

Eighth Grade Curriculum Bundle # 4



Title	Suggested Dates
<i>Nonfiction Literature</i>	Oct. 26 – Nov. 14 14 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Writers purposely include persuasive devices, varied sentence structures and logical patterns of organization to influence their readers.	How do effective writers hook and hold readers and make writing easy to follow? How do authors mix facts with their piece of writing and still keep the reader's interest?

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:		
8.1 Reading/Fluency. Students read grade-level text with fluency and comprehension. 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.	Teacher Notes: Pre During and Post Reading Strategies for Nonfiction Pre-reading, Reading, and Post-reading strategies to monitor comprehension.	The Reading Performance: Understanding Fluency Through Oral Interpretation Prentice Hall Literature 8, p. 99, Adjusting Reading Rate, Real World Reading Skills
8.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: 8.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	Teacher Notes: Introduce: re-,infra-,rupt,-ive/ity, -ize TAKS-8.6B Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8). 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-	Word Up Smart Teaching Document (starts 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;	Teacher Notes: Strategy: Using synonyms/antonyms; words: eminent/imminent, object/subject TAKS-8.9B Draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8). TAKS 8.9F Distinguish denotative and connotative	Smart Teaching Document (starts on page R4, R14)

Eighth Grade Curriculum Bundle # 4

	meanings (6-8).	
8.2C complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);	Teacher Notes: Analogies: describe a function or its description and synonym/antonym, part to whole or whole to part	Six Steps to Vocabulary Development (analogies)
8.2D identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna);	Identify commonalities from other languages: phenomenon/charisma Strategies: synonym/antonym; definition; description; example Caution: do not use substitution as strategy. Denotation: literal meaning of a word Connotation: emotions or feelings a word creates in an individual	Word Family Tree
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. 8.9 Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.	TAKS-8.10H Draw inferences such as conclusions or generalizations and support them with <u>text evidence</u> and experience. TAKS-8.10I Find similarities and differences across texts such as in treatment, scope, or organization (4-8). TAKS-8.12A Identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8). TAKS-8.12H Describe how the author's perspective or point of view affects the text (4-8).	Black and White in United States History: A Gray Area Comparing Old and New Accounts of Thomas Jefferson's Life Guided Comprehension in Action: Teaching Summarizing with the Bio-Cube Strategic Reading Smart Teaching Document (starts on page R111, R82,R100,R107)
8.10 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: 8.10A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;	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.	Inventing and Presenting Unit 1: Analyzing Nonfiction and Inventing Solutions Summary, Symbol, and Analysis in Bookmark Smart Teaching Document (starts on R17, R30)
8.10B distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	TAKS-8.10J Distinguish fact and opinion in various texts (3-8).	A Way with Words: Exploring the Roles of Fact and Opinion in Relaying the News Smart Teaching Document (starts on R129)
8.10C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	TAKS-8.10E Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8). TAKS-8.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience.	Comprehension with Cartoons Smart Teaching Document (starts on R74, R111, R147)

Eighth Grade Curriculum Bundle # 4

	TAKS-8.12I Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically	
8.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.	TAKS-8.10L Represent text information in different ways such as in outline, timeline, or graphic organizer TAKS-8.11D Connect, compare, and contrast ideas, themes, and issues across text (4-8).	Smart Teaching Document (starts on R85, R142)
Writing:		
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: 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;	Application: Plan multi-paragraph essay. (8.17A)	
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;	Application: Develop multi-paragraph essay. (8.17A) TAKS-10.2B Develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose. TAKS-10. 1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Thinking Maps: Circle , Bubble , Double Bubble , Flow , Multi Flow , Tree , Brace , and Bridge
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;	Application: Begin revising multi-paragraph essay. (8.17A) TAKS-10. 1B Write in a voice and style appropriate to audience and purpose. TAKS 10.3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism. TAKS 10.3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.	Diction in Literary Texts
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: 8.17A write a multi-paragraph essay to convey information about a topic that:	TAKS-10.2B Develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose. TAKS-10. 1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas.	

Eighth Grade Curriculum Bundle # 4

<p>8.17A(i) presents effective introductions and concluding paragraphs; 8.17A(ii) contains a clearly stated purpose or controlling idea; 8.17A(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; 8.17A(iv) accurately synthesizes ideas from several sources; and 8.17A(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</p>	<p>TAKS 10.3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.</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 8.19A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: 8.19A(v) subordinating conjunctions (e.g., because, since);</p>	<p>Use proper sentence structure (with because, since, etc.) when writing literary responses (see 8.6 A-C, 8.17 and 8.27)</p> <p>Example: Since the character was looking down and moving slowly, I concluded that he was sad. I think that the author chose to use first person point of view because she wanted us to feel the same fear that the main character feels when she builds up suspense</p>	
<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: 8.19B write complex sentences and differentiate between main versus subordinate clauses; and</p>	<p>Teacher Notes: Focus on Compound/Complex Sentences in multi-paragraph essays.</p>	FANBOYS
<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: 8.20B use correct punctuation marks, including: 8.20B(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.</p>	<p>Apply to complex sentences above.</p> <p>TAKS 10.3A Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization</p>	
<p>8.21 Oral and Written Conventions/Spelling. Students spell correctly.</p>	<p>Teacher Notes: Embed with study of Latin and Greek derivatives and etymology of words from other languages (e.g. German “ei” is “i” sound) 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>	Handwriting Continuum

Eighth Grade Curriculum Bundle # 4

Listening and Speaking:		
<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 with peer revisions.</p>	
Figure: 19 TAC §110.17(b) Eighth Grade (§110.20 English Language Arts and Reading)		
<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>		
Additional Recommended Resources (not provided by PISD, but may be available through PISD libraries)		