

Eighth Grade ELA Curriculum Bundle # 10



Title	Suggested Dates
<i>Practical Literature</i>	Mar. 22 – Apr. 16 19 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Writers use carefully selected organizational patterns and add graphics to informational texts (directions, technical publications, articles, etc) to provide clarity and make the information accessible to the reader.	<p>How can you have an impact on other people or groups with your writing?</p> <p>What forms of writing are needed to get a job?</p> <p>What are the differences in purpose and form between text messages, email, personal letters, and business letters?</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)
Reading:		
<p>8.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>8.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p>Teacher Notes: Introduce: by-, don, -ate</p> <p>TAKS-8.6B Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8).</p> <p>TAKS 8.9D Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre-, un-</p>	<p>Smart Teaching Document (starts on page R2; and R12)</p>
<p>8.7 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.</p> <p>8.7 Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.</p>	<p>Teacher Notes: Also includes forms of argumentation: ethos, pathos, logos May include anaphora, epistrophe, parallelism, antithesis, asyndeton, and polysyndeton. Literary devices also include understatement, idioms, jargon, allusion, euphemism. Figurative language includes simile, metaphor, oxymoron, paradox, personification, or hyperbole. TAKS 8.9F Distinguish denotative and connotative meanings (6-8). TAKS-8.12J Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).</p>	<p>Laying the Foundations – “Analyzing an Argument” p. 232 Prentice Hall Literature Silver Level – “The American Dream” p. 689, “Sharing the American Dream” p. 694, “This We Know” p. 196 Smart Teaching Document (starts on page R14, R68)</p> <p>Gallery Walk Think, Pair, Share</p>

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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:</p> <p>8.17B write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context</p>		<p><u>Writer's Companion</u> – Prentice Hall</p>
<p>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</p>		
Oral and Written Conventions:		
<p>8.19 Oral and Written Conventions/Conventions. 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>8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p>	<p><u>Teacher Notes:</u> Focus on Variety of Sentences Including:</p> <ul style="list-style-type: none"> • Singular subjects or plural subjects (Either the secretary or the treasurer is present at every meeting) • Subjects differing in number (Neither the candidate nor the voters are satisfied with the proposal.) • When noun or prepositional phrase is placed between the subject or the verb (The list of addresses was prepared by the secretary.) • Predicate complement (I think it was they who called.) • Object of infinitive (The chairman asked me to invite him to the conference.) • Present perfect verb tense (He hasn't found the book yet.) • Past perfect verb tense (He hadn't found the book when the librarian asked for it.) • Future perfect verb tense (He will have realized that his decision was a mistake.) • Infinitives, gerunds, participles <p>TAKS-10. 1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas. TAKS 10.3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.</p>	<p><u>Authentic Strategies for High Stakes Tests Sentence Composing in Middle School Classroom Instruction That Works</u></p> <p><u>Prentice Hall Writing and Grammar – Silver Level</u></p> <p>www.teach-nology.com www.theteacherscafe.com www.cloudnet.com</p> <p><u>AVID – Write Path</u> – Fishbowl Strategy, Myself as a Speaker, Taking a Different Tone</p>
Listening and Speaking:		

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<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 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>Socratic Seminar Instructions Socratic Seminar Instructions 2 Socratic Seminar rubric Socratic Seminar Questioning Inner-Outer Circle</p>
<p>Figure: 19 TAC §110.17(b) Eighth Grade (§110.20 English Language Arts and Reading)</p>		
<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. 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>		
<p>Additional Recommended Resources (not provided by PISD, but may be available through PISD libraries)</p>		
<p>8.2A Building Academic Vocabulary Words, Words, Words Vocabulary Workshop Book C</p>		<p>8.17B-C 21st Century Writing – Fleisher Teaching Written Response to Text – Boyles Teaching Our Children to Think - Langrehr</p>
<p>8.7 Questioning the Author – Beck Making Inferences – Walch Education</p>		<p>19A Words, Words, Words - Allen Bringing Words to Life – Beck</p>