



Semester: 2

2025 – 2026

<b>Grade Level</b>	8	<b>Subject: English</b>		
<b>Teacher(s) Name</b>	Amani Al Refai			
<b>Textbook</b>	HMH – into Literature			
<b>Week #</b>	<b>Dates</b>		<b>Lesson Title / Pages</b>	<b>CCSS / NGSS Code / MOE</b>
20	Feb 2 <sup>nd</sup>	Feb 6 <sup>th</sup>	<p><b>Language: (Vocabulary based on CCSS): Lesson-Based (Expand Your Vocab)</b>          disheveled - instill - linger – sullen – eloquence – evoke - cajole <b>(1 session)</b></p> <p><b>Reading Informational Text:</b> “from Harriet Tubman: Conductor on the Underground Railroad” - Biography by Ann Petry 1020L - Analyze Biography (characterization &amp; motivation) <b>(1 session)</b></p> <p><b>Reading Comprehension Assessment (1 session)</b></p> <p><b>Writing:</b> Argumentative Writing: (Analyzing a Sample &amp; Writing Introduction) <b>(2 sessions)</b></p>	<p><b>Vocabulary:</b> Context Clues <b>L.8.4.a</b></p> <p>Use a Dictionary <b>L.8.4.c, L.8.4.d</b></p> <p>Synonyms and Antonyms <b>L.8.5.b</b></p> <p><b>Reading:</b> Analyze Biography <b>RI.8.3</b></p> <p><b>Read. Comp. RI.8.1-6</b></p> <p><b>Writing:</b> W.8.1.A, W.8.1.B, W.8.1.C, W.8.1.D, W.8.1.E, W.8.5</p>
21	Feb 9 <sup>th</sup>	Feb 13 <sup>th</sup>	<p><b>Reading Informational Text:</b> “from Harriet Tubman: Conductor on the Underground Railroad” - Biography by Ann Petry 1020L - Analyze Word Choice (tone) <b>(1 session)</b></p> <p><b>Listening Assessment: Social &amp; Emotional Learning:</b> Discuss with a Small Group <b>(1 session)</b></p> <p><b>Language (Grammar based on CCSS):</b> If-Conditional <b>(1 session)</b></p>	<p><b>Reading:</b> Analyze Word Choice <b>RI.8.4</b></p> <p><b>Listening:</b> <b>SL.8.1, SL.8.3, W.8.3</b></p> <p><b>Grammar:</b> <b>L.8.1.c, L.8.3.a</b></p>

			<p><b>Writing:</b> Argumentative Writing: (Develop Your Draft 1) <b>(2 sessions)</b></p>	<p><b>Writing:</b> W.8.1.A, W.8.1.B, W.8.1.C, W.8.1.D, W.8.1.E, W.8.5</p>
22	Feb 16 <sup>th</sup>	Feb 20 <sup>th</sup>	<p><b>Winter MAP Reading Feb. 10 – 14 (2 sessions)</b></p> <p><b>Reading Informational Text:</b> “<i>from</i> Harriet Tubman: Conductor on the Underground Railroad” - Biography <i>by Ann Petry</i> 1020L - Analyze Biography (characterization &amp; motivation) + Analyze Word Choice (tone) - paragraphs (01-10) <b>(1 session)</b></p> <p><b>Reading Informational Text:</b> “<i>from</i> Harriet Tubman: Conductor on the Underground Railroad” - Biography <i>by Ann Petry</i> 1020L - Analyze Biography (characterization &amp; motivation) + Analyze Word Choice (tone) - paragraphs (11-20) <b>(1 session)</b></p> <p><b>Speaking Assessment: Social &amp; Emotional Learning:</b> Discuss with a Small Group <b>(1 session)</b></p>	<p><b>Reading:</b> Analyze Biography <b>RI.8.3</b></p> <p><b>Reading:</b> Analyze Word Choice <b>RI.8.4</b></p> <p><b>Speaking:</b> <b>SL.8.1 (a-d)</b></p>
23	Feb 23 <sup>rd</sup>	Feb 27 <sup>th</sup>	<p><b>Reading Informational Text:</b> “<i>from</i> Harriet Tubman: Conductor on the Underground Railroad” - Biography <i>by Ann Petry</i> 1020L - Analyze Biography (characterization &amp; motivation) + Analyze Word Choice (tone) - paragraphs (21-30) <b>(1 session)</b></p> <p><b>Reading Informational Text:</b> “<i>from</i> Harriet Tubman: Conductor on the Underground Railroad” - Biography <i>by Ann Petry</i> 1020L - Analyze Biography (characterization &amp; motivation) + Analyze Word Choice (tone) - paragraphs (31-39) <b>(1 session)</b></p> <p><b>Writing:</b> Argumentative Writing: (Revise Your Essay – Self &amp; Peer Review) <b>(1 session)</b></p>	<p><b>Reading:</b> Analyze Biography <b>RI.8.3</b></p> <p><b>Reading:</b> Analyze Word Choice <b>RI.8.4</b></p> <p><b>Writing:</b> W.8.1.A, W.8.1.B, W.8.1.C, W.8.1.D, W.8.1.E, W.8.5</p>

			<p><b>Writing: Skill-Based Extended Writing on “from Harriet Tubman: Conductor on the Underground Railroad” (1 session)</b></p>	
24	Mar 2 <sup>nd</sup>	Mar 6 <sup>th</sup>	<p><b>Language: (Vocabulary based on CCSS):</b> Lesson-Based (Expand Your Vocab) rack - sought - keel – flung - tread (1 session)</p> <p><b>Unit 4 – Section 2/ Lesson 4 - Reading</b> <b>Literary Text:</b> “O Captain! My Captain!” - Poem by <i>Walt Whitman</i> N/A L - Analyze Figurative Language (1 session)</p> <p><b>Unit 4 – Section 2/ Lesson 4 - Reading</b> <b>Literary Text:</b> “O Captain! My Captain!” - Poem by <i>Walt Whitman</i> N/A L - Analyze Poetry (1 session)</p> <p><b>Writing:</b> Argumentative Writing: (Publish Your Essay) (2 sessions)</p>	<p><b>Vocabulary:</b> Context Clues <b>L.8.4.a</b></p> <p>Use a Dictionary <b>L.8.4.c, L.8.4.d</b></p> <p>Synonyms and Antonyms <b>L.8.5.b</b></p> <p><b>Reading:</b> Analyze Figurative Language <b>RL.8.4</b></p> <p><b>Reading:</b> Analyze Poetry <b>RL.8.4</b></p> <p><b>Writing:</b> W.8.1.A, W.8.1.B, W.8.1.C, W.8.1.D, W.8.1.E, W.8.5</p>
25	Mar 9 <sup>th</sup>	Mar 13 <sup>th</sup>	<p><b>Winter MAP Reading March 03 – 07 (2 sessions)</b></p> <p><b>Unit 4 – Section 2/ Lesson 4 - Reading</b> <b>Literary Text:</b> “O Captain! My Captain!” - Poem by <i>Walt Whitman</i> N/A L - Analyze Figurative Language – Analyze Poetry – whole poem (2 sessions)</p> <p><b>Writing:</b> Skill-Based Extended Writing on “O Captain! My Captain!” (1 session)</p>	
26	Mar 30 <sup>th</sup>	Apr 3 <sup>rd</sup>	<p><b>Unit 5 Opener</b></p> <p><b>Finding Your Path (1 session)</b></p> <p><b>Language: (Vocabulary based on CCSS):</b></p> <p><b>Academic Vocabulary Words:</b> debate – deduce – license – sufficient – trend (1 session)</p> <p><b>Unit 5 – Section 2/ Lesson 3 Reading</b> <b>Informational Text:</b> “The Debt We Owe to the Adolescent Brain” Informational</p>	<p><b>Vocabulary:</b> Context Clues <b>L.8.4.a</b></p> <p>Use a Dictionary <b>L.8.4.c, L.8.4.d</b></p> <p>Synonyms and Antonyms <b>L.8.5.b</b></p> <p><b>Reading:</b> Analyze Structure <b>RI.8.3, RI.8.5</b></p>

			<p>text by Jeanne Miller 1010L – Analyze Structure <b>(1 session)</b></p> <p><b>Unit 5 – Section2/ Lesson 3 Reading</b>  <b>Informational Text:</b> “The Debt We Owe to the Adolescent Brain” Informational text by Jeanne Miller 1010L – Analyze Author’s Purpose <b>(1 session)</b></p>	<p><b>Reading:</b> Analyze Author’s Purpose <b>RI.8.6</b></p>
27	Apr 6 <sup>th</sup>	Apr 10 <sup>th</sup>	<p><b>Language: (Vocabulary based on CCSS):</b>  Lesson-Based (Expand Your Vocab): adaptable – deplete – insulate - lethal <b>(1 session)</b></p> <p><b>Unit 5 – Section2/ Lesson 3 Reading</b>  <b>Informational Text:</b> “The Debt We Owe to the Adolescent Brain” Informational text by Jeanne Miller 1010L – Analyze Structure + Analyze Author’s Purpose – paragraphs (1-5) <b>(1 session)</b></p> <p><b>Unit 5 – Section2/ Lesson 3 Reading</b>  <b>Informational Text:</b> “The Debt We Owe to the Adolescent Brain” Informational text by Jeanne Miller 1010L – Analyze Structure + Analyze Author’s Purpose – paragraphs (6-11) <b>(1 session)</b></p> <p><b>Writing:</b> Research Report Paper (Introduction) (Unit 4) <b>(2 sessions)</b></p>	<p><b>Vocabulary:</b> Context Clues <b>L.8.4.a</b>  Use a Dictionary <b>L.8.4.c, L.8.4.d</b>  Synonyms and Antonyms <b>L.8.5.b</b></p> <p><b>Reading:</b> Analyze Structure <b>RI.8.3, RI.8.5</b></p> <p><b>Reading:</b> Analyze Author’s Purpose <b>RI.8.6</b></p> <p><b>Writing:</b> RI.8.1, RI.8.4, RI.8.10, SL.8.1.A, SL.8.1.C, SL.8.1.D, SL.8.2, L.8.4.A</p>
28	Apr 13 <sup>th</sup>	Apr 17 <sup>th</sup> End of 3d Quarter	<p><b>Unit 5 – Section2/ Lesson 3 Reading</b>  <b>Informational Text:</b> “The Debt We Owe to the Adolescent Brain” Informational text by Jeanne Miller 1010L – Analyze Structure + Analyze Author’s Purpose – paragraphs (12-14) <b>(2 sessions)</b></p> <p><b>Language (Grammar based on CCSS):</b>  Infinitives &amp; Infinitive Phrases <b>(1 session)</b></p> <p><b>Writing:</b> Research Report Paper (Introduction &amp; Writing a Prompt) (Unit 4) <b>(2 sessions)</b></p>	<p><b>Reading:</b> Analyze Structure <b>RI.8.3, RI.8.5</b></p> <p><b>Reading:</b> Analyze Author’s Purpose <b>RI.8.6</b></p> <p><b>Grammar:</b> <b>L.8.1.a</b></p> <p><b>Writing:</b> RI.8.1, RI.8.4, RI.8.10, SL.8.1.A, SL.8.1.C, SL.8.1.D, SL.8.2, L.8.4.A</p>

29	Apr 20 <sup>th</sup>	Apr 24 <sup>th</sup>	<p><b>Apr 13<sup>th</sup> (3<sup>rd</sup> Parents Meeting K-12, non-teaching day from K-12)</b></p> <p><b>Unit 6 Opener - The Legacy of Anne Frank (1 session)</b></p> <p><b>Language: (Vocabulary based on CCSS): Academic Vocabulary Words:</b> liberation - communicate - draft – philosophy - publish <b>(1 session)</b></p> <p><b>Reading Comprehension Assessment (1 session)</b></p> <p><b>Language (Grammar based on CCSS): Gerunds &amp; Gerund Phrases (1 session)</b></p>	<p><b>Vocabulary:</b> Context Clues <b>L.8.4.a</b></p> <p>Use a Dictionary <b>L.8.4.c, L.8.4.d</b></p> <p>Synonyms and Antonyms <b>L.8.5.b</b></p> <p><b>Read. Comp. RI.8.1-6</b></p> <p><b>Grammar: L.8.1.a</b></p>
30	Apr 27 <sup>th</sup>	May 1 <sup>st</sup>	<p><b>Spring MAP Reading April 21 – 25 (2 sessions)</b></p> <p><b>Language: (Vocabulary based on CCSS): Lesson-Based (Expand Your Vocab):</b> marvels - prevailed – hairsbreadth – ajar – fragile – masonry – glinting off – turrets – precariously – perished <b>(1 session)</b></p> <p><b>Writing:</b> Research Report Paper (Organize Ideas &amp; Develop a Draft) <b>(2 sessions)</b></p>	<p><b>Vocabulary:</b> Context Clues <b>L.8.4.a</b></p> <p>Use a Dictionary <b>L.8.4.c, L.8.4.d</b></p> <p>Synonyms and Antonyms <b>L.8.5.b</b></p> <p><b>Writing:</b> RI.8.1, RI.8.4, RI.8.10, SL.8.1.A, SL.8.1.C, SL.8.1.D, SL.8.2, L.8.4.A</p>
31	May 4 <sup>th</sup>	May 8 <sup>th</sup>	<p><b>Spring MAP Reading April 28 – 29 (2 sessions)</b></p> <p><b>Unit 6 – Section3/ Collaborate &amp; Compare Reading Literary Text:</b> “There But for the Grace” Poem by Wislawa Szymborska N/A L &amp; “Days” Poem by Billy Collins N/A L – Analyze Sound Devices <b>(1 session)</b></p> <p><b>Writing:</b> Research Report Paper (Edit &amp; Publish your Research Report) <b>(2 sessions)</b></p>	<p><b>Reading:</b> Analyze Sound Devices <b>RL.8.4</b></p> <p><b>Writing:</b> RI.8.1, RI.8.4, RI.8.10, SL.8.1.A, SL.8.1.C, SL.8.1.D, SL.8.2, L.8.4.A</p>
32	May 11 <sup>th</sup>	May 15 <sup>th</sup> Grade 12 Final Exams Start May 13	<p><b>Unit 6 – Section3/ Collaborate &amp; Compare Reading Literary Text:</b> “There But for the Grace” Poem by Wislawa Szymborska N/A L &amp; “Days” Poem by Billy</p>	<p><b>Reading:</b> Analyze Figurative Language <b>RL.8.4</b></p>

			<p><i>Collins</i> N/A L – Analyze Figurative Language (1 session)</p> <p><b>Unit 6 – Section3/ Collaborate &amp; Compare Reading Literary Text:</b> “There But for the Grace” Poem by <i>Wisława Szymborska</i> N/A L – Analyze Figurative Language + Analyze Sound Devices (There But for the Grace) (2 sessions)</p> <p><b>Speaking Assessment: Social &amp; Emotional Learning:</b> Discuss with a Small Group (1 session)</p>	<p><b>Reading:</b> Analyze Sound Devices <b>RL.8.4</b></p> <p><b>Speaking: SL.8.1 (a-d)</b></p>
33	May 18 <sup>th</sup>	May 22 <sup>nd</sup>	<p><b>Unit 6 – Section3/ Collaborate &amp; Compare Reading Literary Text:</b> “Days” Poem by <i>Billy Collins</i> N/A L – Analyze Figurative Language + Analyze Sound Devices (2 sessions)</p> <p><b>Listening Assessment: Social &amp; Emotional Learning:</b> Discuss with a Small Group (1 session)</p> <p><b>Writing:</b> Research Report Paper (Presentation) (2 sessions)</p>	<p><b>Reading:</b> Analyze Figurative Language <b>RL.8.4</b></p> <p><b>Reading:</b> Analyze Sound Devices <b>RL.8.4</b></p> <p><b>Listening: SL.8.1, SL.8.3, W.8.3</b></p> <p><b>Writing:</b> RI.8.1, RI.8.4, RI.8.10, SL.8.1.A, SL.8.1.C, SL.8.1.D, SL.8.2, L.8.4.A</p>
34	May 25 <sup>th</sup>	May 29 <sup>th</sup>	<p><b>Unit 6 – Section3/ Collaborate &amp; Compare Reading Literary Text:</b> “There But for the Grace” Poem by <i>Wisława Szymborska</i> N/A L &amp; “Days” Poem by <i>Billy Collins</i> N/A L – Compare Poems (3 sessions)</p> <p><b>Language (Grammar based on CCSS):</b> Clauses: Dependent &amp; Independent – Nouns &amp; Adjectives (1 session)</p>	<p><b>Reading:</b> Analyze Figurative Language <b>RL.8.4</b></p> <p><b>Reading:</b> Analyze Sound Devices <b>RL.8.4</b></p> <p><b>Grammar: L.8.1.a</b></p>
35	Jun 1 <sup>st</sup>	Jun 5 <sup>th</sup>	<p><b>Unit 6 – Section3/ Collaborate &amp; Compare Reading Literary Text:</b> “There But for the Grace” Poem by <i>Wisława Szymborska</i> N/A L &amp; “Days” Poem by <i>Billy Collins</i> N/A L – Compare Poems (3 sessions)</p> <p><b>Language (Grammar based on CCSS):</b> Clauses: Dependent &amp; Independent – Adverb (1 session)</p>	<p><b>Reading:</b> Analyze Figurative Language <b>RL.8.4</b></p> <p><b>Reading:</b> Analyze Sound Devices <b>RL.8.4</b></p> <p><b>Grammar: L.8.1.a</b></p>

36	Jun 8 <sup>th</sup>	Jun 12 <sup>th</sup>	Jun 11 - Jun 22: Final Exams for Grades 4-11.
37	Jun 15 <sup>th</sup>	Jun 19 <sup>th</sup>	Jun 11 - Jun 22: Final Exams for Grades 4-11.
38	Jun 22 <sup>nd</sup>	Jun 26 <sup>th</sup>	Jun 22: Make-up Exam for absent students.
39	Jun 29 <sup>th</sup>	Jul 3 <sup>rd</sup>	June 30 - July 2: Make-up Exam for failing students.