



Eighth Grade ELA Curriculum Bundle # 1

Title	 	Suggested Dates
<i>Personal Literature: Stories and Memoirs</i> (Reading stories and memoirs; writing literary responses)		Aug. 24-Sept. 10 (13 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
<p>Published fiction, including its literary elements, can serve as a model for telling one’s own story.</p> <p>Assurance Words: interpret, listen, infer</p>	<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. [Link to Secondary ELA Curriculum Resources](#) [Holt Online Resources](#)

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources	
		Instruction	Practice/Assessment
Reading:			
<p>8.1 Reading/Fluency. Students read grade-level text with fluency and comprehension.</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>Teacher Notes: Focus on Pre Reading Strategies</p>	<p>Questions, Cues, and Advance Organizers (Marzano) KWL ; KWL Cluster Diagram Read, Rate, Reread Two-Column Question & Answer Organizer Zooming In, Jumping Back, Trying Again ELL Herringbone Strategy Story Map Two-Column Notes How to Read a Short Story (pre-reading) Strategy Lessons That Prepare Students to Read, Chapter 5 Laying the Foundation</p>	<p>Think-Pair-Share Activity Preview Illustrations</p>

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<p>8.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>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>Teacher Notes: FOCUS: Using Context Clues Question Stem: In paragraph ____ what does the word ____ mean?</p>	<p>Ideas for using technology to teach roots/affixes Using Music to Learn Vocabulary Roots and Affixes 1 Roots and Affixes 2 Sample Lessons Bingo Review of Roots/Affixes Smart Teaching Document (starts on page R4)</p>	<p>Holt: “The Treasure of Lemon Brown” p. 176-189</p> <p>Holt Vocabulary and Spelling Handbook p. R68-77</p> <p>Holt Vocabulary Practice and Tests-online, Teacher One Stop</p>
<p>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:</p> <p>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>Teacher Notes: Exposition and climax Question Stem: Paragraph ____ is important because?</p>	<p>Laying the Foundation Annotation Lesson, p. 82 (lesson first used in 6th grade) Cornell Notes Avid resource Avid resource— The Write Path, ELA, pages 84/106 Smart Teaching Document (starts on page R74, R68)</p>	<p>Holt: Reader’s Workshop Plot and Climax</p> <p>“Raymond’s Run” p.36 (ecos) “Ransom of Red Chief” p. 50 (ecos) “Clean Sweep” p. 66 (ecos)</p>
<p>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:</p> <p>8.6B analyze how the central characters’ qualities influence the theme of a fictional work and resolution of the central conflict;</p>	<p>Question Stem: How is the theme of this story influenced by the actions of ____?</p>	<p>Suggested introduction of concept/connection to Students’ lives www.wingclips.com (confrontation) Avid resource—The Write Path ELA p.82 graphic organizer for comparing themes or characters (Intranet) Teaching Plot Structure through Short Stories Smart Teaching Document (starts on page R111, R47)</p>	<p>Holt: “The Medicine Bag” p. 246 “Who Are You Today, Maria” p.256 (ecos) “Flowers for Algernon” p.196-229</p>
<p>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:</p> <p>8.6C analyze different forms of point of view, including limited versus omniscient, subjective versus objective.</p>	<p>Suggested activity: Use <i>George Washington’s Socks</i>, Elvira Woodruff, <i>Scholastic</i>, 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</p>	<p>Suggested readings: www.wingclips.com (perception) Smart Teaching Document (starts on page R107)</p>	<p>Holt: Reader’s Workshop Unit 2 p.170-175</p> <p>“Rules of the Game” p. 230-245</p>

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	<p>Question Stem: How are the points of view of ____ and ____ different?</p>		
Metacognitive Reading Skills (Figure 19)			
<p>Reading/Comprehension Skills. 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. RC(A) The student is expected to establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p>	<p>Question Stem: What questions do you hope to be able to answer by reading this passage?</p>		
Writing:			
<p>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: 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>Focus: Plot, character and author’s POV (8.6A-C)</p>	<p>Journal Response Ideas Open Ended Response Holt p 758 Writing Workshop Thinkcentral keyword: HML8-758</p>	Holt: Write Smart
Oral and Written Conventions:			
<p>8.20 Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to: 8.20A use conventions of capitalization; and 8.20B(i) use correct punctuation marks: commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences;</p>	<p>Note: Edit literary response essays for these conventions</p>		Holt: Write Smart
Listening and Speaking:			
<p>8.27 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with</p>		<p>Socratic Seminar, four links on Grade 8 Resources Page Avid resource—The Write</p>	

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<p>greater complexity. 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>Path., ELA, pages 208-244 (Intranet access only) Laying the Foundation, Creating Effective Thesis Statements, p. 340, first used in 6th grade</p>	
<p>Health8.10 Personal/Interpersonal Skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. Health8.10C distinguish between effective and ineffective listening such as paying attention to speaker versus not making eye contact</p>	<p>Capturing Kids Hearts: Social Contract, X-PLORE, and Reframing</p>	<p>Avid resource—The Write Path, ELA, pp 224-228 Avid resource—ML Writing, page 24, basic listening position Capturing Kids Hearts Manual: Social Contract pp 3, 26-32 X-PLORE p 42 Reframing p 47 www.wingclips.com www.teachertube.com www.studenttube.com</p>	