

Eighth Grade ELA Curriculum Bundle # 11



Title	Suggested Dates
<i>Innovative Literature</i>	Apr. 19 – May 7 15 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Writers use P.O.V., dialogue, staging and other techniques to impact the tone, mood and theme perceived by the audience.	<p>How are the written word and the dramatized word similar and different?</p> <p>What impact do dialogue, staging, voice inflection, etc have on the way the audience views a character?</p> <p>What techniques does an actor or presenter use to make his/her words comprehensible to an audience?</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: mal-,corp,-en</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>8.5 Reading/ Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p> <p>8.5 Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.</p>	<p>Teacher Notes: May also include reader’s theater. May also include flat versus round characters; static versus dynamic characters; archetypical characters</p> <p>TAKS-8.12F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).</p> <p>TAKS-8.12H Describe how the author’s perspective or point of view affects the text (4-8).</p>	<p>Literary Terms</p> <p>Prentice Hall Literature Silver Level – “The Death of the Old Man” p. 31, “The Governess” p. 176, “The Diary of Anne Frank” p. 712</p> <p>Smart Teaching Document (starts on page R47, 107)</p>
Writing:		

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<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>8.17D produce a multimedia presentation involving text, graphics, images, and sound using available technology.</p>	<p>Teacher Notes: Can Include: PowerPoint, PhotoStory, Digital Movie</p>	<p>www.esl.about.com www.actden.com</p>
<p>Oral and Written Conventions:</p>		
<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:</p> <p>8.20A Use conventions of capitalization</p>	<p>Application: Edit multi media presentation for appropriate use of capitalization. TAKS 10.3A Produce. legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses]</p>	
<p>Listening and Speaking:</p>		
<p>8.26 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>8.26C summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.</p>	<p>TAKS-8.10F Determine a text’s main (or major) ideas and how those ideas are supported with details. TAKS-8.10G Paraphrase and summarize text to recall, inform, and organize ideas.</p>	<p><u>AVID – SI Refining ML</u> – Summary checklist <u>Laying the Foundations</u> – “Analysis of Rhetoric – Persuasion and Argumentation” p. 156 (use different passage) <u>Smart Teaching Document</u> (starts on page R17, R30)</p>
<p>8.28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</p> <p>8.28 Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues</p>	<p>Follow specified guidelines to participate productively when peer editing.</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>		

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

8.2A
Building Academic Vocabulary
Words, Words, Words
Vocabulary Workshop Book C

8.5
Reader's Theater Scripts- Shell Educational Publishing
10 Minute Drama Plays for Middle School – Dabrowski
Reading in the Dark – Goldman
Visual Literacy
Shakespeare Set Free – Folger Shakespeare Library
Shakespeare Through Performance – Riggio
No Fear Shakespeare – SparkNotes