



## Mesquite ISD Curriculum Sequence Second Semester English 8

4th Six Weeks	5th Six Weeks	6th Six Weeks
<p>Students read a self-selected work</p> <ul style="list-style-type: none"> <li>--respond to open ended questions in an RTW journal</li> </ul> <p>Literary Text: <i>"The Lady or the Tiger"</i> (short story)</p> <ul style="list-style-type: none"> <li>--close read/analyze/respond</li> <li>--recognize characteristics of a short story</li> </ul> <p>Benchmark</p> <p>Vocabulary development: Latin bases: <i>ced, ceed, cess, volv, volu, volut, cap, capt, cept, ceive</i></p> <p>Deconstruct Benchmark: paired passages</p> <p>Writing Workshop: Literary Response (based on self-selected work):</p> <ul style="list-style-type: none"> <li>--generate ideas/plan</li> <li>--draft:               <ul style="list-style-type: none"> <li>--writing an introduction and thesis</li> <li>--leads/hooks</li> <li>--development of ideas and supporting evidence (embed quotes)</li> <li>--focus and coherence (shape composition)</li> <li>--writing a conclusion</li> </ul> </li> <li>--revise               <ul style="list-style-type: none"> <li>--content, organization, conventions</li> <li>--thesis statement</li> <li>--topic sentence</li> <li>--quotations</li> <li>--sentence structure</li> <li>--peer feedback</li> <li>--teacher conferencing</li> </ul> </li> <li>--edit</li> </ul> <p>Deconstruct Benchmark: Narrative passage</p> <p>Deconstruct Benchmark: Expository passage</p> <p>Six Weeks Test</p>	<p>TAKS strategies</p> <p>TAKS</p> <p>Vocabulary development: Latin bases: <i>fer, lat</i>, words from animal roots, and content area words</p> <p>Literary Text: <i>The Adventures of Tom Sawyer</i></p> <ul style="list-style-type: none"> <li>--Pre Reading               <ul style="list-style-type: none"> <li>--close read/analyze/resp nd: <i>"Bad Little Boy"</i></li> </ul> </li> <li>--Reading:               <ul style="list-style-type: none"> <li>--close read/analyze/ respond: chapters 1 - 7</li> <li>--close read/ analyze/ respond: <i>"That Girl"</i> Soto</li> <li>--close read/ analyze /respond: chapters 9 – 35</li> <li>--close read/ analyze/ respond: conclusion</li> </ul> </li> </ul> <p>Writing Workshop: Persuasive Essay</p> <ul style="list-style-type: none"> <li>--generate ideas/plan</li> <li>--draft:               <ul style="list-style-type: none"> <li>--writing an introduction &amp; conclusion</li> <li>--create an opinion/position statement (IMHO)</li> <li>--focus and coherence (shape composition)</li> </ul> </li> <li>--revise/edit:               <ul style="list-style-type: none"> <li>--content, organization, conventions</li> <li>--persuasive appeals</li> <li>--peer feedback</li> <li>-- teacher conferencing</li> </ul> </li> </ul> <p>Six Weeks Test</p>	<p>Students read a self-selected work</p> <p>Vocabulary development: content area words</p> <p>Writing Workshop: Research</p> <ul style="list-style-type: none"> <li>--formulate research ideas/plan: develop a research proposal (major research question, subsidiary research questions, primary &amp; secondary sources)</li> <li>--gather information: use comprehension skills to locate information &amp; systematically take notes (relevant print &amp; online sources)</li> <li>--draft:               <ul style="list-style-type: none"> <li>--working outline—generate a meaningful organization of support for central ideas</li> <li>--synthesize, organize, and present ideas and information</li> <li>--writing an introduction and thesis (incorporates a range of perspectives)</li> <li>--development of ideas and supporting text evidence (embed quotes)</li> <li>--avoiding plagiarism</li> <li>--focus and coherence (shape composition)</li> <li>--write a conclusion</li> </ul> </li> <li>--revise/edit               <ul style="list-style-type: none"> <li>--content, organization, conventions</li> <li>--thesis statement</li> <li>--peer feedback</li> <li>--teacher conferencing</li> <li>--self evaluation (rubric)</li> <li>--MLA format</li> </ul> </li> </ul> <p>Reflection: Characters in works read this year</p> <p>Literary Text: <i>Flowers for Algernon</i> (short story)</p> <p>PreReading</p> <ul style="list-style-type: none"> <li>--preview text</li> <li>--close read/analyze/respond first entry</li> <li>--student groups read/analyze/respond to remaining entries (OER)</li> </ul> <p>Six Weeks Test</p>