

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>8.1 Reading/Fluency. Students read grade-level text with fluency and comprehension.</p>	<p>8.1 Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. Note: emphasize strategies to monitor comprehension.</p> <ul style="list-style-type: none"> • Pre-reading • Reading • Post-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; Including assigned roots and affixes (See <i>Affixes, Roots, and Essential Terms for Grades 1-12</i>)</p> <p>TAKS-8.6B Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (TAKS 8.9D Determine meanings of derivatives by applying knowledge of the meanings of root words</p>	<p>I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>I.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>II.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>8.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</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; TAKS-8.9B Draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies TAKS 8.9F Distinguish denotative and connotative meanings Notes:</p> <ul style="list-style-type: none"> • Strategies: synonym/antonym ; definition; description; example • Caution: do not use substitution as strategy. • Denotation: literal meaning of a word • Connotation: emotions or feelings a word creates in an individual 	<p>I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>I.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; Notes: Connotative meaning is the emotional content, significance or implied meaning of a word, phrase, or sentence Denotative meaning is the actual, literal, explicit meaning of a word, phrase, or sentence Students identify denotative and connotative meanings with:</p> <ul style="list-style-type: none"> • Figurative language (Simile, metaphor, personification, etc) • Multiple-meaning words • Idioms • Technical vocabulary • Context clues • Synonyms, antonyms, homonyms <p>TAKS-9.6B Rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple-meaning words, and technical vocabulary</p>	<p>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>II.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; TAKS-10.6B Rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple-meaning words, and technical vocabulary TAKS 10.6F Discriminate between connotative and denotative meanings and interpret the <u>connotative power of words</u></p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>8.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</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>I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>I.1C produce analogies that describe a function of an object or its description; Note: The most basic test of the validity of an analogy is to determine whether or not there are more similarities or differences between the two persons/ places/ things/ events that are being compared TAKS-9.6F Identify and produce the relation of word meanings in analogies, homonyms, synonyms / antonyms, and connotation / denotation</p>	<p>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>II.1C infer word meaning through the identification and analysis of analogies and other word TAKS-10.6G Read and understand analogies</p>
<p>8.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</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); and</p>	<p>I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>I.1D describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo</i>); and</p>	<p>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>II.1D show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost, avant-garde, coup d'état</i>); and</p>
<p>8.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</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>I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>I.1E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. Note: determining</p>	<p>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>II.1E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. TAKS-10.6E Use</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
	<p>TAKS 8.9F Distinguish denotative and connotative meanings (6-8).</p>		<p>accurate use, pronunciation, and part of speech should also be emphasized TAKS-9.6E Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage</p>		<p>reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage</p>
<p>8.3 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p>	<p>8.3A analyze literary works that share similar themes across cultures; Note: Theme is the central message or messages the author writes the story about (always a sentence). TAKS-8.11C Support responses by referring to relevant aspects of text and his/her own experiences (4-8). TAKS-8.11D Connect, compare, and contrast ideas, themes, and issues across text (4-8). TAKS-8.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</p>	<p>I.2 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p>	<p>I.2A analyze how the genre of texts with similar themes shapes meaning; Note: Ongoing reading process skill TAKS-9.11A Recognize the theme (general observation about life or human nature) within a text.</p>	<p>II.2 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p>	<p>II.2A compare and contrast differences in similar themes expressed in different time periods; TAKS-10.11A Compare and contrast varying aspects of texts such as themes, conflicts, and allusions.</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>8.3 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p>	<p>8.3B compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and Note: Refer to archetypes, hero’s journey and other common types of allusions such as biblical and historical references. TAKS-8.11D Connect, compare, and contrast ideas, themes, and issues across text (4-8). TAKS-8.12F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo TAKS-8.12J Recognize and interpret literary devices such as flashback, foreshadowing, and <u>symbolism</u> (6-8).</p>	<p>I.2 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p>	<p>I.2B analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and Note: Connect influences to</p> <ul style="list-style-type: none"> • Historical context • Personal experience (including culturally diverse examples and current events) <p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. Definitions: Infer: take specific information (from text and /or prior experience /learning) to draw a conclusion or form a generalization; an inductive process: “reading between the lines.” [The writer implies; the reader infers.] Draw and Support Conclusions with Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information. Unlike generalizations, conclusions are “some” or “sometimes” statements. Examples:</p>	<p>II.2 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p>	<p>II.2B analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I	English II
		<ul style="list-style-type: none"> • A statement about an individual person, place, thing, or event; • A statement/ conclusion about the future = prediction; • A statement/ conclusion about why something happened=cause/ effect <p>Generalization: A statement about a group/ class of persons, places, things, or events supported by accurate information. Unlike conclusions, generalizations are “all” or “always” statements. Examples:</p> <ul style="list-style-type: none"> • A straightforward statement about a group/class of persons, places, things, or events • A statement/ generalizations about the future=prediction • A statement/ conclusion about why something happened=cause/ effect <p>Inductive and Deductive processes: draw conclusions and then validate/support it with text evidence, primarily direct quotations from the</p>	

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
			text TAKS Note: Open-ended / constructed response items on TAKS require inductive thinking: drawing conclusion and supporting that conclusion with specific text evidence, primarily direct quotations		
8.3 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	8.3C explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work. TAKS-8.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience. TAKS-8.12F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo	I.2 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	I.2C relate the figurative language of a literary work to its historical and cultural setting. TAK-9.8D Interpret possible influences of the historical context on a literary work. TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)	II.2 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	II.2C relate the figurative language of a literary work to its historical and cultural setting. TAKS-10.8D Interpret possible influences of the historical context on a literary work. TAKS-10.11E Connect literature to historical contexts, current events, and his/her own experience.
8.4 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from	8.4 Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).	I.3 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to	I.3 Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry. TAKS-9.11G Recognize	II.3 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence	II.3 Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry. TAKS-10.11D Analyze the melodies of literary

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
text to support their understanding.	<p>Note: other common forms include haiku, ballad, free verse, and ode.</p> <p>TAKS-8.11D Connect, compare, and contrast ideas, themes, and issues across text (4-8).</p> <p>TAKS-8.12K Recognize how style, tone, and mood contribute to the effect of the text (6-8).</p>	support their understanding.	<p>and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning.</p> <p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	from text to support their understanding.	<p>language, including its use of evocative words and rhythms.</p> <p>TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>
8.5 Reading/ Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	<p>8.5 Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.</p> <p>Note: May also include reader’s theater.</p> <p>TAKS-8.12F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo</p> <p>TAKS-8.12H Describe how the author’s perspective or point of view affects the text</p>	I.4 Reading/ Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	<p>I.4 Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.</p> <p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	II.4 Reading/ Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	<p>II.4 Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.</p> <p>TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>
8.6 Reading/ Comprehension of Literary Text/Fiction. Students understand,	<p>8.6A analyze linear plot developments (e.g., conflict, rising action, falling action,</p>	I.5 Reading/ Comprehension of Literary Text/Fiction. Students understand,	<p>I.5A analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots,</p>	II.5 Reading/ Comprehension of Literary Text/Fiction. Students understand,	<p>II.5A analyze isolated scenes and their contribution to the success of the plot as a</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>	<p>resolution, subplots) to determine whether and how conflicts are resolved TAKS-8.10E Use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information TAKS-8.12G Recognize and analyze story plot, setting, and problem resolution TAKS-8.12J Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism</p>	<p>make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>	<p>parallel plot structures) and compare it to linear plot development; Note: Moves beyond linear plot development – exposition, rising action, climax, falling action, resolution, subplots, and conflict— from grade 8. TAKS-9.11B Analyze the relevance of setting and time frame to text’s meaning. Relevance of Time: <ul style="list-style-type: none"> • historical/situational (e.g. concentration camp vs. 1940s) • physical (clock time, calendar time, etc.) Relevance of Place <ul style="list-style-type: none"> • Real • Imaginary TAKS-9.11D Identify basic conflicts. Conflict Types <ul style="list-style-type: none"> • Man v. Man (external) • Man v. Society (external) • Man v. Environment (external) • Man v. Fate (such as mythology or drama) • Man v. Self (internal) How conflicts are addressed and resolved <ul style="list-style-type: none"> • Everybody wins • Flight • Fight </p>	<p>make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>	<p>whole in a variety of works of fiction; TAKS-10.11B Analyze the relevance of setting and time frame to text’s meaning. TAKS-10.11C Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
			<ul style="list-style-type: none"> • Death • Compromise • Someone wins; someone loses • Acceptance • Unresolved <p>TAKS-9.11E Analyze the development of plot in narrative text. Remember: Plot is more than simply the arrangement of happenings...It is the result of the writer's deliberate selection of interrelated actions.</p> <p>Other things to consider:</p> <ul style="list-style-type: none"> • How does the author build suspense? • The story problem (the central conflict or problem that drives the plot) • When the story problem begins • How the author develops the plot of the passage • How the point of view influences the reader's understanding of a character • The cause(s) of the conflict(s) 		

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>8.6 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>	<p>8.6B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and TAKS-8.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience. TAKS-8.12F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8). TAKS-8.12G Recognize and analyze story plot, setting, and problem</p>	<p>I.5 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>	<p>I.5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; TAKS-9.11C Analyze characters and identify time and point of view. Traits of Characters</p> <ul style="list-style-type: none"> • Physical Traits • Personal Traits (e.g. moral, ethical, evil, compassionate, loving, wealthy/ poor) • Emotional Traits <p>Motivation of Characters</p> <ul style="list-style-type: none"> • Intellectual Motivation • Emotional Motivation • Physical Motivation <p>Relationships</p> <ul style="list-style-type: none"> • Between/among other characters • With self • With society • With nature/ environment <p>Changes</p> <ul style="list-style-type: none"> • Intellectual • Emotional • Physical <p>Types of Characters</p> <ul style="list-style-type: none"> • Dynamic • Static • Protagonist 	<p>II.5 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>	<p>II.5B analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures; TAKS-10.11C Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
			<ul style="list-style-type: none"> • Antagonist • Archetypes – a pattern that occurs over and over again in literature (scapegoat, “coming of age”) • Foil Types of Characterization <ul style="list-style-type: none"> • Direct Characterization – what the author tells us about the character directly • Indirect Characterization – What the author implies / the reader infers based on <ul style="list-style-type: none"> ▪ What the character says, does /does not do ▪ What other characters tell us, reactions to the character, ▪ The character’s appearance and thoughts/feelings TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)		
8.6 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and	8.6C analyze different forms of point of view, including limited versus omniscient, subjective versus	I.5 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw	I.5C analyze the way in which a work of fiction is shaped by the narrator’s point of view; and Notes on Point of View:	II.5 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and	II.5C evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	objective. TAKS-8.12H Describe how the author’s perspective or point of view affects the text	conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	<ul style="list-style-type: none"> • First Person (I, me, we, us) • Second Person (you) • Third Person Omniscient (he, she, they...All thoughts are known) • Third Person Limited (he, she, them...Limited to a character’s perspective) TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)	draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	fiction; and TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.
		I.5 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	I.5D demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.	II.5 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	II.5D demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature. TAKS-10.9A Recognize distinctive and shared characteristics of cultures through reading
8.7 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of	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	I.6 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary	I.6 Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	II.6 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features	II.6 Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction. TAKS-10.7G Draw

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>literary nonfiction and provide evidence from text to support their understanding.</p>	<p>audience. 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). Notes:</p> <ul style="list-style-type: none"> • 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. • 	<p>nonfiction and provide evidence from text to support their understanding.</p>	<p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	<p>of literary nonfiction and provide evidence from text to support their understanding.</p>	<p>inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience. TAKS-10.12A Analyze characteristics of clearly written text, including the patterns of organization, syntax and word choice.</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>8.8 Reading/ Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p>	<p>8.8 Students are expected to explain the effect of similes and extended metaphors in literary text. TAKS-8.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience. TAKS-8.12J Recognize and interpret literary devices such as flashback, foreshadowing, and <u>symbolism</u> (6-8). TAKS-8.12K Recognize how <u>style</u>, tone, and mood contribute to the effect of the text (6-8).</p>	<p>I.7 Reading/ Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p>	<p>I.7 Students are expected to explain the role of irony, sarcasm, and paradox in literary works. TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	<p>II.7 Reading/ Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p>	<p>II.7 Students are expected to explain the function of symbolism, allegory, and allusions in literary works. “Allusions” refer to the author's reference to literary elements (e.g., parables, quotations, history, Biblical, mythological, classical literature). TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>
<p>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.</p>	<p>8.9 Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes. TAKS-8.10H Draw inferences such as conclusions or generalizations and support them with <u>text evidence</u> and experience. TAKS-8.10I Find</p>	<p>I.8 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.</p>	<p>I.8 Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose. TAKS-9.7F Identify main ideas and their supporting details. Notes:</p> <ul style="list-style-type: none"> Determine the main idea of entire expository passage 	<p>II.8 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.</p>	<p>II.8 Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details. TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
	similarities and differences across texts such as in treatment, scope, or organization TAKS-8.12A Identify the purposes of different types of texts such as to inform, influence, express, or entertain TAKS-8.12H Describe how the author’s perspective or point of view affects the text		<ul style="list-style-type: none"> Identify the details that support the main/controlling idea TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)		and experience.
8.10 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	8.10A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order; 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.	I.9 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	I.9A summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion; TAKS-9.7G Summarize Texts TAKS Notes: <ul style="list-style-type: none"> 2-4 sentences, generally The main idea of the passage Multiple, accurate details that support that main idea Details that come from the beginning, middle, and end of the passage On TAKS, this is tested as “identifying” the best summary in a multiple choice format. Students	II.9 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	II.9A summarize text and distinguish between a summary and identify non-essential information in a summary and unsubstantiated opinions in a critique; TAKS-10.7F Produce summaries of texts by identifying main ideas and their supporting details TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
			have not been asked to write a summary on the open-ended questions. TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)		
8.10 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	8.10B distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text; TAKS-8.10J Distinguish fact and opinion in various texts Note: common advertising techniques and propaganda include mass market appeal to a subculture, bandwagon, gender roles, etc.	I.9 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	I.9B differentiate between opinions that are substantiated and unsubstantiated in the text; TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)	II.9 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	II.9B distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts; TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.
8.10 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	8.10C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and TAKS-8.10E Use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8). TAKS-8.10H Draw inferences such as	I.9 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	I.9C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B) TAKS-9.12 A Analyze characteristics of text, including its structure,	II.9 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	II.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and Note: Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
	<p>conclusions or generalizations and support them with text evidence and experience. TAKS-8.12I Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).</p>		<p>word choices and intended audience. (Literary Analysis)</p> <ul style="list-style-type: none"> • Examples: Compare and Contrast, Cause and Effect, Chronological Ordering, Etc... • Understanding that word choices by an author are deliberate and for a purpose. Determine the purpose and analyze deeper meanings • Author’s use of punctuation (capitalization, end punctuation, italics, ellipses, etc...) • Use and identification of tone, mood, and style including tone shifts. 		<p>lines.” [The writer implies; the reader infers.] TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience. TAKS-10.12A Analyze characteristics of clearly written text, including the patterns of organization, syntax and word choice.</p>
<p>8.10 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>	<p>8.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence. Note: emphasize open ended responses and use of graphic organizers TAKS-8.10L Represent text</p>	<p>I.9 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>	<p>I.9D synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. TAKS-9.10B Use elements of text to defend his/her own responses and interpretations.</p>	<p>II.9 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>	<p>II.9D synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. TAKS-10.10B Use elements of text to defend his/her own responses and interpretations</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
	<p>information in different ways such as in outline, timeline, or graphic organizer (4-8). TAKS-8.11D Connect, compare, and contrast ideas, themes, and issues across text (4-8).</p>				
<p>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:</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 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. TAKS-8.10I Find similarities and differences across texts such as in treatment, scope, or organization TAKS-8.11D Connect, compare, and contrast ideas, themes, and issues across text (4-8). TAKS-8.12H Describe how the author’s perspective or point of</p>	<p>I.10 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:</p>	<p>I.10A analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and TAKS-9.12B Evaluate the credibility of information sources and determine the writer’s motives. TAKS-9.12C Analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction (See I.2B)</p>	<p>II.10 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:</p>	<p>II.10A explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and Note: An understanding of logical fallacies is helpful here. TAKS-10.12B Evaluate the credibility of information sources including how the writer’s motivation may affect that credibility. TAKS-10.12C Recognize logical, deceptive, and/or faulty modes of persuasion in texts</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
	view affects the text				
<p>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:</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. Note: 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>I.10 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:</p>	<p>I.10B analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions. Notes: Appeals:</p> <ul style="list-style-type: none"> • Emotional (Pathos), • Logical (Logos), • Ethical (Ethos) <p>Propaganda Techniques</p> <ul style="list-style-type: none"> • Bandwagon • Transfer • Testimonial • Name calling • Expert testimonial • Common man • Patriotic <p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B) TAKS-9.12D Analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.</p>	<p>II.10 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:</p>	<p>II.10B analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks. TAKS-10.12C Recognize logical, deceptive, and/or faulty modes of persuasion in texts TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<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 Note: Apply to math word problems TAKS-8.10L Represent text information in different ways such as in outline, timeline, or graphic organizer (4-8)</p>	<p>I.11 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>I.11A analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and</p>	<p>II.11 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>II.11A evaluate text for the clarity of its graphics and its visual appeal; and TAKS-10.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements</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>8.12B evaluate graphics for their clarity in communicating meaning or achieving a specific purpose. Note: Apply to 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 (2-8)</p>	<p>I.11 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>I.11B analyze factual, quantitative (numerical), or technical data presented in multiple graphical sources.</p>	<p>II.11 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>II.11B synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics). TAKS-10.20B Deconstruct media to get the main idea of the message's content</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>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:</p>	<p>8.13A evaluate the role of media in focusing attention on events and informing opinion on issues; TAKS-8.12A Identify the purposes of different types of texts such as to inform, influence, express, or entertain TAKS-8.12H Describe how the author’s perspective or point of view affects the text</p>	<p>I.12 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:</p>	<p>I.12A compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;</p>	<p>II.12 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:</p>	<p>II.12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p>
<p>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:</p>	<p>8.13B interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message; TAKS-8.12C Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants. (2-8)</p>	<p>I.12 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:</p>	<p>I.12B analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music); TAKS-9.20B Deconstruct media to get the main idea of the message’s content. TAKS-9.20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies and symbols.</p>	<p>II.12 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:</p>	<p>II.12B analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music); TAKS-10.20B Deconstruct media to get the main idea of the message’s content. TAKS-10.20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies and symbols.</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>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:</p>	<p>8.13C evaluate various techniques used to create a point of view in media and the impact on audience; and</p>	<p>I.12 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:</p>	<p>I.12C compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and</p> <p>TAKS-9.19B Analyze relationships, ideas, and cultures as represented in various media. TAKS-9.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</p>	<p>II.12 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:</p>	<p>II.12C examine how individual perception or bias in coverage of the same event influences the audience; and</p> <p>TAKS-10.19B Analyze relationships, ideas, and cultures as represented in various media. TAKS-10.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</p>
<p>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:</p>	<p>8.13D assess the correct level of formality and tone for successful participation in various digital media.</p> <p>TAKS 8.9F Distinguish denotative and connotative meanings TAKS-8.12K Recognize how <u>style</u>, tone, and mood contribute to the effect of the text</p>	<p>I.12 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:</p>	<p>I.12D evaluate changes in formality and tone within the same medium for specific audiences and purposes.</p> <p>TAKS-9.12A Analyze characteristics of text, including its structure, word choices and intended audience. (See I.9C)</p>	<p>II.12 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:</p>	<p>II.12D evaluate changes in formality and tone within the same medium for specific audiences and purposes.</p>
<p>8.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>	<p>8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics</p>	<p>1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are</p>	<p>I.13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of</p>	<p>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to</p>	<p>II.13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
Students are expected to:	through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	expected to:	strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; Notes: Determine Author's purpose (why are you writing and who are you writing it to) Apply prewriting strategies: brainstorming, clustering, free writing, looping, six journalist's questions (Who, What, Where, When, How, Why) Develop a thesis statement: A thesis statement is a complete sentence that contains one main idea. This idea controls the content of the entire essay. A thesis statement that contains sub-points also helps a reader know how the essay will be organized.	compose text. Students are expected to:	strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>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:</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; 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-10.1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas.</p> <ul style="list-style-type: none"> • Also includes outline. 	<p>1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>I.13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning; Clarifying note: Plan drafts using graphic organizers and other organizational tools. Develop drafts in a variety of ways such as in a timed or untimed setting making sure to include transitions words/phrases and rhetorical devices (figurative language, etc...).</p> <p>TAKS-10.1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas</p>	<p>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>II.13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning; Note: Phrasing is awkward here. The transitions and rhetorical devices are to be included in the draft. TAKS-10.1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas</p>
<p>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:</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</p>	<p>1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>I.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; TAKS-10.1B Write in a voice and style</p>	<p>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>II.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; TAKS-10.1B Write in a voice and style</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
	purpose, audience, and genre have been addressed; 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.		appropriate to audience and purpose		appropriate to audience and purpose
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:	8.14D edit drafts for grammar, mechanics, and spelling; and 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 [such as italics and elipses]	1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	I.13D edit drafts for grammar, mechanics, and spelling; and TAKS-10.2C Proofread writing for appropriateness of organization, content, style, and conventions	II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	II.13D edit drafts for grammar, mechanics, and spelling; and Note: TAKS-10.2C Proofread writing for appropriateness of organization, content, style, and conventions

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
	<p>TAKS 10.3D Produce error-free writing in the final draft.</p> <p>TAKS 10.5A Evaluate writing for both mechanics and content. See 8.19, 8.20, 8.21 for specificity of expectations</p>				
<p>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:</p>	<p>8.14E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</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>1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>I.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</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>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>II.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</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>8.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p>	<p>8.15A write an imaginative story that:</p>	<p>I.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</p>	<p>I.14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;</p> <p>Notes:</p> <ul style="list-style-type: none"> Plot/Conflict/Resolution (see I.5A) Characterization (See 	<p>II.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</p>	<p>II.14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
			I.5B)		
8.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	8.15A write an imaginative story that: 8.15A(i) sustains reader interest;				
8.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	8.15A write an imaginative story that: 8.15A(ii) includes well-paced action and an engaging story line;				
8.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	8.15A write an imaginative story that: 8.15A(iii) creates a specific, believable setting through the use of sensory details;				
8.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	8.15A write an imaginative story that: 8.15A(iv) develops interesting characters; and				

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
8.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	8.15A write an imaginative story that: 8.15A(v) uses a range of literary strategies and devices to enhance the style and tone; and				
8.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	8.15B write a poem using:	I.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	I.14B write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and	II.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	II.14B write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and
8.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	8.15B write a poem using: 8.15B(i) poetic techniques (e.g., rhyme scheme, meter);				
8.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	8.15B write a poem using: 8.15B(ii) figurative language (e.g., personification, idioms, hyperbole); and				

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
8.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	8.15B write a poem using: 8.15B(iii) graphic elements (e.g., word position).	I.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	I.14C write a script with an explicit or implicit theme and details that contribute to a definite mood or tone. Notes: <ul style="list-style-type: none"> • Explicit Theme – Stated and obvious • Implicit Theme – Implied and understood 	II.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	II.14C write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.
8.16 Writing. Students write about their own experiences.	8.16 Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.				
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:	I.15 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:	I.15A write an analytical essay of sufficient length that includes:	II.15 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:	II.15A write an analytical essay of sufficient length that includes:
8.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-	8.17A write a multi-paragraph essay to convey information about a topic that: 8.17A(i) presents effective introductions	I.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and	I.15A write an analytical essay of sufficient length that includes: I.15A(i) effective introductory and concluding paragraphs	II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-	II.15A write an analytical essay of sufficient length that includes: II.15A(i) effective introductory and concluding paragraphs

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	and concluding paragraphs;	information to specific audiences for specific purposes. Students are expected to:	and a variety of sentence structures;	related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	and a variety of sentence structures;
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(ii) contains a clearly stated purpose or controlling idea; Note: This lays the foundation for writing a thesis statement	I.15 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:	I.15A write an analytical essay of sufficient length that includes: I.15A(ii) rhetorical devices, and transitions between paragraphs;	II.15 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:	II.15A write an analytical essay of sufficient length that includes: II.15A(ii) rhetorical devices, and transitions between paragraphs;
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(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	I.15 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:	I.15A write an analytical essay of sufficient length that includes: I.15A(iii) a controlling idea or thesis;	II.15 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:	II.15A write an analytical essay of sufficient length that includes: II.15A(iii) a thesis or controlling idea;
8.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to	8.17A write a multi-paragraph essay to convey information about a topic that: 8.17A(iv) accurately synthesizes ideas from several sources; and	I.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific	I.15A write an analytical essay of sufficient length that includes: I.15A(iv) an organizing structure appropriate to purpose, audience, and context; and	II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to	II.15A write an analytical essay of sufficient length that includes: II.15A(iv) an organizing structure appropriate to purpose, audience, and context;

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
communicate ideas and information to specific audiences for specific purposes. Students are expected to:		audiences for specific purposes. Students are expected to:		communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
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(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; Note: Transitions can be words, phrases, or sentences and give clues to sequence, cause/effect, and comparison/contrast	I.15 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:	I.15A write an analytical essay of sufficient length that includes: I.15A(v) relevant information and valid inferences;	II.15 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:	II.15A write an analytical essay of sufficient length that includes: II.15A(v) relevant evidence and well-chosen details; and
				II.15 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:	II.15A write an analytical essay of sufficient length that includes: II.15A(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;
8.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-	8.17B write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	I.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and	I.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:	II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-	II.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		information to specific audiences for specific purposes. Students are expected to:		related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	include:
		I.15 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:	I.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: I.15B(i) organized and accurately conveyed information; and	II.15 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:	II.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: II.15B(i) organized and accurately conveyed information;
		I.15 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:	I.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: I.15B(ii) reader-friendly formatting techniques;	II.15 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:	II.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: II.15B(ii) reader-friendly formatting techniques; and
				II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to	II.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
				communicate ideas and information to specific audiences for specific purposes. Students are expected to:	II.15B(iii) anticipation of readers' questions;
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:	8.17C write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and	I.15 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:	I.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that:	II.15 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:	II.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that:
		I.15 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:	I.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: I.15C(i) extends beyond a summary and literal analysis;	II.15 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:	II.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: II.15C(i) extends beyond a summary and literal analysis;
		I.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific	I.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: I.15C(ii) addresses the writing skills for an analytical essay and	II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas	II.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: II.15C(ii) addresses the writing skills for an analytical essay and

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
		purposes. Students are expected to:	provides evidence from the text using embedded quotations; and	and information to specific audiences for specific purposes. Students are expected to:	provides evidence from the text using embedded quotations; and
		I.15 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:	I.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: I.15C(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and	II.15 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:	II.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: II.15C(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and
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:	8.17D produce a multimedia presentation involving text, graphics, images, and sound using available technology. Note: All campuses have access to <ul style="list-style-type: none"> • PowerPoint, • PhotoStory, • MovieMaker 	I.15 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:	I.15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	II.15 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:	II.15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience. TAKS-10.21D Create media products to include a five- to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
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:	8.18A establishes a clear thesis or position;	I.16 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 an argumentative essay to the appropriate audience that includes:	I.16 A a clear thesis or position based on logical reasons supported by precise and relevant evidence;	II.16 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 an argumentative essay to the appropriate audience that includes:	II.16A a clear thesis or position based on logical reasons supported by precise and relevant evidence;
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:	8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and	I.16 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 an argumentative essay to the appropriate audience that includes:	I.16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	II.16 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 an argumentative essay to the appropriate audience that includes:	II.16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);
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:	8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	I.16 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 an argumentative essay to the appropriate audience that includes:	I.16C counter-arguments based on evidence to anticipate and address objections;	II.16 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 an argumentative essay to the appropriate audience that includes:	II.16C counter-arguments based on evidence to anticipate and address objections;

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
		I.16 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 an argumentative essay to the appropriate audience that includes:	I.16D an organizing structure appropriate to the purpose, audience, and context; and	II.16 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 an argumentative essay to the appropriate audience that includes:	II.16D an organizing structure appropriate to the purpose, audience, and context;
		I.16 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 an argumentative essay to the appropriate audience that includes:	I.16E an analysis of the relative value of specific data, facts, and ideas.	II.16 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 an argumentative essay to the appropriate audience that includes:	II.16E an analysis of the relative value of specific data, facts, and ideas; and
				II.16 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 an argumentative essay to the appropriate audience that includes:	II.16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<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: TAKS 10.5A Evaluate writing for both mechanics and content</p>	<p>I.17 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>I.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: TAKS-10.5A Evaluate writing for both mechanics and content</p>	<p>II.17 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>II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: TAKS-10.5A Evaluate writing for both mechanics and content</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: 8.19A(i) verbs (perfect and progressive tenses) and participles; TAKS 10.3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.</p>	<p>I.17 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>I.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: I.17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); TAKS-10.3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions</p>	<p>II.17 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>II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: II.17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); Note: pronoun usage with verbals:</p> <ul style="list-style-type: none"> • Complement to the infinitive (The speakers are to be <u>they</u> who are running for election.) • Object of infinitive (The chairman asked me to invite <u>him</u> to the conference.) <p>TAKS-10.3C Compose increasingly more involved sentences that contain gerunds,</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
					participles, and infinitives in their various functions
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:	8.19A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: 8.19A(ii) appositive phrases;	I.17 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:	I.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: I.17A(ii) restrictive and nonrestrictive relative clauses; and	II.17 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:	II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: II.17A(ii) restrictive and nonrestrictive relative clauses; and
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:	8.19A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: 8.19A(iii) adverbial and adjectival phrases and clauses;	I.17 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:	I.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: I.17A(iii) reciprocal pronouns (e.g., each other, one another); Note: Agreement with Pronouns: <ul style="list-style-type: none"> In apposition with the subject of the verb (e.g.: Several delegates, he among them, will state their opposition at the meeting.) Complement to the infinitive (e.g.: The 	II.17 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:	II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: II.17A(iii) reciprocal pronouns (e.g., each other, one another); Note: <ul style="list-style-type: none"> Emphatic/reflexive (He himself will pay the damages.) Indefinite (all, any, both, each, either, everybody, none, several, some, someone)

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
			<p>speakers are to be they who are running for election.)</p> <ul style="list-style-type: none"> • Subject of an infinitive—takes objective pronoun case (e.g. The committee invited <u>him and me</u> to be present.) • Object of infinitive (e.g. The chairman asked me to invite <u>him</u> to the conference.) • Complement of infinitive (e.g. The manager took her to be <u>me</u>.) • Reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves) 		
<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: 8.19A(iv) relative pronouns (e.g., whose, that, which); and</p>				

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<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: 8.19A(v) subordinating conjunctions (e.g., because, since); Note: Common correlative conjunctions: either-or, neither-nor, not only, but also, both-and, whereas, therefore, whether-or; Other common subordinate conjunctions: as, because, inasmuch, now, that, since, nor, either, neither, yet, so, that</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>8.19B write complex sentences and differentiate between main versus subordinate clauses; and</p>	<p>I.17 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>I.17B identify and use the subjunctive mood to express doubts, wishes, and possibilities; and</p>	<p>II.17 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>II.17B identify and use the subjunctive mood to express doubts, wishes, and possibilities; and</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<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>7.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses Simple: Mike and Sarah decided to return their surfboards to the car. Compound: <u>It was a beautiful day,</u> and Mike and Sarah decided to go surfing. Complex: <u>Because hungry sharks flashed on the surface of the waves,</u> Mike and Sarah decided to return their surfboards to the car. Note: TAKS-7.17A Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses TAKS-7.17C Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of</p>	<p>I.17 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>I.17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). Notes: Subject/Verb Agreement: when noun or prepositional phrase is placed between subject and verb (e.g. The list of addresses was prepared by the secretary.) Subject/Verb Agreement: when the verb precedes the subject (e.g. In this catalog are the requirements for admission, the courses and the fees.) TAKS-10.3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism</p>	<p>II.17 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>II.17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). Note: Subject-Verb agreement</p> <ul style="list-style-type: none"> • When noun or prepositional is placed between subject and verb (The list of addresses was prepared by the secretary.) • When the verb precedes the subject (In this catalog are the requirements for admission, the courses, and the fees.) <p>Confusing conjunctions (as, as if that, whether) Parallel structure TAKS-10.3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
	speech				
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:	8.20A use conventions of capitalization; and 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]	I.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	I.18A use conventions of capitalization; and TAKS-10.3A Produce legible work that shows accurate spelling, and correct use of the conventions of capitalization and punctuation such as italics and ellipses	II.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	II.18A use conventions of capitalization; and 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
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:	8.20B use correct punctuation marks, including: 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]	I.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	I.18B use correct punctuation marks including: TAKS-10.3A Produce legible work that shows accurate spelling, and correct use of the conventions of capitalization and punctuation such as italics and ellipses	II.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	II.18B use correct punctuation marks including: 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
8.20 Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and	8.20B use correct punctuation marks, including: 8.20B(i) commas after introductory structures and dependent	I.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization	I.18B use correct punctuation marks including I.18B(i) quotation marks to indicate sarcasm or irony	II.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly	II.18B use correct punctuation marks including: II.18B(i) comma placement in nonrestrictive phrases,

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>adverbial clauses, and correct punctuation of complex sentences; and</p> <p>Examples:</p> <ul style="list-style-type: none"> • Set off appositives and transitional words or expressions (nevertheless, moreover, however...) when a pause is needed for clarity or emphasis • When to use a comma after introductory phrases (In regard to your request for an extension, it is likely to be granted. During the last twenty years, the company's profits have tripled.) • When to use a comma with a subordinate (dependent) clause (adjective or adverb) (Before the sale is advertised, the store will open for the regular customers. The store will open for regular customers before the sale is 	<p>and punctuation conventions in their compositions. Students are expected to:</p>		<p>and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>	<p>clauses, and contrasting expressions;</p> <p>Notes:</p> <p>Comma usage:</p> <ul style="list-style-type: none"> • In nominative address/direct address (command) (Jack, jump over the candlestick.) • In compound-complex sentences • In participial phrases • In subordinate (dependent) clauses (adjective and adverb) <p>Semicolons in compound-complex sentences</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
	<p>advertised. Before I began to teach school, I spent many years in school.)</p> <ul style="list-style-type: none"> When to use a comma between two adjectives and when not to do so (This is the shortened, simplified form We will pay additional reasonable costs.) Use commas to set off words, phrases, and clauses that would otherwise be unclear (This ticket is good for dinner or bed and breakfast. This ticket is good for dinner, or bed and breakfast.) 				
<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: 8.20B(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.</p> <p>Notes:</p> <ul style="list-style-type: none"> Compound sentence without coordinating conjunctions (semi-colon) Compound/Compl 	<p>I.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>	<p>I.18B use correct punctuation marks including I.18B(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and</p> <p>Notes: Commas usage</p> <ul style="list-style-type: none"> Quotations Nominative address/direct address (command) 	<p>II.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>	<p>II.18B use correct punctuation marks including: II.18B(ii) quotation marks to indicate sarcasm or irony; and</p> <p>Example: Whenever Algernon wants to avoid an unwelcome social obligation, he makes an ostensible visit to his "sick friend".</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
	<p>ex sentences; separate clauses joined by such transitional words as hence, moreover, however, also, therefore, consequently (Susan saw no objection to the suggestion; therefore, she accepted it.)</p> <ul style="list-style-type: none"> • Colon use for time, business letter, introduce items in a series, introduce formal or long quotation • Contractions including: can't, I'm, don't, isn't, I'll, didn't, couldn't, wouldn't, shouldn't, won't, there's, it's • Set off parenthetical matter not necessary to the grammar structure of the sentence but too important to omit [The due date of the monthly payment (once the loan has been approved) can be the day most 		<ul style="list-style-type: none"> • Compound/complex sentences • Setting off appositives • Set off contrasted word, phrase, or clause (e.g. Saving, not spending, is the way of security.) <p>Semicolon in compound/complex sentences</p>		

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
	<p>convenient for you.]</p> <ul style="list-style-type: none"> • Parentheses that enclose explanations inserted in the text [The Oyster Festival (a recently established event) has become a popular celebration here.] • Use brackets to enclose words and phrases independent of the sentence (explanatory notes, omissions and comments not written by the author) (The following year [1620] the Pilgrims landed in Plymouth.) • Parenthetical documentation • Use semicolons to precede <i>for example, namely, for instance, viz., to wit, as, i.e.</i> when they introduce an enumeration of examples (Before choosing a university, a student should consider a number 				

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
	<p>of things; namely, academics, student life, and cost.)</p> <ul style="list-style-type: none"> Using semicolons to separate lengthy statements following a colon Place a semicolon outside of parentheses and quotation marks (“Infer” means “conclude”; “imply” means “suggest.”) Plurals of letters in words such as two’s Using hyphens for a compound adjective before a noun (deep-blue color) Hyphen titles compounded with ex or elect When to hyphenate other compound words 				
		<p>I.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>	<p>I.18B use correct punctuation marks including I.18B(iii) dashes to emphasize parenthetical information.</p> <p>Notes:</p> <ul style="list-style-type: none"> Period: Where to place period when using parenthetical documentation 	<p>II.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</p>	<p>II.18B use correct punctuation marks including: II.18B(iii) dashes to emphasize parenthetical information.</p> <p>Example: When you come in—or go out—don’t forget to shut the door.</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
			<ul style="list-style-type: none"> • Brackets: enclose words and phrases independent of the sentence (explanatory notes, omissions, comments not written by the author) (e.g. The following year [1620] the Pilgrims landed at Plymouth.) • Dash: set off interpolated explanatory matter (e.g. There are many differences – aside from the physical ones – between men and women) • Dash: Indicate a sudden break in a sentence (I wouldn't – I couldn't permit you to say such a thing.) • Dash: instead of parentheses to set off parenthetical matter not necessary to the grammatical structure of the sentence, but too important to omit. [The due date of the monthly payment—once the loan has been approved—can be the day most convenient for you.] 	Students are expected to:	

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>8.21 Oral and Written Conventions/Spelling. Students spell correctly.</p>	<p>8.21 Students are expected to spell correctly, including using various resources to determine and check correct spellings. Note: Embed with study of Latin and Greek derivatives and etymology of words from other languages (e.g. German “ei” is “i” sound) 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>I.19 Oral and Written Conventions/Spelling. Students spell correctly.</p>	<p>I.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>II.19 Oral and Written Conventions/Spelling. Students spell correctly.</p>	<p>II.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>
<p>8.22 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>	<p>8.22A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>	<p>I.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>	<p>I.20A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and Notes:</p> <ul style="list-style-type: none"> • Differentiate between researchable and non-researchable questions • Frame clear, researchable questions • Revise questions to make them researchable • Asks and answers relevant questions for 	<p>II.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>	<p>II.20A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and Note:</p> <ul style="list-style-type: none"> • Differentiate between researchable and non-researchable questions • Frame clear, researchable questions • Revise questions to make them researchable <p>TAKS-10.4A Use writing</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
			personal clarification and extension of ideas in group discussions and to conduct formal and informal research		to formulate questions, refine topics, and clarify ideas
8.22 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	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.	I.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	I.20B formulate a plan for engaging in research on a complex, multi-faceted topic.	II.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	II.20B formulate a plan for engaging in research on a complex, multi-faceted topic. TAKS-10.4B Use writing to discover, organize, and support what is known and what needs to be learned about a topic
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;	I.21 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:	I.21A follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry; Note: Analyzes questions to determine the best source of information to answer them (e.g. print, experts, technology)	II.21 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:	II.21A follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;
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:	8.23B categorize information thematically in order to see the larger constructs inherent in the information; TAKS-8.12I Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively,	I.21 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:	I.21 B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and Note: Write relevant questions before reading information on a given topic he or she would like to investigate and revises questions after gathering	II.21 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:	II.21B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
	deductively, or chronologically (6-8). TAKS-8.10L Represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).		information		
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:	8.23C record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	I.21 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:	I.21 C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	II.21 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:	II.21C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number). Notes: <ul style="list-style-type: none"> • Where to place period when using parenthetical documentation • Colon to introduce formal or long quotation • Indenting long quotations and omitting quotation marks • Parenthetical documentation, e.g., MLA documentation Brackets <ul style="list-style-type: none"> • Enclosing words and phrases independent of the sentence (explanatory notes, omissions and comments not written by the author) (The following year [1620])

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
					the Pilgrims landed at Plymouth.) • In quotations to indicate a change by the writer quoting the material Embedded Quotations introduced indirectly in the text: The author called the character “an embodiment of all the people I know.”)
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:	8.23D differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources. TAKS-8.10G Paraphrase and summarize text to recall, inform, and organize ideas.				
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 necessary, based on further research and investigation; and	I.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	I.22A modify the major research question as necessary to refocus the research plan;	II.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	II.22A modify the major research question as necessary to refocus the research plan;
8.24 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students	8.24B utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and	I.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are	I.22B evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining	II.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information.	II.22B evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
are expected to:	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 TAKS-8.10J Distinguish fact and opinion in various texts	expected to:	their authority and objectivity; and	Students are expected to:	their authority and objectivity; and
		I.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	I.22C critique the research process at each step to implement changes as the need occurs and is identified.	II.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	II.22C critique the research process at each step to implement changes as the need occurs and is identified.
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:	8.25A draws conclusions and summarizes or paraphrases the findings in a systematic way; Examples: <ul style="list-style-type: none"> • Note cards, • Cornell Notes • Tri-fold notes TAKS-8.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience.	I.23 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:	I.23A marshals evidence in support of a clear thesis statement and related claims; Note: Thesis Statements (see I.13A)	II.23 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:	II.23A marshals evidence in support of a clear thesis statement and related claims;

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
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:	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).	I.23 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:	I.23B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	II.23 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:	II.23B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;
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:	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.	I.23 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:	I.23C uses graphics and illustrations to help explain concepts where appropriate;	II.23 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:	II.23C uses graphics and illustrations to help explain concepts where appropriate;
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:	8.25D follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	I.23 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:	I.23D uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	II.23 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	II.23D uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
presentation that:				written or an oral presentation that:	
		<p>I.23 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:</p>	<p>I.23E uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.</p>	<p>II.23 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:</p>	<p>II.23E uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.</p>
<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>8.26A 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>I.24 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>I.24A listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p> <p>Note: Focus attention on speaker's message, including:</p> <ul style="list-style-type: none"> Identifying the speaker's message(s) – both verbal and non-verbal Identifying the speaker's purpose (e.g. to inform, to 	<p>II.24 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>II.24A listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p> <p>TAKS-10.14A Focus attention, interpret, respond, and evaluate speaker's message</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
			persuade, to entertain) • Analyzing the speaker’s point of view, bias, and credibility		
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:	8.26B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and	I.24 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:	I.24B follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and	II.24 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:	II.24B follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and
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. 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.	I.24 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:	I.24C evaluate the effectiveness of a speaker’s main and supporting ideas. Notes: <ul style="list-style-type: none"> • What is the speaker’s purpose? • What is the speaker’s main idea(s) • Does the speaker support/elaborate the main ideas? • Is the support fact or opinion? • What is not clear to me? • What else do I need to know? 	II.24 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:	II.24C evaluate how the style and structure of a speech support or undermine its purpose or meaning. TAKS-10.15C Evaluate informative and persuasive presentations of peers, public presenters, and media presentations

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
<p>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.</p>	<p>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>I.25 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.</p>	<p>I.25 Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> <p>Notes:</p> <ul style="list-style-type: none"> • Using standard pronunciation and correct grammar in oral presentations • Using language that is appropriate to the purpose, audience, and occasion • Using effective tone, pace, volume, inflection, gestures, and facial expressions that are appropriate to the purpose, audience, and occasion. • Formulate and provide effective verbal and nonverbal feedback including providing constructive feedback on the speaker's 	<p>II.25 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.</p>	<p>II.25 Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> <p>TAKS-10.16D Use effective verbal and nonverbal strategies in presenting oral message</p>

Pflugerville ISD Vertical Alignment English I

ELA Grade 8		English I		English II	
			<ul style="list-style-type: none"> ○ Verbal and non-verbal techniques ○ Success in communicating the major message(s) ○ Use of language (e.g. style, diction, and tone) ○ Persuasive devices (e.g. examples, statistics, emotional appeals, citations of valid authorities, etc.) 		
<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>I.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</p>	<p>I.26 Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.</p> <p>Note: Use valid evidence, proof, or examples to support claims including examples, descriptions, statistics, analogies, valid appeals to emotion, use of valid authorities</p>	<p>II.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</p>	<p>II.26 Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.</p>

Figure: 19 TAC §110.17(b)

Eighth Grade (§110.20 English Language Arts and Reading)	English I (§110.31 English Language Arts and Reading)	English II (§110.32 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>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>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; (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.</p>	<p>(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding.</p>	<p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding.</p>