



Mesquite ISD Curriculum Sequence First Semester GT English 8

1 st six weeks	2 nd Six Weeks	3 rd Six Weeks
<p>Establish campus/classroom instructional routines and procedures (eportfolio)</p> <p>Create 4 WIP Composition folder</p> <p>Vocabulary development: Latin & Greek prefixes: <i>ad-</i>, <i>dis-</i>, <i>di-</i>, <i>dif-</i>, <i>a-</i>, <i>an-</i>, <i>eu-</i>, <i>ev-</i>, <i>dys-</i>, <i>epi-</i></p> <p>Literary Text: “Being Junior High”</p> <p>--Prove It</p> <p>--close read/analyze/respond</p> <p>--recognize and develop close reading strategies</p> <p>Writing Workshop: Personal Narrative (extension)</p> <p>--generate ideas/plan</p> <p>--draft:</p> <p>--writing an introduction</p> <p>--hooks/leads</p> <p>--development of ideas</p> <p>--focus and coherence</p> <p>--use of dialogue</p> <p>--writing a conclusion</p> <p>--revise/edit:</p> <p>--word choice</p> <p>--content, organization, convention</p> <p>--sentence structure</p> <p>--peer feedback and teacher conferencing</p> <p>Literary Text: short story</p> <p>--recognize short story characteristics</p> <p>--Prove It</p> <p>--close read/analyze/respond: “The Tell Tale Heart”</p> <p>--close read/analyze/respond: “The Landlady”</p> <p>--student groups read/analyze/respond to self-selected short story</p> <p>Timed Writing: “The Monkey’s Paw” (short story)</p> <p>CBA</p> <p>Six Weeks Test</p>	<p>Vocabulary development: Latin & Greek bases: <i>bon</i>, <i>bene</i>, <i>mal</i>, <i>matr(i)</i>, <i>matern</i>, <i>part</i>, <i>patern</i>, <i>labor</i>, <i>lud</i>, <i>lus</i>, <i>bell</i>, <i>pac</i>, <i>plac</i>, <i>audi</i>, <i>audit</i>, <i>loqu</i>, <i>locut</i></p> <p>Literary Text: Shakespearean drama (comedy)</p> <p>--Pre Read</p> <p>--recognize characteristics of Shakespearean drama & elements of comedy</p> <p>--review literary vocabulary</p> <p>--Read</p> <p>--close read/analyze/respond:</p> <p>--Act I – literary elements, characterization, tone, dialogue, foreshadowing, diction, puns, soliloquy, details, syntax</p> <p>--Act II – characterization, setting, personification, aside</p> <p>--Act III - dramatic irony, mood, plot development</p> <p>--Act IV – imagery, characterization, comic relief</p> <p>--Act V – theme, irony, characterization</p> <p>--epilogue – theme, symbols</p> <p>Timed Writing: Shakespearean Play (setting)</p> <p>Writing Workshop: Expository: Literary Response</p> <p>--generate ideas/plan</p> <p>--draft:</p> <p>--writing an introduction</p> <p>--leads/hooks</p> <p>--development of ideas</p> <p>--focus and coherence</p> <p>--writing a conclusion</p> <p>--revise/edit:</p> <p>--content, organization, convention</p> <p>--thesis statement</p> <p>--topic sentence</p> <p>--peer feedback</p> <p>--teacher conferencing</p> <p>CBA</p> <p>Six Weeks Test</p>	<p>Vocabulary development: Greek & Latin bases: <i>pan(t)</i>, <i>omni</i>, <i>neo</i>, <i>nov</i>, <i>clin</i>, <i>cumb</i>, <i>cub</i>, <i>phon</i>, <i>voc</i>, <i>vok</i> and Heroes of Greek Mythology</p> <p>Students read self-selected work: Literature Circle</p> <p>--respond to open ended questions in RTW Journal (OER)</p> <p>--recognize characteristics of a novel</p> <p>Expository Texts:</p> <p>--recognize elements of expository</p> <p>--Prove It</p> <p>--close read/analyze/respond: “Too Many Toothpaste Flavors”</p> <p>Writing Workshop: Expository- Synthesis</p> <p>--close read/analyze/respond to sources</p> <p>--generate ideas/plan</p> <p>--draft:</p> <p>--writing an introduction (position statement, IMHO)</p> <p>--development of ideas</p> <p>--focus and coherence</p> <p>--writing a conclusion</p> <p>--revise/edit:</p> <p>--content, organization, conventions</p> <p>--persuasive techniques & rhetorical devices</p> <p>--sentence structure</p> <p>--peer feedback</p> <p>--teacher conferencing</p> <p>Kuder Survey</p> <p>Four Year Plan</p> <p>Writing Workshop: Expository – Letter</p> <p>Timed Writing: My Bondage and My Freedom (nonfiction)</p> <p>CBA</p> <p>Six Weeks Test</p>