


## Eighth Grade ELA Curriculum Bundle # 7

<b>Title</b>		<b>Suggested Dates</b>
<i>Research Literature</i>		Jan. 5 – Jan. 29 16 Instructional Days

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Researchers begin with open-ended questions, obtain and paraphrase information gathered from reliable print and electronic sources, and analyze their notes to broaden or narrow questions.	<p>What makes a topic good for researching?</p> <p>What’s the difference between plagiarism and paraphrasing?</p> <p>How do researchers synthesize information from two or more different sources?</p> <p>What makes a resource valid and reliable?</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)
<b>Reading:</b>		
<p><b>8.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></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><b>Teacher Notes:</b> Introduce: hyper-, doc, mon, -ology</p> <p><b>TAKS-8.6B</b> Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8).</p> <p><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-</p>	<p><a href="#">Smart Teaching Document</a> (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><b>Teacher Notes:</b> Strategy: looking for examples; words: notable/noticeable, precede/proceed</p> <p><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).</p> <p><b>TAKS 8.9F</b> Distinguish denotative and connotative meanings (6-8).</p>	<p><a href="#">AVID – The Write Path -Vocabulary , Guessing New Words</a></p> <p><a href="http://www.ezinearticles.com">www.ezinearticles.com</a></p> <p><a href="#">Smart Teaching Document</a> (starts on page R4, R14)</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>Teacher Notes:</b> Use of Online Dictionary, Thesaurus</p>	<p>Scavenger hunt for words</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><u><a href="#">AVID – The Write Path</a></u> – Author's Style <u><a href="#">Laying the Foundations</a></u> – “Compare/Contrast” p. 104 <u><a href="#">Smart Teaching Document</a></u> (starts on page R11, R82, R100, R107)</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><u><a href="#">Writer's Companion</a></u> – Prentice Hall  <u><a href="#">AVID – The Write Path</a></u> – “Writing Process”  <u><a href="#">Big6 Library Resources</a></u></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>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><u><a href="#">Writer's Companion</a></u> – Prentice Hall  <u><a href="#">AVID – The Write Path</a></u> – “Writing Process”</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><u><a href="#">Writer's Companion</a></u> – Prentice Hall <u><a href="#">AVID – The Write Path</a></u> – “Writing Process” Peer editing Depth Charge</p>
<p><b>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:</b> 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</p>	<p><b>Application:</b> Begin writing a multi-paragraph essay based on research (process to be completed in bundle 8)</p>	<p><u><a href="#">Writer's Companion</a></u> – Prentice Hall  <u><a href="#">AVID – The Write Path</a></u> – “Writing Process”  <u><a href="#">Laying the Foundations</a></u>-“Writing Workshop” p. 392 <u><a href="#">Big6 Library Resources</a></u></p>

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<p>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>		
<b>Oral and Written Conventions:</b>		
<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>Application:</b> Use correct capitalization conventions in multi-paragraph essays.  <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><u>Writer's Companion</u> – Prentice Hall   <a href="http://www.teach-nology.com">www.teach-nology.com</a></p>
<b>Research:</b>		
<p><b>8.22 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>              8.22A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic;</p>		<p><u>AVID – The Write Path</u> – Inquiry Strategies, Costa's levels of Questions</p>
<p>8.22B apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.</p>		<p><a href="#">Big6 Library Resources</a></p>
<p><b>8.23 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>              8.23A follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;</p>		<p><u>AVID – The Write Path</u> – Cornell Notes  <u>Writer's Companion</u> – Prentice Hall  <a href="#">Big6 Library Resources</a></p>
<p>8.23B categorize information thematically in order to see the larger constructs inherent in the information;</p>	<p><b>TAKS-8.12I</b> Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).  <b>TAKS-8.10L</b> Represent text information in different ways such as in outline, timeline, or graphic organizer</p>	<p><u>AVID – The Write Path</u> – Cornell Notes   <a href="#">Smart Teaching Document</a> (starts on page R68, R84)</p>
<p><b>8.23 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>              8.23C record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format</p>		<p><a href="#">Big6 Library Resources</a></p>

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<p>8.23D differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.</p>	<p><b>TAKS-8.10G</b> Paraphrase and summarize text to recall, inform, and organize ideas.</p>	<p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a>  <a href="http://www.sldirectory.com">www.sldirectory.com</a>  <a href="#">Smart Teaching Document</a> (starts on page R30)</p>
<p><b>8.24 Research/ Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b>              8.24A narrow or broaden the major research question, if necessary, based on further research and investigation</p>		<p><a href="http://www.ccps.org">www.ccps.org</a></p>
<p>8.24B utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.</p>	<p><b>TAKS-8.12H</b> Describe how the author’s perspective or point of view affects the text (4-8).  <b>TAKS-8.10J</b> Distinguish fact and opinion in various texts (3-8).</p>	<p><a href="#">Big6 Library Resources</a>  <a href="http://www.aresearchguide.com">www.aresearchguide.com</a>  <a href="#">Smart Teaching Document</a> (starts on page R107, R129)</p>
<p><b>8.25 Research/ Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</b>              8.25A draws conclusions and summarizes or paraphrases the findings in a systematic way;</p>	<p><b>TAKS-8.10H</b> Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</p>	<p><a href="#">Big6 Library Resources</a>  <a href="http://www.aresearchguide.com">www.aresearchguide.com</a>   <a href="#">AVID – Writing summaries</a>  <a href="#">Smart Teaching Document</a> (starts on page R111)</p>
<p><b>8.25 ... Students are expected to synthesize the research into a written or an oral presentation that:</b>              8.25B marshals evidence to explain the topic and gives relevant reasons for conclusions;</p>	<p><b>TAKS-8.11C</b> Support responses by referring to relevant aspects of text and his/her own experiences (4-8).</p>	<p><a href="#">Writer’s Companion</a> – Prentice Hall  <a href="#">Laying the Foundation</a> – “Challenge, Request, Defend” p. 374  <a href="#">Smart Teaching Document</a> (starts on page R131)</p>
<p><b>8.25 ... Students are expected to synthesize the research into a written or an oral presentation that:</b>              8.25C presents the findings in a meaningful format; and</p>	<p><b>TAKS-8.10L</b> Represent text information in different ways such as in outline, timeline, or graphic organizer.</p>	<p><a href="http://www.ipfw.edu">www.ipfw.edu</a>  <a href="http://www.arthes.com">www.arthes.com</a>  <a href="#">Smart Teaching Document</a> (starts on page R85)</p>
<p><b>8.25 ... Students are expected to synthesize the research into a written or an oral presentation that:</b>              8.25D follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</p>		<p><a href="#">Writer’s Companion</a> – Prentice Hall  <a href="#">Laying the Foundation</a> – “Using Quotations Effectively” p. 352</p>
<p><b>TA8.6 Information Acquisition. The student evaluates the acquired electronic information. The student is expected to:</b>              TA8.6A determine and employ methods to evaluate the electronic information for accuracy and validity              TA8.6B resolve information conflicts and validate information through accessing, researching, and comparing data              TA8.6C demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.</p>		<p><a href="#">Writer’s Companion</a> – Prentice Hall  <a href="#">Laying the Foundation</a> – “Challenge, Request, Defend” p. 374</p>

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<b>Listening and Speaking:</b>		
<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> 8.26B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and		
<b>Figure: 19 TAC §110.17(b) Eighth Grade (§110.20 English Language Arts and Reading)</b>		
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>(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>		
8.2A <u>Building Academic Vocabulary</u> <u>Words, Words, Words</u> <u>Vocabulary Workshop Book C</u>	8.22A <u>Teaching Our Children to Think</u> – Langrehr <u>Questioning the Author</u> - Beck	
8.9 <u>Snapshots: Literature for Young Adults</u> – Perfection Learning <u>Making Inferences</u> – Walch Education <u>Models for Writers</u> – non fiction articles/stories <u>Seeing the Pattern</u> – non fiction articles/stories	8.23A <u>Blending Genres, Altering Style</u> – Romano  8.25C <u>Blending Genre, Altering Style</u> – Romano	