



Year at a Glance 2019-2020
8th grade English Language Arts

Creation Date: May 22, 2019

Revision Date: October 22, 2019

Spiraled TEKS	8.1A, 8.1B, 8.1C, 8.1D, 8.2C, 8.3, 8.4, 8.6F, 8.12J					
Unit Name	Unit 1 Everyone Loves a Mystery: What attracts us to the mysterious? & Signposts Nonfiction Annotation Strategies 8/26-10/18 37 days Genre Focus: Fiction Writing Focus: Narrative		Unit 2 Past and Present: What makes you, you? 10/22-11/15 19 days Genre Focus: Poetry Writing Focus: Literary Analysis		Unit 3 No Risk, No Reward: Why do we take chances? 11/18- 12/19 19 days Genre Focus: Informational Text Writing Focus: Informational	
TEKS	Reading: Annotation 8.6(E) Context Clues 8.2(B)* Reading Comprehension 8.5 Interpreting Text 8.6(G) Voice 8.9(F)* Generating Questions 8.5(B) Author's Purpose and Message 8.9(A)* Dramatic Elements 8.8(C)* Plot 8.7(C)* Making and Confirming Predictions 8.5(C) Setting 8.7(D)* Theme 8.7(A)* Mood 8.9(F)* Character 8.7(B)*	Writing: Text Dependent Responses 8.6(C)* Short Constructed Response 8.6(C), 8.(F) Peer Review 8.10(C) Personal Response 8.5(B) Compare and Contrast 8.6(B) Developing Ideas 8.10(B)(ii)* Organizing Narrative Writing 8.10(B)(i)* Story Beginnings 8.11(A) Writing Dialogue 8.11(A) Descriptive Details 8.11(A)	Reading: Visualizing 8.5(D) Poetic Structure 8.8(B)* Irony 8.9(E)* Controlling Idea or Thesis 8.8(D)(i) Word Meaning 8.2(A)* Figurative Language 8.9(D)* Making Inferences 8.5(F)* Point of View 8.9(E)* Plot 8.7(C)* Identifying Audience and Purpose 8.8(E)(iii)* Rhetorical Devices 8.9(G)*	Writing: Compare and Contrast 8.6(B) Thesis Statement 8.11(C) Organizing Argumentative Writing 8.10(B)(i)* Supporting Details 8.10(B)(ii)* Introductions and Conclusions 8.10(B)(i)* Body Paragraphs 8.10(B)(i)* Literary Analysis Writing Process: Plan 8.10(A), 8.11(C) Literary Analysis Writing Process: Draft 8.10(B), 8.11(C) Literary Analysis Writing Process: Revise 8.10(C), 8.11(C) Literary Analysis Writing Process: Edit and Publish 8.10(D), 8.11(C)	Reading: Figurative Language 8.9(D)* Theme 8.7(A)* Controlling Idea or Thesis 8.8(D)(i) Text Evidence 8.6(C)* Evaluating Details 8.5(G) Greek and Latin Affixes and Roots 8.2(C)* Print and Graphic Features 8.9(C)* Synthesizing 8.5(H)* Multimodal and Digital Texts 8.8(F) Adjusting Fluency 8.3 Author's Purpose and Text Structure 8.9(B) Summarizing 8.6(D)* Informational Text Structure 8.8(D)(iii)*	Writing: Developing Ideas 8.10(B)(ii)* Thesis Statement 8.11(B)* Organize Informational Writing 8.10(B)(ii)* Supporting Details 8.10(B)(i)* Introductions and Conclusions 8.10(B)(i)* Informational Writing Process: Plan 8.10(A), 8.11(B)* Informational Writing Process: Draft 8.10(B), 8.11(B)* Informational Writing Process: Revise 8.10(B), 8.11(B)* Informational Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*
Big Ideas	1. Students will be able analyze how themes are developed through the interaction of characters and events. 2. Students will be able to analyze how characters' motivations and behaviors influence events and resolution of the conflict. 3. Students will be able to explain how the setting influences the values and beliefs of characters. 4. Students will be able to use text evidence to support an appropriate response.		1. Students will be able to analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry. 2. Students will be able to identify and analyze the use of literary devices, including multiple points of view and irony. 3. Students will be able to describe how author's use of figurative language such as extended metaphor achieves specific purposes. 4. Students will be able to write responses that demonstrate understanding of texts, including comparing sources within and across genres.		1. Students will be able to analyze characteristics and structural elements of informational texts, including the controlling idea and thesis with supporting evidence. 2. The students will be able to analyze the author's use of print and graphic features to achieve specific purposes. 3. Students will be able to analyze characteristics of multimodal and digital texts. 4. Students will be able to paraphrase and summarize texts in ways that maintain meaning and logical order. 5. Students will be able to analyze multiple organizational patterns within a text to develop the thesis. 6. Students will be able to compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.	

Unit Name	Unit 4: Hear Me Out: How do you choose the right words? 1/7-2/7 18 days Genre Focus: Argumentative Text Writing Focus: Argument		Unit 5 Trying Times: Who are you in a crisis? 2/10-3/13 24 days Genre Focus: Drama Writing Focus: Extended Oral Project		STAAR Review 3/24-4/3 9 days *4/7 Reading STAAR	Unit 6 Beyond Reality: What do imagined worlds teach us about our own? 4/13-5/27 32 days Genre Focus: Science Fiction and Fantasy Writing Focus: Research	
TEKS	Reading: Making Connections 8.5(E)* Setting 8.7(D) Arguments and Claims 8.8(E)(i)* Reasons and Evidence 8.8(E)(i)* Logical Fallacies 8.9(G)* Irony 8.9(E)* Counter Arguments 8.8(E)(ii) Rhetorical Devices 8.9(G)* Setting a Purpose for Reading 8.5(A) Identifying Audience and Purpose 8.8(E)(iii)* Paraphrasing 8.6(D)* Tone 8.9(F)* Figurative Language 8.9(D)*	Writing: Developing Ideas 8.10(B)(ii)* Organizing Correspondence Writing 8.10(B)(i)* Considering Audience and Purpose 8.6(H) Persuasive Techniques 8.11(C) Transitions 8.10(B)(i)* Correspondence Writing Process: Plan 8.10(A), 8.11(D) Correspondence Writing Process: Draft 8.10(B), 8.11(D)* Correspondence Writing Process: Revise 8.10(C), 8.11(D)* Correspondence Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(D)*	Reading: Making Connections 8.5(E)* Dramatic Elements 8.8(C)* Informational Text Structure 8.8(D)(iii)* Author's Purpose and Text Structure 8.9(B) Interacting with Text 8.6(E) Monitoring Comprehension 8.5(I) Point of View 8.9(E)* Author's Purpose and Message 8.9(A)* Controlling Idea or Thesis 8.8(D)(i)		Spiraled TEKS based on data.	Reading: Making Inferences 8.5(F)* Theme 8.7(A)* Character 8.7(B)* Setting 8.7(D) Tone 8.9(F)* Generating Questions 8.5(B), 8.12(A) Author's Purpose and Text Structure 8.9(B) Figurative Language 8.9(D)* Author's Purpose and Message 8.9(A)*	Writing: Planning Research 8.12(A), 8.12(B), 8.12(C) Book Features 8.8(D)(ii) Evaluating Sources 8.12(B), 8.12(H)(i), 8.12(H)(ii) Primary and Secondary Sources 8.12(B), 8.12(D), 8.12(E) Research and Notetaking 8.12(D), 8.12(F) Organizing Informational Writing 8.10(B)(i)* Sources and Citations 8.12(G), 8.12(I) Research Writing Process: Plan 8.10(A), 8.11(B) Research Writing Process: Draft 8.10(B), 8.11(B)* Research Writing Process: Revise 8.10(C), 8.11(B)* Research Writing Process: Edit and Publish 8.10(D), 8.10(E), 8.11(B)*
Big Ideas	1. Students will be able to analyze characteristics and structures of an argumentative text by identifying the claim and analyzing the argument. 2. Students will be able to analyze characteristics and structures of an argumentative text by identifying and explaining the counter argument. 3. Students will be able to analyze how the author's use of language contributes to the mood, voice and tone. 4. Students will be able to respond orally or in writing with appropriate register, vocabulary, tone and voice.		1. Students will be able to make connections to personal experiences, ideas in other texts, and society. 2. Students will be able to analyze how the use of text structure contributes to the author's purpose. 3. Students will be able to identify and analyze the use of literary devices, including multiple points of view and irony. 4. Students will be able to listen actively to interpret a message by summarizing, asking questions and making comments.		1. Students will review for the 8 th grade Reading STAAR test.	1. Students will be able to demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories. 2. Students will be able to engage in both short-term and sustained recursive processes for a variety of purposes.	