

## Eighth Grade ELA Curriculum Bundle # 3



Title	Suggested Dates
<i>Personal Literature</i>	Oct. 5 – Oct. 23 14 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Memoirs can be written in both narrative and poetic forms which include rhetoric and literary elements to tell the writer’s story.	What do authors do to convey their message? How does the author’s background and style reflect his purpose for writing? How does reading what others have written change me? How do you account for the many different genres written on similar subjects?

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> Post Reading Strategies re-reading, Reading, and Post-reading strategies to monitor comprehension.	<a href="#">In the Poet’s Shoes: Performing Poetry and Building Meaning</a> <a href="#">Performance Reading</a> <a href="#">Poetry for Two Voices</a>
<b>8.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</b> <b>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: (de-, acro-,hydr,-ation,-et/-ette); <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-	<a href="#">Smart Teaching Document</a> (start on page R2; and 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;	Strategy: denotative/connotative meanings; words: conscious/conscience, delusion/allusion/illusion	<a href="#">Smart Teaching Document</a> (start on page R14)
8.2C complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);	<b>Analogies:</b> Analogies as a metaphor in poetry and prose <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>TAKS 8.9F</b> Distinguish denotative and connotative	

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	meanings (6-8).	
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.	<b>Dictionary/Thesaurus Skills: Denotation/Connotation (alternate word choice)</b> <b>TAKS 8.9F Distinguish denotative and connotative meanings (6-8).</b>	<a href="#">Name Meanings Chart</a> <a href="#">Smart Teaching Document</a> (starts on R14)
<b>8.4 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</b> 8.4 Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).	<b>Teacher Notes:</b> Also includes haiku, ballad, free verse, and ode. <b>TAKS-8.11D</b> Connect, compare, and contrast ideas, themes, and issues across text (4-8). <b>TAKS-8.12K</b> Recognize how style, tone, and mood contribute to the effect of the text (6-8).	<a href="#">Forms of Poetry</a> <a href="#">Smart Teaching Document</a> (starts on R142, R150)
<b>8.8 Reading/ Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</b> 8.8 Students are expected to explain the effect of similes and extended metaphors in literary text.	<b>TAKS-8.10H</b> Draw inferences such as conclusions or generalizations and support them with text evidence and experience. <b>TAKS-8.12J</b> Recognize and interpret literary devices such as flashback, foreshadowing, and <b>symbolism</b> (6-8). <b>TAKS-8.12K</b> Recognize how <b>style</b> , tone, and mood contribute to the effect of the text (6-8).	<a href="#">Modeling Reading and Writing Analysis with the Works of Edgar Allan Poe</a> <a href="#">Smart Teaching Document</a> (starts on R11, R68, R150)
<b>Writing:</b>		
<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;	<b>Application:</b> Plan poem. (8.15B)	<a href="#">Making Poems out of feelings (NWP)</a>
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;	<b>Application:</b> Develop poem. (8.15B) <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.	<a href="#">Making Poems out of feelings (NWP)</a>

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<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>Application:</b> Revise poem. (8.15B)</p> <p><b>TAKS-10. 1B</b> Write in a voice and style appropriate to audience and purpose.</p> <p><b>TAKS 10.3B</b> Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.</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="#">Diction in Literary Texts</a></p>
<p><b>8.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b></p> <p>8.15B write a poem using:</p> <p>8.15B(i) poetic techniques (e.g., rhyme scheme, meter);</p> <p>8.15B(ii) figurative language (e.g., personification, idioms, hyperbole); and</p> <p>8.15B(iii) graphic elements (e.g., word position).</p>		<p><a href="#">Robert Frost Prompts the Poetry in You</a></p> <p><a href="#">Writing Free Verse in the "Voice" of Cesar Chavez</a></p>
<p><b>Oral and Written Conventions:</b></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>8.20A Use conventions of capitalization</p>	<p><b>Application:</b> Edit poem for appropriate use of capitalization (apply poetic use of capitalization consistently).</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>Listening and Speaking:</b></p>		
<p><b>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:</b></p> <p>8.26A listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;</p>	<p><b>Listen to and interpret poetry.</b></p>	<p><a href="#">Robert Frost Poetry out loud</a></p>
<p><b>Figure: 19 TAC §110.17(b) Eighth Grade (§110.20 English Language Arts and Reading)</b></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>		

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- (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
- (B) ask literal, interpretive, evaluative, and universal questions of text;
- (C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);
- (D) make complex inferences about text and use textual evidence to support understanding;
- (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and
- (F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.