

## Eighth Grade ELA Curriculum Bundle # 2



Title	Suggested Dates
<i>Personal Literature</i>	Sept. 14 – Oct. 2 14 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Published and unpublished memoirs use rhetoric and analogy to tell the writer’s story.	How do good readers decide when to slow down and when to speed up while reading? How can the understanding of Greek and Latin roots unlock the meaning of countless words? How do literary devices and figurative language enhance writing?

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>		
<b>8.1 Reading/Fluency. Students read grade-level text with fluency and comprehension.</b> 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.	<b>Teacher Notes:</b> Focus on During Reading Strategies Pre-reading, Reading, and Post-reading strategies to monitor comprehension.	<a href="#">Strategies for Scaffolding Reading</a> , a dozen+ activities
<b>8.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> 8.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	<b>Teacher Notes:</b> Introduce: di-, vert/vers, -ion.  <b>TAKS-8.6B</b> Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8). <b>TAKS 8.9D</b> 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-(4-8).	<a href="#">Latin / Greek Root Trees</a> directions <a href="#">Photos of Root Tree</a> <a href="#">Up From the Roots, a game</a>  <a href="#">Smart Teaching Document</a> (start on page R1, R12)
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; <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).	<b>Strategy:</b> look for analogies in context to understand new words <b>Easily confused words to teach:</b> compare to/compare with, descent/decent <b>Suggestion:</b> Teach the easily confused words separately before looking at them together.	<a href="#">Focusing Reader Response through Vocabulary Analysis</a>  <a href="#">Teaching Pairs of Easily Confused Words to ELL students</a>  <a href="#">Smart Teaching Document</a> (start on page R4)

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<p>8.2C complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);</p>	<p><b>Analogies:</b> describe a function or its description and synonym/antonym. Students began analogy study in fourth grade; subsequent bundles will review prior taught analogies.</p>	<p><a href="#">Marzano: Using Analogy to Understand New Concepts</a>  <a href="#">Analogy activities</a>  <a href="#">Analogy games</a></p>
<p>8.2E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>	<p><b>Dictionary/Thesaurus Skills:</b> meaning, syllabication, pronunciation, part of speech</p>	<p><a href="#">Dictionary Skills Activities and Games</a>  <a href="#">Guide Word Game</a>  <a href="#">Guide Word Sentence Game</a>  <a href="#">Using Dictionary Entries</a>  <a href="#">Remedial Dictionary Skills</a>  <a href="#">Crossword Puzzle Thesaurus Practice</a>  <a href="#">Dictionary and Thesaurus Skills Ideas</a>  <a href="#">Name Meanings Chart with Denotation/Connotation</a>                      (concentrated look at den/conn in bundle 3)</p>
<p><b>8.3 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b>                      8.3A analyze literary works that share similar themes across cultures;</p>	<p><b>Teacher Notes:</b> Theme is the central message or messages the author writes the story about (always a sentence).  <b>TAKS-8.11C</b> Support responses by referring to relevant aspects of text and his/her own experiences  <b>TAKS-8.11D</b> Connect, compare, and contrast ideas, themes, and issues across text (4-8).  <b>TAKS-8.10H</b> Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</p>	<p><a href="#">Be a Reading Detective: Find Similarities and Differences in Ideas</a>   <a href="#">Press Conference for <i>Bud, Not Buddy</i></a>  <a href="#">Marzano: Identifying Similarities and Differences</a>  <a href="#">www.izzit.com</a> current news articles which can be paired with articles from local paper  <a href="#">Smart Teaching Document</a> (start on page R131, R142, R111)</p>
<p>8.3B compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and</p>	<p><b>Teacher Notes:</b> Refer to archetypes, hero's journey and other common types of allusions such as biblical and historical references.  <b>TAKS-8.11D</b> Connect, compare, and contrast ideas, themes, and issues across text (4-8).  <b>TAKS-8.12F</b> Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).  <b>TAKS-8.12J</b> Recognize and interpret literary devices such as flashback, foreshadowing, and <u>symbolism</u> (6-8).</p>	<p><a href="#">Elements of Myths</a>  <b>Laying the Foundation</b>, Post-Mortem of a Protagonist Lesson, p. 94, first used in grade 7  <b>Laying the Foundation</b>, Finding Patterns and Contrasts Lesson, p. 134, adapt for usage, first used in grade 7  <a href="#">Flood legends</a>  <a href="#">Smart Teaching Document</a> (start on page R142, R47, R68)</p>
<p><b>8.3 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b>                      8.3C explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.</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).</p>	<p><a href="#">Graphic Life Map</a>  <a href="#">Character Analysis Grid</a>  <a href="#">Pentad</a>  <a href="#">Smart Teaching Document</a> (start on page R111, R47)</p>

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<p><b>8.9 Reading/ Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</b> 8.9 Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.</p>	<p><b>TAKS-8.10H</b> Draw inferences such as conclusions or generalizations and support them with <u>text evidence</u> and experience. <b>TAKS-8.10I</b> Find similarities and differences across texts such as in treatment, scope, or organization (4-8). <b>TAKS-8.12A</b> Identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8). <b>TAKS-8.12H</b> Describe how the author's perspective or point of view affects the text (4-8).</p>	<p><a href="#">Questioning the Author</a> Prentice Hall Literature 8, p. TX18, with related comprehension questions and specific OER questions connected to the TAKS TEKS to left <a href="#">Smart Teaching Document</a> (start on page R111, R82, R100, R107)  <b>Laying the Foundation</b>, Literary Analysis, p. 202 (excerpts are from <i>When the Legends Die</i> but excerpts could be modified to fit what students are reading)</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> Use Writing Process Strategies with personal narratives</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> Organization also includes outline <b>TAKS-10.2B</b> Develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose. <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>8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;</p>	<p><b>TAKS-10. 1B</b> Write in a voice and style appropriate to audience and purpose. <b>TAKS 10.3B</b> Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism. <b>TAKS 10.3C</b> Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.</p>	<p><a href="#">Clocking Sheet</a>  <a href="#">Show Not Tell</a></p>
<p>8.14D edit drafts for grammar, mechanics, and spelling; and</p>	<p><b>TAKS 10.2C</b> Proofread writing for appropriateness of organization, content, style, and conventions. <b>TAKS 10.3A</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and elipses]</p>	<p><a href="#">Focusing on Proofreading</a></p>

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	<p><b>TAKS 10.3D</b> Produce error-free writing in the final draft.</p> <p><b>TAKS 10.5A</b> Evaluate writing for both mechanics and content.</p>	
8.14E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	<p><b>TAKS-10.2B</b> Develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose.</p> <p><b>TAKS 10.3D</b> Produce error-free writing in the final draft.</p>	<a href="#">Self Evaluation Rubric</a>
<p><b>8.16 Writing. Students write about their own experiences.</b></p> <p>8.16 Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.</p>		<a href="#">Memories Matter: <i>The Giver</i> and Descriptive Writing Memoirs</a>
<b>Oral and Written Conventions:</b>		
<p><b>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:</b></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(ii) appositive phrases;</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>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:</b></p> <p>8.20B use correct punctuation marks, including:</p> <p>8.20B(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences;</p>	<p><b>TAKS 10.3A</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses]</p>	
<p><b>8.21 Oral and Written Conventions/Spelling. Students spell correctly.</b></p> <p>8.21 Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p><b>TAKS 10.3A</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses]</p>	
<b>Listening and Speaking:</b>		
<p><b>8.28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</b></p> <p>8.28 Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set</p>	<p>Follow specified guidelines to participate productively when peer editing.</p>	

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time limits for speakers, take notes, and vote on key issues		
<b>Figure: 19 TAC §110.17(b) Eighth Grade (§110.20 English Language Arts and Reading)</b>		
<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>		
<b>Additional Recommended Resources (not provided by PISD, but may be available through PISD libraries)</b>		
<p>8.3B <b>Teacher resources:</b> <i>Facts on File Classical and Biblical Allusions Writers Reference; Dictionary of Historical Allusions</i>, Thomas Harbottle; <i>Allusions: Cultural, Literary, Biblical, and Historical</i>, Urdang <b>Suggested student readings:</b> Rosemary Sutcliff’s <i>The King Arthur Trilogy: Sword in the Circle, Light beyond the Forest, Road to Camlann</i>, excerpts from <i>Genesis</i> <i>paired flood legends</i></p>	<p>8.9 <b>Making Inferences: Critical Literacy Series</b>, Walch Education – mini lessons, such as “Read My Bumper,” p. 62 <b>Suggested readings:</b> pair excerpts from <i>House on Mango Street</i>, Sandra Cisneros <i>Chinese Cinderella</i>, Adeline Yen Mah <i>I Know Why the Caged Bird Sings</i>, Maya Angelou <b>Paired poems:</b> “The Lost Parrot,” Maomi Shihab Nye, and “Scatting to Heaven’s Gate,” Valerie Bridgeman-Davis</p>	
<p>8.1 <i>Authentic Strategies for High-Stakes Tests</i>, Joyce Carroll, “Specific Reading Strategies,” p. 66</p>	<p>8.21 <i>Spelling Demons Week by Week</i>, Elizabeth Hagner, J. Weston Walch, Publisher</p>	
<p>8.2 <a href="#">Suggested Word Origin Books</a> <i>Thereby Hangs a Tale</i></p>		