

CFISD 8th Grade Course Scope and Sequence (2025–2026)

ELA Process Standards

The ELA process TEKS will not be listed under separate units. Instead, they will be incorporated into all the units since the application of the language arts process standards are included as a part of each knowledge statement.

Process TEKS

1 develops oral language through listening, speaking, and discussion.

3 adjust fluency when reading grade-level text based on reading purpose

4 read grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time

2 (A-C) The student uses newly acquired vocabulary expressively

10(A) plan a first draft by selecting a genre appropriate for the particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests

10(B) develop drafts into a focused, structured, and coherent piece of writing by:

(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion, and

(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples

10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety

10(D) edit drafts using standard English conventions, including

10(E) publish written work for appropriate audiences

First Semester (79 Days)

Unit 1: Finding your Path

Major Skills

Students revisit the comprehension skills of asking questions and determining key ideas with practice in self-selected, independent reading. In informational texts, students analyze how authors use a controlling idea, supporting evidence, organizational patterns, and text features to create meaning. They summarize and write short constructed responses to readings. Based on the study of informational texts, students compose a feature article with an emphasis on revision strategies. Students increase understanding of complete sentence, verb tense consistency, active voice, and capitalization through Patterns of Power.

Priority TEKS	Time (days)	DPM Benchmark	Dates
8.5(B) 8.5(I) 8.5(G) 8.6(B) 8.6(D) 8.8(D.i-iii) 8.9(B) 8.9(C) 8.11(B) 8.11(D)	41	DPM: Reading & Revision	Aug. 13 – Oct. 9, 2025

Unit 2: The Fight for Freedom

Major Skills

Students revisit making inferences and synthesizing comprehension skills in self-selected, independent reading. In argumentative texts, students analyze how claim, evidence, counter arguments, and rhetorical language build an argument. They advocate a position in a debate. Based on this study of argument, students draft, revise, and edit an argumentative essay in response to reading (ECR). Moving to drama, students analyze how playwrights use acts and scenes to build dramatic action. Students increase understanding of compound and complex sentences including comma usage with independent and dependent clauses.

Priority TEKS	Time (days)	DPM Benchmark	Dates
8.5(F) 8.5(H) 8.7(D) 8.8E(i-iii) 8.6(D) 8.8(C) 8.9(E) 8.9(F) 8.9(G)	38	DPM: Reading Argument & Drama	Oct. 15 – Dec. 18, 2025

Second Semester (92 Days)

Unit 3: Facing Fear

Major Skills

Students create mental images and make connections to deepen comprehension. In poetry, students examine the effect graphical elements and figurative language have on meaning. In response to a poem, students craft a multi-paragraph ECR. Moving to fiction, students analyze the impact of characters’ motivations on conflict as well as non-linear plot development. They write a non-linear episode for a story or novel to develop a character or conflict. Students explain how the setting impacts character values. They summarize and write SCRs. Students increase understanding of pronouns and comma usage in phrases and clauses.

Priority TEKS	Time (days)	DPM Benchmark	Dates
8.6(D)	41	DPM: Reading Paired	Jan. 6 – March 6, 2026
8.6(I)		Interim Assessment	
8.7(A)			
8.7(B)			
8.7(C)			
8.7(D)			
8.8(B)			
8.9(B)			
8.9(D)			
8.9(F)			

Unit 4: Gadgets & Glitches

Major Skills

Students participate in a multi-genre reading review. They practice various ECR prompts and apply revision and editing skills in multiple choice, SCR, and authentic writing formats. After testing, students revisit strategies for monitoring comprehension with practice in self-selected, independent reading. They engage in a period of sustained inquiry during which they develop a research plan, identify and gather relevant information, synthesize information, and present findings. To close out the year, students compose literary writings including personal narrative, poem, and/or short fiction. Students increase understanding of using commas, colons, and parentheses to set off information.

Priority TEKS	Time (days)	DPM Benchmark	Dates
STAAR Review Readiness TEKS	51	STAAR	March 16 – May 28, 2026
8.11(A)			
8.12(A)			
8.12(E)			
8.12(I)			
8.12(B)			
8.12(F)			
8.12(J)			
8.12(C)			
8.12(G)			
8.6(H)			
8.12(D)			
8.12(H.i-ii)			
8.1(C)			

Instructional Materials

HMHCO Into Literature