



October 2019

8th Grade Language Arts Instructional Calendar



Reading Targets	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
<p>R1: Unknown Words</p> <ul style="list-style-type: none"> I can use context clues and/or word roots to figure out what a word means. <p>R2: Reading Comprehension</p> <ul style="list-style-type: none"> I can use reading strategies to understand what I am reading. <p>R3: Figurative Language</p> <ul style="list-style-type: none"> I can identify figurative language and explain why the author is using it. <p>R4: Genre</p> <ul style="list-style-type: none"> I can identify characteristics of a short story (Plot, Setting, Conflict, Theme, Characters) <p>R5: Author's Style</p> <ul style="list-style-type: none"> I can explain how the author's use of dialogue and point of view affect a short story. <p>W1: Prewriting</p> <ul style="list-style-type: none"> I can plan a writing for a specific AUDIENCE. <p>W2: Drafting</p> <ul style="list-style-type: none"> I can write a paragraph that is structured with a introduction and concluding sentence. <p>W3: Word Choice</p> <ul style="list-style-type: none"> I can use supporting details while writing. <p>G4: Commas</p> <ul style="list-style-type: none"> I can use commas correctly to with coordinating conjunctions (FANBOYS), subordinating conjunctions (SWABIS), to list items in a series, or with appositives. 	<p>30</p> <p>-Figurative Lang -“Charles” or -“Sound of Thunder”</p>	<p>1</p> <p>-Figurative Lang (R3) -“Charles” or -“Sound of Thunder”</p>	<p>2</p> <p>-Figurative Lang (R3) -Review or Relearn</p>	<p>3</p> <p>-Figurative Lang (R3) -“Treasure of LB” or “The Veldt” (R2)</p>	<p>4</p> <p>-Figurative Lang Quiz -“Treasure of LB” or -“The Veldt” (R2)</p>	
	G2: Sentence or Not: Sentences, Fragments, and Run-Ons					
	<p>7</p> <p>-“Treasure of LB” or -“The Veldt” (R2)</p>	<p>9</p> <p>-Point Of View (R5) - “Tell-Tale Heart” (R2)</p>	<p>10</p> <p>-Author’s Style - Review/Relearn</p>	<p>11</p> <p>-Author’s Style (R5) - “Tell-Tale Heart” (R2)</p>	<p>12</p> <p>-Author’s Style (R5) - “Tell-Tale Heart” (R2)</p>	
	G4: Commas: FANBOYS, SWABIs, and THAMOs					
	<p>14</p> <div style="text-align: center; border: 2px solid blue; padding: 5px; background-color: #003366; color: white; width: fit-content; margin: 0 auto;"> TEACHER WORKDAY </div>	<p>16</p> <p>-Short Story Assessment (R1- R5)</p>	<p>17</p> <p>-Short Story Assessment (R1-R5) - Review/Relearn</p>	<p>18</p> <p>-Parts of An Essay (W1-W5)</p>	<p>19</p> <p>-Pats of An Essay (W1-W5)</p>	
G4: Commas: FANBOYS, SWABIs, and THAMOs						
<p>21</p> <p>-Intro Paragraphs: Thesis (W2)</p>	<p>23</p> <p>-Intro Paragraphs: Thesis (W2)</p>	<p>24</p> <p>-Intro Paragraphs: Thesis (W2) -Review/Relearn</p>	<p>25</p> <p>-Intro Paragraphs: Hooks (W2)</p>	<p>26</p> <p>-Intro Paragraphs: Background Information (W2)</p>		
G4: Commas: Lists and Appositives						
<p>28</p> <p>-Body Paragraphs: Topic Sentences (W2)</p>	<p>30</p> <p>-Body Paragraphs: Providing Details (W2)</p>	<p>31</p> <p>--Body Paragraphs - Review/Relearn</p>	<p>1</p> <p>-Conclusions (W2)</p>	<p>2</p> <p>-Conclusions (W2)</p>		
G4: Commas Review						

Content Vocabulary

- Context Clues
- Prefixes
- Roots
- Suffixes
- Simile
- Metaphor
- Hyperbole
- Onomatopoeia
- Personification
- Foreshadowing
- Irony
- Flashback
- Plot
- Exposition
- Initiating Event
- Rising Action
- Climax
- Falling Action
- Resolution
- Setting
- Dynamic/Static
- Theme
- Conflict
- Point Of View
- 1st Person
- 3rd Person Limited
- 3rd Person Omniscient
- Prewriting
- Audience
- Drafting
- Paragraph
- Structure Supporting
- Details
- Sentence Variety
- FANBOYS
- SWABIs
- Appositives

**Every class
period will have
time for
independent
reading and
structured
writing
opportunities.**