

ELAR 8 Year-At-A-Glance

| Unit Title | WeWrite | Student Expectations | Suggested Instructional Days |
|--|---|---|------------------------------|
| 1st Nine Weeks: August 22 – October 13 Assessment- CBA 1- October 10-13 TAMU Pre-Assessment: September TBD | | | |
| Foundations of KAT & WeWrite | Lessons 0-2 Persuasive | 1A, 2A, 5F, 5G 6I, 8Ei-iii, 9A, 9B, 10A&B, 11C | 15 Days |
| What are the places that shape you? | Persuasive Lessons 3-8 | 1D, 2B, 2C, 5A, 5C, 5D, 7B, 8A, 8Di-iii, 8Ei-iii, 9C, 9D, 9G, 10 A&B, 11C | 21 Days |
| 2nd Nine Weeks: October 16 – December 15 Assessment - CBA 2 December 11-14 | | | |
| What are the places that shape you? | Persuasive Lessons 3-8 | 1D, 2B, 2C, 5A, 5C, 5D, 7B, 8A, 8Di-iii, 8Ei-iii, 9C, 9D, 9G, 10 A&B, 11C | 14 Days |
| Why do we like to be frightened?/How does adolescence prepare you for adulthood/The power of a character? | Informational w/ Source Text Lessons 9-14 | 1B, 1C, 5A, 5C, 5D, 6C, 6H, 7B, 7C, 8B, 8C, 9D-F, 10A-D, 11B | 25 Days |
| 3rd Nine Weeks: January 4 – March 10 Assessment - MOY MAP: January 4 - January 31 TELPAS: February 20 - March 31 | | | |
| What can we learn from history? | Constructed Response | 1A, 2C, 5A, 5C, 6F, 6J, 8Diii, 8Eiii, 9C, 9G, 10A-D, 11D | 33 Days |
| Writing Reflection | Extended Constructed Response | 1A, 6G, 10A-D, 11B, 11C, 11D | 10 Days |
| 4th Nine Weeks: March 20 – May 25 Assessment - Interim: March 21 - March 23 Continued TELPAS: February 20 - March 31 EOY MAP: April 24 - May 19 ELAR STAAR – April 18 - April 28 | | | |
| What can we learn from ourselves? | Short and extended Constructed Response | 2C, 5A, 5B, 5C, 6B, 8B, 9C, 10A-D, 11B | 20 Days |
| Narrative and Reflection | Narrative/Poetry Reflection | 1C, 6H, 9A, 11A, 10E | 31 Days |

[Literacy Routine standards should be embedded into instruction on a daily basis](#)

[Click here to access state standards for Grade 8 Reading Standards.](#)

Any additional notes:

Self-sustained Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

Grammar

Students should edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice and how they affect meaning.

Research

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Process- Generate questions for formal/informal inquiry, develop a plan, refine questions, gather and synthesize information, examine sources, and deliver information in a variety of ways.