


Eighth Grade ELA Curriculum Bundle # 8

Title		Suggested Dates
<i>Research Literature</i>		Feb. 1 – Feb. 19 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Researchers draw conclusions from information gathered, provide evidence for their conclusions, and present information in meaningful ways (often using multi-media and multi-genre approaches).	<p>How does a researcher decide what information belongs in the documents or presentation that will be shared with others?</p> <p>How do you decide how you will present what you've discovered to others?</p> <p>What makes effective multimedia and/ or multi-genre presentations?</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><u>Teacher Notes:</u> Introduce: ab-, mem-, -cian</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><u>Teacher Notes:</u> Strategy: looking for descriptions; words: vociferous/voracious</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 (6-8).</p>	<p>The Write Path (Intranet access only)-Vocabulary , Guessing New Words</p> <p>www.ezinearticles.com</p> <p>Smart Teaching Document (starts on page R4, R14)</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><u>Teacher Notes:</u> Strategy: using analogy to explain technical terms/concepts</p>	
Writing:		

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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>Application: Further develop multi-paragraph essay from bundle 7 based on research</p> <p>TAKS-10.1B Write in a voice and style appropriate to audience and purpose.</p> <p>TAKS 10.3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.</p> <p>TAKS 10.3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.</p>	<p><u>Writer’s Companion</u> – Prentice Hall The Write Path (Intranet access only)– “Writing Process” Peer editing Depth Charge</p>
<p>8.14D edit drafts for grammar, mechanics, and spelling; and</p>	<p>Application: Edit multi-paragraph essay from bundle 7 based on research</p> <p>TAKS 10.2C Proofread writing for appropriateness of organization, content, style, and conventions.</p> <p>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> <p>TAKS 10.3D Produce error-free writing in the final draft.</p> <p>TAKS 10.5A Evaluate writing for both mechanics and content</p>	<p><u>Writer’s Companion</u> – Prentice Hall The Write Path (Intranet access only)– “Writing Process”</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: Finalize multi-paragraph essay from bundle 7 based on research</p> <p>TAKS-10.2B Develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose.</p> <p>TAKS 10.3D Produce error-free writing in the final draft.</p>	<p><u>Writer’s Companion</u> – Prentice Hall The Write Path (Intranet access only)– “Writing Process” <u>Laying the Foundations</u>-“Revision and Editing Strategies” p. 388, 396</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:</p> <p>8.17A write a multi-paragraph essay to convey information about a topic that:</p> <p>8.17A(i) presents effective introductions and concluding paragraphs;</p> <p>8.17A(ii) contains a clearly stated purpose or controlling idea;</p> <p>8.17A(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</p>	<p>Application: Complete multi-paragraph essay based on research from bundle 7</p>	<p><u>Writer’s Companion</u> – Prentice Hall The Write Path (Intranet access only)– “Writing Process” <u>Laying the Foundations</u>-“Writing Workshop” p. 392</p>

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<p>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>		
Oral and Written Conventions:		
<p>8.21 Oral and Written Conventions/Spelling. Students spell correctly. 8.21 Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>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>	<p><u>Writer’s Companion</u> – Prentice Hall</p>
Research:		
<p>8.22 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: 8.22A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic;</p>		<p>The Write Path (Intranet access only)– Inquiry Strategies, Costa’s levels of Questions Teaching Our Children to Think – Langrehr Questioning the Author – Beck Big6 Library Resources</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>Big6 Library Resources</p>
<p>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: 8.23A follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;</p>		<p>The Write Path (Intranet access only)– – Cornell Notes <u>Writer’s Companion</u> – Prentice Hall Big6 Library Resources</p>
<p>8.23B categorize information thematically in order to see the larger constructs inherent in the information;</p>	<p>TAKS-8.12I Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8). TAKS-8.10L Represent text information in different ways such as in outline, timeline, or graphic organizer</p>	<p>The Write Path (Intranet access only)– – Cornell Notes Smart Teaching Document (starts on page R60; R85)</p>
<p>8.23C record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format</p>		<p>Big6 Library Resources</p>
<p>8.23D differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.</p>	<p>TAKS-8.10G Paraphrase and summarize text to recall, inform, and organize ideas.</p>	<p>www.internet4classrooms.com www.sldirectory.com Smart Teaching Document (starts on page R30)</p>
<p>8.24 Research/ Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: 8.24A narrow or broaden the major research question, if</p>		<p>www.ccps.org</p>

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necessary, based on further research and investigation		
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.	TAKS-8.12H Describe how the author’s perspective or point of view affects the text (4-8). TAKS-8.10J Distinguish fact and opinion in various texts (3-8).	Big6 Library Resources www.aresearchguide.com Smart Teaching Document (starts on page R107, 129)
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 oral presentation that: 8.25A draws conclusions and summarizes or paraphrases the findings in a systematic way;	TAKS-8.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience.	Big6 Library Resources www.aresearchguide.com The Write Path (Intranet access only)– Writing summaries Smart Teaching Document (starts on page R111) Extensions: Deforestation WebQuest (Multiple Documents on Extensions page.)
8.25B marshals evidence to explain the topic and gives relevant reasons for conclusions;	TAKS-8.11C Support responses by referring to relevant aspects of text and his/her own experiences (4-8).	Writer’s Companion – Prentice Hall Laying the Foundation – “Challenge, Request, Defend” p. 374 Smart Teaching Document (starts on page R131)
8.25C presents the findings in a meaningful format; and	TAKS-8.10L Represent text information in different ways such as in outline, timeline, or graphic organizer.	www.ipfw.edu www.arthes.com Smart Teaching Document (starts on page R85)
8.25D follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.		Writer’s Companion – Prentice Hall Laying the Foundation – “Using Quotations Effectively” p. 352
Listening and Speaking:		
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: 8.26C summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.	Application: Share research findings and conclusions. 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.	The Write Path (Intranet access only)– SI Refining ML – Summary checklist Laying the Foundations – “Analysis of Rhetoric – Persuasion and Argumentation” p. 156 (use different passage) Smart Teaching Document (starts on page R17, R30)
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:		

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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.

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>8.21 <u>Spelling Demons Week by Week</u> – Hagner <u>Morphographs</u> – SRA</p>
<p>8.2B <u>Making Inferences</u> – Walch Education</p>	<p><u>8.23</u> <u>Blending Genres, Altering Style</u> – Romano</p>
<p>8.14A-E <u>21st Century Writing</u> – Fleisher <u>Vision and Voice</u> – Reif <u>Four Square: The Total Writing Classroom</u> – Gould <u>Writing Workshop</u> – Ray</p>	<p>8.25C <u>Blending Genre, Altering Style</u> – Romano</p>