


## Eighth Grade ELA Curriculum Bundle # 6

<b>Title</b>		<b>Suggested Dates</b>
<i>Nonfiction Literature</i>		Dec. 7 – Dec. 18 10 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
<b><i>Nonfiction Literature</i></b> Writers purposely include persuasive devices, varied sentence structures and logical patterns of organization to influence their readers.	How do authors appeal to their audience? What skills do you need to have to be a cautious consumer? What clues do readers use to determine connotative and denotative meanings of words and phrases?

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>8.2 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><u>Teacher Notes:</u></b> Introduce: (hypo-, domin, capt/capit, -sion);  <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> (starts on page R1, R12)  Quad Cards  Flashcard Rings
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><u>Teacher Notes:</u></b> Strategy: Analyzing idioms; words: moral/morale <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 meanings (6-8).	<a href="#">Idiom: Night Owl</a>  <a href="#">Smart Teaching Document</a> (starts on page R4, R14)
8.2C complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);	<b><u>Teacher Notes:</u></b> Analogies: using analogy as persuasive device	<a href="http://www.tomfolio.com">www.tomfolio.com</a>
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);	<b><u>Teacher Notes:</u></b> Identify commonalities from other languages: flora/fauna	Flashcard Rings <a href="#">Six Steps to Vocabulary Development</a> <a href="#">Quad Card 1</a>

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		<a href="#">Quad Card 2</a>
<p><b>8.11 Reading/ Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</b></p> <p>8.11A compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and</p>	<p><b>TAKS-8.10F</b> Determine a text’s main (or major) ideas and how those ideas are supported with details.  <b>TAKS-8.10G</b> Paraphrase and summarize text to recall, inform, and organize ideas.  <b>TAKS-8.10I</b> Find similarities and differences across texts such as in treatment, scope, or organization (4-8).  <b>TAKS-8.11D</b> Connect, compare, and contrast ideas, themes, and issues across text (4-8).  <b>TAKS-8.12H</b> Describe how the author’s perspective or point of view affects the text (4-8).</p>	<p>Laying the Foundation Guide – “Interpreting Appeals” p. 226 and “Analyzing an Argument” P. 232  <a href="#">Compare and contrast Graphic Organizers Smart Teaching Document</a> (starts on page R17, R30, R82, R142, R107)  <a href="#">Diction in Literary Works</a></p>
<p>8.11B analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.</p>	<p><b>Teacher Notes:</b> A logical fallacy is an element of an argument that is flawed, essentially rendering the line of reasoning, if not the entire argument, invalid.</p>	<p><a href="http://www2.winthrop.edu">www2.winthrop.edu</a>  <a href="http://abcteach.com">abcteach.com</a></p>
<p><b>8.13 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p> <p>8.13A evaluate the role of media in focusing attention on events and informing opinion on issues;</p>	<p><b>TAKS-8.12A</b> Identify the purposes of different types of texts such as to inform, influence, express, or entertain  <b>TAKS-8.12H</b> Describe how the author’s perspective or point of view affects the text (4-8).</p>	<p><a href="#">Smart Teaching Document</a> (starts on page R100, R107)   <a href="#">Big6 Library Resources</a></p>
<p>8.13B interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;</p>	<p><b>Teacher Notes:</b> Also includes choral reading, reader’s theater, improvisation, etc.  <b>TAKS-8.12C</b> Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.</p>	<p>Prentice Hall Literature – Silver Level – “The Governess”, “Diary of Anne Frank”, “A Walk in the Woods”   <a href="#">Smart Teaching Document</a> (starts on page R105)</p>
<p>8.13C evaluate various techniques used to create a point of view in media and the impact on audience; and</p>		<p><a href="#">Laying the Foundation</a> - “Point of View” p. 130            Use a different piece of literature  <a href="#">Believe it or Not</a></p>
<p>8.13D assess the correct level of formality and tone for successful participation in various digital media.</p>	<p><b>TAKS 8.9F</b> Distinguish denotative and connotative meanings (6-8).  <b>TAKS-8.12K</b> Recognize how <u>style</u>, tone, and mood contribute to the effect of the text (6-8).</p>	<p><a href="#">Smart Teaching Document</a> (starts on page R14, R150)  <a href="http://www.Teachertube.com">www.Teachertube.com</a>  <a href="http://www.Studenttube.com">www.Studenttube.com</a>  <a href="http://www.wingclips.com">www.wingclips.com</a></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></p> <p>8.14A plan a first draft by selecting a genre appropriate for</p>	<p><b>Application:</b> Plan persuasive essay. (8.18A-C)</p>	

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<p>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>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>Application:</b> Develop persuasive essay. (8.18A-C)</p> <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. 1C</b> Organize ideas in writing to ensure coherence, logical progression, and support for ideas.</p>	<p><b>Thinking Maps:</b> <a href="#">Circle</a>, <a href="#">Bubble</a>, <a href="#">Double Bubble</a>, <a href="#">Flow</a>, <a href="#">Multi Flow</a>, <a href="#">Tree</a>, <a href="#">Brace</a>, and <a href="#">Bridge</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>Application:</b> Revise persuasive essay. (8.18A-C)</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>8.18 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:</b> 8.18A establishes a clear thesis or position;</p>		<p><a href="#">Laying the Foundations – “Creating Effective Thesis Statements”</a> p. 346 <a href="#">Persuasive Writing Tools</a> <a href="#">Persuasive Essay</a></p>
<p><b>8.18 ... write a persuasive essay to the appropriate audience that:</b> 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and</p>		<p><a href="#">Persuasive Writing Websites</a> <a href="#">Laying the Foundations – “Writing the Argumentative Essay”</a> p. 372</p>
<p><b>8.18 ... write a persuasive essay to the appropriate audience that:</b> 8.18C includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion.</p>		<p><a href="#">Laying the Foundations – “Writing an Argument”</a> p. 472</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> 8.20A use conventions of capitalization; and</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><a href="#">Writer’s Companion – Prentice Hall</a>  <a href="http://www.teach-nology.com">www.teach-nology.com</a></p>

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Research:		
<p><b>Health8.4A,B Health Information. The student knows how to research, access, analyze, and use health information</b>                      Health8.4A use critical thinking skills to analyze and use health information such as interpreting media messages                      Health8.4B develop evaluation criteria for health information</p>	<p>Connect to media Literacy (8.13 A-D)</p>	<p><a href="http://www.Teachertube.com">www.Teachertube.com</a>  <a href="http://www.Studenttube.com">www.Studenttube.com</a>  <a href="http://www.wingclips.com">www.wingclips.com</a></p>
<p><b>Health8.8AB Influencing Factors. The student researches ways in which media and technology influence individual and community health throughout life span.</b>                      Health8.8A explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper or billboard                      Health8.8B explain how programmers develop media to influence buying decision</p>	<p>Connect to media Literacy (8.13 A-D)</p>	<p><a href="#">Big6 Library Resources</a></p>
Listening and Speaking:		
<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>                      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><a href="http://www.Teachertube.com">www.Teachertube.com</a>  <a href="http://www.Studenttube.com">www.Studenttube.com</a>  <a href="http://www.wingclips.com">www.wingclips.com</a></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>                      8.26C summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.</p>	<p><b>TAKS-8.10F Determine a text's main (or major) ideas and how those ideas are supported with details.</b>  <b>TAKS-8.10G Paraphrase and summarize text to recall, inform, and organize ideas.</b></p>	<p><a href="#">AVID – SI Refining ML</a> – Summary checklist   <a href="#">Laying the Foundations</a> – “Analysis of Rhetoric – Persuasion and Argumentation” p. 156 (use different passage)   <a href="#">Smart Teaching Document</a> (starts on page R17, R30)</p>
<p><b>8.27 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.</b>                      8.27 Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</p>		<p><a href="http://www.speech-topics-help.com">www.speech-topics-help.com</a>  <a href="http://www.suite101.com">www.suite101.com</a>   <a href="#">Socratic Seminar Instructions</a>  <a href="#">Socratic Seminar Instructions 2</a>  <a href="#">Socratic Seminar rubric</a>  <a href="#">Socratic Seminar Questioning</a>  <a href="#">Inner-Outer Circle</a></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  <a href="#">Vocabulary Workshop Book C – Sadlier/Oxford</a>  <a href="#">Words, Words, Words - Allen</a>  <a href="#">Building Academic Vocabulary - Marzano</a></p>	<p>8.20  <a href="#">Mechanically Inclined – Anderson</a></p>
<p>8.11A  <a href="#">Seeing the Pattern – Mcwhorter</a>  <a href="#">Models for Writers - Escholtz</a>  <a href="#">Why We Run with Scissors - Lane</a></p>	<p>8.26B  <a href="#">Authentic Strategies for High Stakes Tests - Carroll</a></p>
<p>8.13A-B  <a href="#">Why We Run With Scissors – Lane</a>  <a href="#">Teaching Reading in the Dark – Golden</a></p>	<p>8.26C  <a href="#">Authentic Strategies for High Stakes Tests – Carroll</a>  <a href="#">Teaching Written Response to Text - Boyles</a></p>
<p>8.13C  <a href="#">Authentic Strategies for High Stakes Tests – Carroll</a></p>	<p>8.28  <a href="#">Literature Circles: Voice and Choice in Book. – Daniels</a></p>
<p>8.13D  <a href="#">Teaching Reading in the Dark – Golden</a>  <a href="#">Vision and Voice – Rief</a></p>	