

Eighth Grade ELA Curriculum Bundle # 5



Title	Suggested Dates
<i>Nonfiction Literature</i>	Nov. 16 – Dec. 4 12 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
<p><i>Nonfiction Literature</i></p> <p>Writers purposely include persuasive devices, varied sentence structures and logical patterns of organization to influence their readers.</p>	<p>How do authors prove their point?</p> <p>What are the different genres that an expert uses to explain their opinion?</p> <p>How do writers choose a pattern of development when writing essays?</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: (counter-/contra-, epi-, pend/pens,-ant);</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>8.2B 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;</p>	<p>Teacher Notes: Strategy: Analyzing multi-meaning words; words: latter/later/ladder, personal/personnel</p> <p>TAKS-8.9B Draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).</p> <p>TAKS 8.9F Distinguish denotative and connotative meanings</p>	<p>Smart Teaching Document (starts on page R14)</p> <p>Figuratively Speaking - Heidrich</p>
<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>Teacher Notes: Analogies: describe a function or its description and synonym/antonym, part to whole or whole to part, item to category or category to item</p>	<p>Analogy Graphic Organizer</p>
<p>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);</p>	<p>Teacher Notes: Identify commonalities from other languages: chorus/ passé</p>	<p>The Write Path (Intranet access only)- vocabulary strategies</p>

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<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>Teacher Notes: Dictionary Skills: Use of glossary TAKS 8.9F Distinguish denotative and connotative meanings (6-8).</p>	<p>www.teachingtoday.glencoe.com/lessonplans/connotation-in-propaganda Smart Teaching Document (starts on R14)</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. 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>Prentice Hall Literature Silver Level – “Shooting Stars”, “To Gabriela, a Young Writer”, “from Email from Bill Gates”, “Achieving the American Dream”. Laying the Foundations – www.firstamendmentcenter.org/Literary Terms for MLK Speech Smart Teaching Document (starts on page R14, R68)</p>
<p>Research:</p>		
<p>TA8.4 Information Acquisition. The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to: TA8.4A use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and TA8.4B apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies</p>		<p>Big6 Library Resources</p>
<p>Writing:</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>Application: Revise multi-paragraph essay from bundle 4. (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.</p>	<p>Diction in Literary Texts</p>

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<p>8.14D edit drafts for grammar, mechanics, and spelling; and</p>	<p>Application: Edit multi-paragraph essay from bundle 4. (8.17A) TAKS 10.2C Proofread writing for appropriateness of organization, content, style, and conventions. TAKS 10.3A Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization TAKS 10.3D Produce error-free writing in the final draft. TAKS 10.5A Evaluate writing for both mechanics and content</p>	<p>End Punctuation Shared Spelling Strategies</p>
<p>8.14E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>Application: revise final draft of multi-paragraph essay from bundle 4. (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 10.3D Produce error-free writing in the final draft.</p>	
<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: 8.17A write a multi-paragraph essay to convey information about a topic that: 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><u>Writer’s Companion – Prentice Hall</u> The Write Path (Intranet access only)– Overview of the Writing Process www.literacymatters.org/content/text/compare.htm www.education.com/ www.more.headroyce.org www.fc.niskyschools.org</p>
<p>Oral and Written Conventions:</p>		

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<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</p> <p>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>	
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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>	
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Figure: 19 TAC §110.17(b) Eighth Grade (§110.20 English Language Arts and Reading)

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:

- (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.

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

<p>8.2A <u>Building Academic Vocabulary</u> <u>Words, Words, Words</u> <u>Vocabulary Workshop Book C</u></p>	<p>8.17 <u>Why We Run with Scissors</u> <u>Persuasive Activities</u> <u>The Writing Workshop</u> <u>Authentic Strategies for High Stakes Testing</u></p>
<p>8.7 <u>Models for Writers</u> – non fiction articles/stories <u>Seeing the Pattern</u> – non fiction articles/stories <u>Figuratively Speaking</u> – Delana Heidrich</p>	