B(i) Commas</p> | <p>TEKS 8.14 A-E Writing Process. TEKS 17B Write a letter that reflects an opinion or registers a complaint.</p> <p>Voice, Presentation, Word Choice Plan, Draft, Edit, Revise, Publish</p> | <p>TEKS 8.2 Reading/ Vocabulary Development Idioms</p> | <p><i>Lincoln: A Photobiography-</i> Historical Perspective <i>Ode to Thanks</i> <i>Ode to Rain - Poems</i></p> |
| 4 th : Jan 29 - Feb 2 (5 days) | <p>Unit 5: WHAT Really Matters? <i>The Night Ghost from Woodson – Autobiography</i></p> <p>TEKS 8.7 Comprehension of Literary Text /Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from the text to support their understanding.</p> | <p>TEKS 8.7 Students are expected to analyze passages in well-known speeches for the author's used of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) Voice Narrator and Point of View Mood Setting</p> | <p>TEKS 8.20 Oral and written conventions Capitalization and Punctuation TEKS 8.20B(i) Commas</p> | <p>TEKS 8.22 Research Students ask open-ended research questions and develop a plan for answering them. TEKS 8.23 Research/Gathering Sources Students locate and record information.</p> | <p>TEKS 8.2 Reading/ Vocabulary Development A) Determine meaning from Latin, Greek or other roots and affixes.</p> | <p><i>In the Blood – Poem</i> <i>Clean Sweep - Short Story</i></p> |
| 5 th : Feb 5-9 (5 days) | <p>Unit 5: WHAT Really Matters?</p> <p>TEKS 8.7 Comprehension of Literary Text /Literary Nonfiction. Students</p> | <p>TEKS 8.7 Students are expected to analyze passages in well-known speeches for the author's</p> | <p>TEKS 7.20 Oral and written conventions Capitalization</p> | <p>TEKS 8.24 Research Synthesize information Students clarify research</p> | <p>TEKS 8.2 Reading/ Vocabulary Development</p> | <p><i>A Father's Daring Trek – TIME</i> Informational Text</p> |

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| Week | Unit/Lesson | Learning Objectives | | | | Differentiated Activities & Resources |
| | understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from the text to support their understanding. | used of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) Description, Style TEKS 8.10 Activate Prior Knowledge Sequence | and Punctuation TEKS 7.20B (ii) Semi colons, colons, and hyphens | questions and evaluate and synthesize collected information. | B) Use context to determine or clarify the meaning of words | <i>The March of Mill Children</i> – Historical Biography |
| 6 th : Feb 12-16 (5 days) | Unit 5: WHAT Really Matters? <i>The Story of My Life</i> – Autobiography <i>Letters of Annie Sullivan</i> – Letters Unit 5 Benchmark TEKS 8.10 Comprehension of Informational Text | TEKS 8.10D Synthesize and make logical connections between ideas within a text and across texts representing similar or different genres Tone Compare and Contrast | TEKS 7.20 Oral and written conventions Capitalization and Punctuation Quotation Marks | TEKS 8.25 Research Organizing and presenting ideas Synthesize the research into an oral or written presentation | TEKS 8.2 Reading/ Vocabulary Development A) Determine meaning from Latin, Greek or other roots and affixes. | <i>Flowers for Afternoon Part 1 & Part 2</i> – Short Stories |
| 7 th : Feb 20-23 (4 days) | Unit 6: HOW Do You Keep from Giving Up? The Diary of Ann Frank, Act I & II Drama TEKS 8.5 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. | TEKS 8.5 Students are expected to analyze how different playwrights characterize their protagonists through the dialogue and staging of their plays. Act and Scene, Dialogue Analyze Plot, Setting, Subplot, Characterization Stage Directions, Conflict Theme, Dramatic Irony | TEKS 7.20 Oral and written conventions Capitalization and Punctuation Apostrophes | TEKS 8.26 Listening and Speaking Use comprehension skills to listen to others in formal and informal settings | TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words | <i>From Sky</i> – Historical Perspective |

3rd Quarter (43 Days)

Resources:; understand the proper use of who, whom, and whose

| Week | Unit/Lesson | Learning Objectives | | | | Differentiated Activities & Resources |
|--|---|--|--|--|--|--|
| 8 th : Feb 26 - Mar 2 (5 days) | <p>Unit 6: HOW Do You Keep from Giving Up? <i>From Kindertransport</i> - Drama</p> <p>TEKS 8.5 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding</p> | <p>TEKS 8.5 Students are expected to analyze how different playwrights characterize their protagonists through the dialogue and staging of their plays. Motivation Characterization</p> | <p>TEKS 7.20 Oral and written conventions Capitalization and Punctuation Abbreviations</p> | <p>TEKS 8.17 Write an expository essay</p> <p>TEKS 8.14 A-B Writing Process Plan, draft, peer review Conventions, Ideas, Organization</p> | <p>TEKS 8.2 Reading/ Vocabulary Development B) Use context to determine or clarify the meaning of words</p> | <p><i>Standing Tall</i> – TIME Informational Text</p> |
| 9 th : Mar 5-9 (5 days) End 9 weeks | <p>Unit 6: HOW Do You Keep from Giving Up? Benchmark & STAAR Reading Practice</p> <p>TEKS 8.5 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p> | <p>TEKS 8.5 Students are expected to analyze how different playwrights characterize their protagonists through the dialogue and staging of their plays.</p> | <p>TEKS 8.19 Understand the functions of academic language. Usage 11.69</p> | <p>TEKS 8.14 C-E Writing Process. TEKS 8.17 Write an expository Essay</p> <p>Voice, Presentation, Word Choice Edit, Revise, Publish Poem</p> | <p>TEKS 8.2 Reading/ Vocabulary Development Academic Vocabulary</p> | <p>TEKS 8.7 From <i>The Diary of a Young Girl</i> Voice TEKS 8.3 Connect to Autobiography</p> |
| <p>March 12-16 Spring Break</p> | | | | | | |

| 4th Quarter (48 Days) | | | | | | |
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| Resources: | | | | | | |
| Week | Unit/Lesson | Learning Objectives | | | | Differentiated Activities & Resources |
| | | Reading | Grammar | Writing | Vocabulary | |
| 1 st : Mar 19-23 (5 days) | STAAR Reading Practice & Review | TEKS 8.1 Reading Fluency Students read grade level text with fluency and comprehension | TEKS 8.19 Understand the functions of academic language. Usage 11.70 | TEKS 8.17C Write responses to literary texts | TEKS 8.2 Reading /Vocabulary Development Understand new vocabulary and use it when reading | Comparing Literature – <i>Mother to Son, Speech to the Young, Speech to the Progress-Toward</i> - Poems |
| 2 nd : Mar 26-29 (4 days) | STAAR Reading practice & Review | TEKS 3-12 Comprehension of a variety of literary and informational texts. | TEKS 8.19 Understand the functions of academic language. Usage 11.71 | TEKS 8.17C Write responses to literary texts | TEKS 8.2 Reading /Vocabulary Development | |
| 3 rd : Apr 2-6 (5 days) | STAAR Reading Test Novel Study | | TEKS 8.19 Understand the functions of academic language. Usage 11.72 | | TEKS 8.2 Reading /Vocabulary Development | |
| 4 th : Apr 9-13 (5 days) | TEKS 8.13A-D Reading/Media Literacy Use comprehension skills to analyze how words, images graphics and sounds work together in various forms to impact meaning. | TEKS 8.13A Evaluate the role of media in focusing attention on events and informing opinion of issues | TEKS 8.19 Understand the functions of academic language. Usage Review | TEKS 8.25C Present ideas and information in a meaningful format (digital) TEKS 8.28 Work productively in teams | TEKS 8.2 Reading /Vocabulary Development Understand new vocabulary and use it when reading | |

| 4th Quarter (48 Days) | | | | | | |
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| Resources: | | | | | | |
| Week | Unit/Lesson | Learning Objectives | | | | Differentiated Activities & Resources |
| | | Reading | Grammar | Writing | Vocabulary | |
| 5 th : April 16-19 (5 days) | TEKS 8.13A-D Reading/Media Literacy Use comprehension skills to analyze how words, images graphics and sounds work together in various forms to impact meaning. | TEKS 8.13A Evaluate the role of media in focusing attention on events and informing opinion of issues | TEKS 7.19C Understand the functions of academic language. Adjectives | | TEKS 8.2 Reading /Vocabulary Development Understand new vocabulary and use it when reading | |
| 6 th : April 23-27 (5 days) | Novel Study TEKS 8.7 Comprehension of Literary Text /Literary Nonfiction | | Writing with Adjectives Use adjectives to elaborate sentences by adding clarity and detail. | | TEKS 8.2 Reading /Vocabulary Development | |
| 7 th : April 30 - May 4 (5 days) | TEKS 8.22 Research Students ask open-ended research questions and develop a plan for answering them. | TEKS 8.23 Research/Gathering Sources Students locate and record information. | TEKS 7.19C Understand the functions of academic language. Adverbs | | TEKS 8.2 Reading /Vocabulary Development | |
| 8 th : May 7-11 (5 days) | Research a Country of your Choice TEKS 8.24 Research Synthesize information | Students clarify research questions and evaluate and synthesize collected information. | | | TEKS 8.2 Reading /Vocabulary Development | |

4th Quarter (48 Days)

Resources:

| Week | Unit/Lesson | Learning Objectives | | | Differentiated Activities & Resources | |
|--|------------------------------------|--|--|--|---|--|
| 9th: May 14-18 <i>(5 days)</i> | Present the Country of your Choice | TEKS 8.25 Research Organizing and presenting ideas Synthesize the research into an oral or written presentation | | | TEKS 8.2 Reading /Vocabulary Development Understand new vocabulary and use it when reading | |
| 10th: May 21-24 (4 days) | Graduation | | | | | |