

Eighth Grade ELA Curriculum Bundle # 9



Title	Suggested Dates
<i>Practical Literature</i>	Feb. 22 – Mar. 12 15 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Writers use carefully selected organizational patterns and add graphics to informational texts (directions, technical publications, articles, etc) to provide clarity and make the information accessible to the reader.	<p>What different kinds of things would want someone to include when writing directions for you to follow?</p> <p>What kinds of things do you notice in books, magazines, and other sources that help you locate information without reading from cover to cover?</p> <p>What structures can you use in your writing to make it easier for your reader to follow?</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: (ad-, dent/dont, -cy) 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</p>	<p>Smart Teaching Document (starts on page R2; and R12)</p>
<p>8.12 Reading/ Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>8.12A analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and</p>	<p>Teacher Notes: Also includes math word problems Recommend Procedural Texts be taught in February TAKS-8.10L Represent text information in different ways such as in outline, timeline, or graphic organizer</p>	<p>Smart Teaching Document (starts on page R85)</p>
<p>8.12B evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.</p>	<p>Teacher Notes: Also includes manuals, directions, recipes, technical publications including those that use only pictures TAKS-8.12C Compare communication in a variety of different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants</p>	<p>Smart Teaching Document (starts on page R105)</p>
Writing:		

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<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>8.17A(iv) accurately synthesizes ideas from several sources; and</p> <p>8.17A(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</p>		<p><u>Writer’s Companion</u> – Prentice Hall</p> <p><u>AVID – The Write Path</u> – “Writing Process</p>
<p>Oral and Written Conventions:</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:</p> <p>8.19A use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>8.19A(iii) adverbial and adjectival phrases and clauses</p>		<p>Online Grammar Guide</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:</p> <p>8.19A use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>8.19A(iv) relative pronouns (e.g., whose, that, which); and</p>	<p><u>Teacher Notes:</u> Use relative pronouns (who, that, which, what) correctly in writing.</p> <p>TAKS 10.3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.</p>	<p>OREO Icing Sentences</p> <p>Verbs with Helpers</p>
<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:</p> <p>8.20B use correct punctuation marks, including:</p> <p>8.20B(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences;</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>Online Grammar Guide</p>

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Listening and Speaking:		
<p>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:</p> <p>8.26B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems</p>		<p>Demonstration Talks</p> <p>www.cals.arizona.edu www.cs.berkeley.edu</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)		
<p>8.2A <u>Building Academic Vocabulary</u> <u>Words, Words, Words</u> <u>Vocabulary Workshop Book C</u></p>	<p>8.17A <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>8.12A <u>Critical Thinking: Readings in Non Fiction</u> – Barnes <u>How Things Work</u> - <u>Quickwrites</u> – Rief</p>	<p>8.26B <u>Why We Run with Scissors</u> – Lane</p>	