

## Eighth Grade ELA Curriculum Bundle # 1



Title	Suggested Dates
<i>Personal Literature</i>	Aug. 25 – Sept. 11 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Published fiction, including its literary elements, can serve as a model for telling one’s own story.	<p>What do good readers do when comprehension breaks down?</p> <p>What similarities and differences appear in literature from different cultures?</p> <p>How might differences in rhetoric reflect the culture of origin?</p> <p>How is your culture reflected in your writing?</p> <p>What effect does the placement of subordinating conjunctions have on the emphasis, and punctuation of a sentence?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<b>Reading:</b>		
<p><b>8.1 Reading/Fluency. Students read grade-level text with fluency and comprehension.</b></p> <p>8.1 Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p>	<p><b>Teacher Notes:</b> Focus on Pre Reading Strategies</p> <ul style="list-style-type: none"> <li>• Pre-reading, Reading, and Post-reading strategies to monitor comprehension.</li> </ul>	<p><a href="#">Questions, Cues, and Advance Organizers (Marzano)</a></p> <p><a href="#">KWL</a></p> <p><a href="http://teachingtoday.glencoe.com/userfiles/file/kwl_download.pdf">http://teachingtoday.glencoe.com/userfiles/file/kwl_download.pdf</a></p> <p>Think-Pair-Share Activity Preview Illustrations</p> <p><a href="#">Cluster Diagram</a></p> <p><a href="#">Read, Rate, Reread Two-Column Question &amp; Answer Organizer</a></p> <p><a href="#">Zooming In, Jumping Back, Trying Again ELL</a></p> <p><a href="#">Herringbone Strategy</a></p> <p><a href="#">Story Map</a></p> <p><a href="#">Two-Column Notes</a></p> <p><a href="#">How to Read a Short Story (pre-reading)</a></p> <p><a href="#">Strategy Lessons That Prepare Students to Read, Chapter 5</a></p> <p><b>Laying the Foundation Lesson:</b> Maybe You CAN Judge a Book by Its Cover, p. 92 (9<sup>th</sup> grade using this with <i>To Kill a Mockingbird</i>)</p> <p><b>Avid resource—</b><a href="#">The Write Path</a>, ELA, pages 16 &amp;</p>

## Eighth Grade ELA Curriculum Bundle # 1

		18 (Intranet access only)
<p><b>8.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> 8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;</p>	<p><b>Teacher Notes:</b> FOCUS: Using Context Clues Caution: do not use substitution as strategy.</p> <p><b>TAKS-8.9B</b> Draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).</p>	<p><a href="#">Ideas for using technology to teach roots/affixes</a> <a href="#">Using Music to Learn Vocabulary</a> <a href="#">Roots and Affixes 1</a> <a href="#">Roots and Affixes 2</a> <a href="#">Search over 150,000+ teacher reviewed Lesson Plans</a> <a href="#">Bingo Review of Roots/Affixes</a> <a href="#">Smart Teaching Document</a> (starts on page R4)</p>
<p><b>8.6 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b> 8.6A analyze linear plot developments (e.g., conflict, rising action, falling action (denouement), resolution, subplots) to determine whether and how conflicts are resolved</p>	<p><b>Teacher Notes:</b> Exposition and climax Types of conflicts:</p> <ul style="list-style-type: none"> <li>• man v. man;</li> <li>• man v. society;</li> <li>• man v. environment;</li> <li>• man v. self</li> </ul> <p><b>TAKS-8.10E</b> Use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8). <b>TAKS-8.12G</b> Recognize and analyze story plot, setting, and problem resolution (4-8). <b>TAKS-8.12J</b> Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).</p>	<p><b>Laying the Foundation</b> Annotation Lesson, p. 82 (lesson first used in 6<sup>th</sup> grade) <a href="#">Cornell Notes</a> Avid resource Avid resource—<a href="#">The Write Path</a>, ELA, pages 84/106 <a href="#">Smart Teaching Document</a> (starts on page R74, R68) <b>Suggested activities:</b> Assign literary terms to students, who then create a page defining a term, giving examples, providing related visual(s).  After students take Cornell notes over plot and literary devices, students can watch a movie (<i>Rudy</i> is one suggestion) and add specific examples to their Cornell notes when teacher pauses video to discuss</p>
<p><b>8.6 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b> 8.6B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and</p>	<p><b>TAKS-8.10H</b> Draw inferences such as conclusions or generalizations and support them with text evidence and experience. <b>TAKS-8.12F</b> Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8). <b>TAKS-8.12G</b> Recognize and analyze story plot, setting, and problem resolution (4-8).</p>	<p><a href="#">Literature Circles</a> <b>Suggested readings:</b> Novelette <i>Flowers for Algernon</i>, Prentice Hall Literature “Thank You, M’am,” Langston Hughes, <i>Prentice Hall Literature</i> “Much Madness Is Divinest Sense,” Dickinson, <i>Prentice Hall</i> <a href="#">Suggested introduction of concept / connection to students’ lives</a> <a href="http://www.wingclips.com">www.wingclips.com</a> (confrontation) Avid resource—<a href="#">The Write Path</a>, ELA, page 82, graphic organizer for comparing themes or characters (Intranet access only) <a href="#">Teaching Plot Structure through Short Stories</a> <a href="#">Smart Teaching Document</a> (starts on page R111,</p>

## Eighth Grade ELA Curriculum Bundle # 1

		R47)
<p><b>8.6 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b> 8.6C analyze different forms of point of view, including limited versus omniscient, subjective versus objective.</p>	<p><b>Suggested activity:</b> <i>Use George Washington’s Socks, Elvira Woodruff, Scholastic, grades 3-5 as read aloud to class, as example of character’s viewpoint changing over time and of how events can be perceived in various ways</i></p> <p><b>TAKS-8.12H</b> Describe how the author’s perspective or point of view affects the text (4-8).</p>	<p><b>Suggested readings:</b> “The Tell-Tale Heart,” Edgar Allan Poe, <i>Prentice Hall Literature</i> “Lights in the Night,” Annie Dillard, <i>Prentice Hall Literature</i> (or many other selections from Dillard’s <i>An American Childhood</i>) “The Road Not Taken,” Robert Frost, <i>Prentice Hall Literature</i> “All but Blind,” Walter de la Mare, <i>Prentice Hall Literature</i> “The Choice,” Dorothy Parker, <i>Prentice Hall Literature</i> <a href="http://www.wingclips.com">www.wingclips.com</a> (perception) <a href="#">Smart Teaching Document</a> (starts on page R107)</p>
<b>Writing:</b>		
<p><b>8.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b> 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>	<p><b>Teacher Notes:</b> Select and plan an appropriate literary response (plot, character, author’s POV) based on self selected or common text</p>	<p><a href="#">The Writing Process</a> Prentice Hall Literature 8, p. 56, Writing Process and Writing Realistic Dialogue, Personal Narrative Prentice Hall Literature 8, p. 96, Description, Sensory Words</p>
<p>8.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p>	<p><b>Teacher Notes:</b> Develop an appropriate literary response (plot, character, author’s POV) based on self selected or common text.</p> <p><b>TAKS-10. 1C</b> Organize ideas in writing to ensure coherence, logical progression, and support for ideas.</p>	<p><a href="#">Mini Lessons for Writing</a></p>
<p><b>8.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b> 8.17C write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and</p>	<p><b>Focus:</b> Plot, character and author’s POV (8.6A-C)</p>	<p><a href="#">Journal Response Ideas</a> <a href="#">Open Ended Response</a> <a href="#">Text Resource: Teaching Written Response to Text: Constructing Quality Answers to Open-ended Comprehension Questions</a> view sample pages online (also excellent resource for writing across the curriculum)</p>
<b>Oral and Written Conventions:</b>		

## Eighth Grade ELA Curriculum Bundle # 1

<p><b>8.19 Oral and Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>8.19A use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>8.19A(i) verbs (perfect and progressive tenses) and participles;</p>	<p><b>Teacher Notes:</b> Focus on active verbs in reading and writing. Maintain consistent verb tense when writing literary responses</p> <p><b>TAKS 10.3C</b> Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.</p>	<p><a href="#">OREO Icing Sentences</a></p> <p><a href="#">Verbs with Helpers</a></p>
<p><b>Listening and Speaking:</b></p>		
<p><b>8.27 Listening and Speaking/Speaking.</b> Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.</p> <p>8.27 Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</p>	<p><b>Suggested activities:</b></p> <p>verbal variation of written open-ended response after reading any fiction or nonfiction piece;</p> <p>peer-taught mini lessons;</p> <p>think-pair-share;</p>	<p><b>Socratic Seminar</b>, four links on <a href="#">Grade 8 Resources Page</a></p> <p><b>Avid resource</b>—<a href="#">The Write Path</a>., ELA, pages 208-244 (Intranet access only)</p> <p><b>Laying the Foundation</b>, Creating Effective Thesis Statements, p. 340, first used in 6<sup>th</sup> grade</p>
<p><b>Health8.10 Personal/Interpersonal Skills.</b> The student recognizes and uses communication skills in building and maintaining healthy relationships.</p> <p>Health8.10C distinguish between effective and ineffective listening such as paying attention to speaker versus not making eye contact</p>	<p><b>Capturing Kids Hearts:</b> Social Contract, X-PLORE, and Reframing</p>	<p><b>Avid resource</b>—The Write Path, ELA, pp 224-228</p> <p><b>Avid resource</b>—ML Writing, page 24, basic listening position</p> <p><b>Capturing Kids Hearts Manual:</b></p> <p>Social Contract pp 3, 26-32</p> <p>X-PLORE p 42</p> <p>Reframing p 47</p> <p><a href="http://www.wingclips.com">www.wingclips.com</a></p> <p><a href="http://www.teachertube.com">www.teachertube.com</a></p> <p><a href="http://www.studenttube.com">www.studenttube.com</a></p>
<p><b>Figure: 19 TAC §110.17(b) Eighth Grade (§110.20 English Language Arts and Reading)</b></p>		
<p><b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p> <p>(D) make complex inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.</p>		

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### Additional Recommended Resources (not provided by PISD, but may be available through PISD libraries)

#### 8.2

*Words, Words, Words: Teaching Vocabulary in Grades 4-12*, Janet Allen (Look also at graphic organizers in appendix.)  
*Building Academic Vocabulary: Teacher's Manual*, Marzano, Pickering (strategies for teaching terms, review activities & games)

#### 8.6 A

*Figuratively Speaking: Using Classic Literature to Teach 40 Literary Terms*, Heidrich, The Learning Works  
Making Conflict Knots (115), Finding Conflicts (116), *Authentic Strategies for High-Stakes Tests*, Joyce Armstrong Carroll, Absey & Co.

#### 8.6B

##### Suggested readings:

“The Most Important Day,” Helen Keller, *Models for Writers: Short Essays for Composition, 2<sup>nd</sup> Ed.*; Rosa & Eschholz

“Anxiety: Challenge by Another Name,” James Lincoln Collier

*Models for Writers: Short Essays for Composition, 2<sup>nd</sup> Ed.*

**Lit Circles resource for teachers:** *Improving Comprehension with Questioning The Author*, Beck & McKeown, Scholastic

**Character Potential Chart** (108), Character Taxonomy (100), Character Dolls (102),

*Authentic Strategies for High-Stakes Tests*, Joyce Armstrong Carroll, Absey & Co.

#### 8.17

*Aims & Modes in the writing Process*, Lennis Polnac, Kendall/Hunt Publ.

#### 8.27

*St. Martin's Guide to Writing*, personal narrative section (extensive prewriting, drafting, revision, editing guides for students)

*Aims & Modes in the Writing Process*, expressive aim; descriptive and narrative modes