

Clint ISD

8th Grade English Language Arts

Calendar 2019-2020

The process standards are embedded within the guide. The Seidlitz 7 can be found at right, and a table version of this calendar is page 2 for your reference.

This calendar can be used along with the TEKS Resource System (IFD) to plan instruction. Quality instruction aligned with the curriculum at an appropriate level of rigor will ensure that students are successful.

The 3rd and 8th week are short checkpoints (10 items or less) covering only that 3 week window of instructional time. The 9 weeks checkpoint is longer (20 – 40 items); it covers content taught during the full preceding 9 weeks of instructional time. The 3-8-9 Week Checkpoints will include open ended and griddable questions.

The 3rd and 8th weeks assessment can be taken for a daily grade at your discretion. The 9 weeks exam can be counted as a test grade at teacher discretion and data will be pulled at the campus and district level to support instruction. Please see CISD 3-8-9 Week Checkpoint FAQ.

Please note: Not all units have been published by TRS. The guide is subject to change as TRS updates.

The 7 Steps – John Seidlitz

1. Teach students what to say when they don't know what to say
2. Have students speak in complete sentences
3. Randomize & Rotate when calling on students
4. Use total response signals
5. Use visuals and vocabulary strategies that support your objective
6. Have students participate in structured conversations
7. Have students participate in structured reading/writing activities



Content: ELAR

Grade Level: 8

Time Frame	Unit(s)	Test Date
July 29 – Aug 18 (1st-3 Weeks)		Aug 18
Aug 19 - Sept 8 (1st-8 Weeks)		Sept 8
Sept 9 - Sept 24 (1st-9 Weeks)		Sept 24/25
Oct 14 - Oct 30 (2nd-3 Weeks)	Unit 2B	Oct 30
Nov 4 - Nov 22 (2nd- 8 weeks)	Unit 2B & Unit 3	Nov 22 (Interim Assessment)
Dec 2 - Dec 18 (2nd- 9 weeks)	Unit 3	Dec 18/17
Jan 8 - Jan 24 (3rd- 3 weeks)	Unit 4	Jan 24
Jan 27 - Feb 13 (3rd- 8 weeks)	Unit 4 & Unit 5	Feb 13
Feb 18 - March 3 (3rd- 9 weeks)	Unit 5	March 3-4 (Interim Assessment)
March 23 - April 9 (4th- 3 weeks)	STAAR Black-out	April 9
April 14 - May 1 (4th- 8 weeks)	Unit 8	May 1
May 4 - May 28 (4th- 9 weeks)	Unit 8	May 28/29



Unit 2B: Analyzing and Crafting
Literary Texts: Drama & Poetry
14 Days: October 14-November 5

* One day omitted from unit.
TEKS **BOLDED** are crossover standards that may or may not be tested.

Time Frame	Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	Author's Purpose & Craft What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	Composition How can students use craft purposefully in their writing? *Reference Writing Blue Print	Inquire & Research
2nd 9 Weeks Oct 14- Dec 18							
3 Weeks Oct 14- Oct 30 (October 30)	<ul style="list-style-type: none"> 8.1 A 8.1 B 8.1 D 8.2 A 8.2 B 8.2 C 8.3 A 8.4 A 	<ul style="list-style-type: none"> 8.5 A 8.5 B 8.5 C 8.5 D 8.5 E 8.5 F 8.5 G 8.5 H 8.5 I 	<ul style="list-style-type: none"> 8.6 A 8.6 B 8.6 C 8.6 D 8.6 E 8.6 F 8.6 G 8.6 H 	<ul style="list-style-type: none"> 8.7 A 8.7 B 8.7 C 8.7 D 8.8 A Literary Genre 8.8 B Poetry 8.8 C -Drama 	<ul style="list-style-type: none"> 8.9 A 8.9 B 8.9 C 8.9 D 8.9 E 8.9 F 	<p>8.11 A</p> <ul style="list-style-type: none"> 8.10 A 8.10 B 8.10 Bi 8.10 C 8.10 D* 8.10 Di* 8.10 Dix* 8.10 Div* 8.10 Dv 8.10 Dvi 8.10 Dvii 	
8 Weeks Nov 4- Nov 22 (Nov 22) District Interim U2B & U3 overlap each other on this period	<ul style="list-style-type: none"> 8.1 A 8.1 B 8.1 D 8.2 A 8.2 B 8.2 C 8.3 A 8.4 A 	<ul style="list-style-type: none"> 8.5 A 8.5 B 8.5 C 8.5 D 8.5 E 8.5 F 8.5 G 8.5 H 8.5 I 	<ul style="list-style-type: none"> 8.6 A 8.6 B 8.6 C 8.6 D 8.6 E 8.6 F 8.6 G 8.6 H 	<ul style="list-style-type: none"> 8.7 A 8.7 B 8.7 C 8.7 D 8.8 A Literary Genre 8.8 B Poetry 8.8 C -Drama 	<ul style="list-style-type: none"> 8.9 A 8.9 B 8.9 C 8.9 D 8.9 E 8.9 F 	<p>8.11 A</p> <ul style="list-style-type: none"> 8.10 A 8.10 B 8.10 Bi 8.10 Bii 8.10 C 	
8 Weeks Nov 18- 22 (Nov 22) District Interim Unit 3 begins Nov 8	<ul style="list-style-type: none"> 8.1 A 8.1 B 8.1 D 8.2 A 8.2 B 8.2 C 8.3 A 8.4 A 	<ul style="list-style-type: none"> 8.5 A 8.5 B 8.5 C 8.5 D 8.5 E 8.5 F 8.5 G 8.5 H 8.5 I 	<ul style="list-style-type: none"> 8.6 A 8.6 B 8.6 C 8.6 D 8.6 E 8.6 F 8.6 G 8.6 H 8.6 I 	<ul style="list-style-type: none"> 8.8 D 8.8 Di 8.8 Dii 8.8 D iii 	<ul style="list-style-type: none"> 8.9 A 8.9 B 8.9 C 	<p>8.11 B</p> <ul style="list-style-type: none"> 8.10 A 8.10 B 8.10 Bi 8.10 Bii 8.10 C 8.10 D* 8.10 Dj* 8. Dii 8.10 Diii 8.10 Div* 8.10 Dv 8.10 Dvi 8.10 Dvii 8.11 E 	<ul style="list-style-type: none"> 8.12 A 8.12 B 8.12 C 8.12 D 8.12 E 8.12 F 8.12 H 8.12 I



Unit 3: Analyzing and Composing Informational Texts
 19-20 G8 ELAR 2nd 9wk
 November 8- December 18

* One day omitted from unit.
 TEKS **BOLDED** are crossover standards that may or may not be tested.

Time Frame 2nd 9 Weeks Oct 14- Dec 18	Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	Author's Purpose & Craft What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	Composition How can students use craft purposefully in their writing?
9 Weeks Dec 2- Dec 18 (December 18/17) Comprehensive *Unit 2B & 3 will be assessed	<ul style="list-style-type: none"> • 8.1 A • 8.1 B • 8.1 D • 8.2 A • 8.2 B • 8.2 C • 8.3 A • 8.4 A 	<ul style="list-style-type: none"> • 8.5 A • 8.5 B • 8.5 C • 8.5 D • 8.5 E • 8.5 F • 8.5 G • 8.5 H • 8.5 I 	<ul style="list-style-type: none"> • 8.6 A • 8.6 B • 8.6 C • 8.6 D • 8.6 E • 8.6 F • 8.6 G • 8.6 H • 8.6 I 	<ul style="list-style-type: none"> • 8.8 D • 8.8 Di • 8.8 Dii • 8.8 D iii 	<ul style="list-style-type: none"> • 8.9 A • 8.9 B • 8.9 C 	<ul style="list-style-type: none"> 8.11 B • 8.10 D* • 8.10 Di* • 8.10Dii • 8.10 Diii • 8.10 Dix* • 8.10 Div* • 8.10 Dvi • 8.10 Dvii



Unit 2B: Analyzing and Composing Literary Texts: Drama & Poetry
 19-20 G8 ELAR 2nd 3wk
 14 Days: Oct 14- Nov 5

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	Author's Purpose & Craft What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	Composition How can students use craft purposefully in their writing? <small>*Reference Writing Blue Print</small>
<p>8.1 A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>8.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</p> <p>8.1 D Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p> <p>8.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>8.2 B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>8.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.</p> <p>8.3 A Adjust fluency when reading grade-level text based on the reading purpose.</p> <p>8.4 A Self-select text and read independently for a sustained period of time.</p>	<p>8.5 A Establish purpose for reading assigned and self-selected texts.</p> <p>8.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>8.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>8.5 D Create mental images to deepen understanding.</p> <p>8.5 E Make connections to personal experiences, ideas in other texts, and society.</p> <p>8.5 F Make inferences and use evidence to support understanding.</p> <p>8.5 G Evaluate details read to determine key ideas.</p> <p>8.5 H Synthesize information to create new understanding.</p> <p>8.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>8.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>8.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>8.6 C Use text evidence to support an appropriate response.</p> <p>8.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>8.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>8.6 F Respond using newly acquired vocabulary as appropriate.</p> <p>8.6 G Discuss and write about the explicit or implicit meanings of text.</p> <p>8.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>8.6 I Reflect on and adjust responses as new evidence is presented.</p>	<p>8.7 A Analyze how themes are developed through the interaction of characters and events.</p> <p>8.7 B Analyze how characters' motivations and behaviors influence events and resolution of the conflict.</p> <p>8.7 C Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.</p> <p>8.7 D Explain how the setting influences the values and beliefs of characters.</p> <p>8.8 A Demonstrate knowledge of literary genres</p> <p>8.8 B Analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms</p> <p>8.8 C Analyze how playwrights develop dramatic action through the use of acts and scenes.</p>	<p>8.9 A Explain the author's purpose and message within a text.</p> <p>8.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>8.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>8.9 D Describe how the author's use of figurative language such as extended metaphor achieves specific purposes.</p> <p>8.9 E Identify and analyze the use of literary devices, including multiple points of view and irony.</p> <p>8.9 F Analyze how the author's use of language contributes to the mood, voice, and tone.</p>	<p>8.11 A Compose literary texts</p> <p>8.10 A Plan a first draft</p> <p>8.10 B Develop draft</p> <p>8.10 Bi organizing with purposeful</p> <p>8.10 Bii developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p> <p>8.10 C revise drafts</p> <p>8.10 D* Edit drafts using standard English conventions</p> <p>8.10 Di* complete complex sentences</p> <p>8.10 Dv correct capitalization</p> <p>8.10 Dvi punctuation</p> <p>8.10 Dvii spelling</p> <p>8.10 E publish</p>



Unit 2B: Analyzing and Composing Literary Texts: Drama & Poetry
 19-20 G8 ELAR 2nd 6wk
 14 Days: Oct 14- Nov 5

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	Author's Purpose & Craft What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	Composition How can students use craft purposefully in their writing? <small>*Reference Writing Blue Print</small>
<p>8.1 A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>8.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</p> <p>8.1 D Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p> <p>8.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>8.2 B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>8.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.</p> <p>8.3 A Adjust fluency when reading grade-level text based on the reading purpose.</p> <p>8.4 A Self-select text and read independently for a sustained period of time.</p>	<p>8.5 A Establish purpose for reading assigned and self-selected texts.</p> <p>8.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>8.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>8.5 D Create mental images to deepen understanding.</p> <p>8.5 E Make connections to personal experiences, ideas in other texts, and society.</p> <p>8.5 F Make inferences and use evidence to support understanding.</p> <p>8.5 G Evaluate details read to determine key ideas.</p> <p>8.5 H Synthesize information to create new understanding.</p> <p>8.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>8.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>8.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>8.6 C Use text evidence to support an appropriate response.</p> <p>8.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>8.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>8.6 F Respond using newly acquired vocabulary as appropriate.</p> <p>8.6 G Discuss and write about the explicit or implicit meanings of text.</p> <p>8.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>8.6 I Reflect on and adjust responses as new evidence is presented.</p>	<p>8.7 A Analyze how themes are developed through the interaction of characters and events.</p> <p>8.7 B Analyze how characters' motivations and behaviors influence events and resolution of the conflict.</p> <p>8.7 C Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.</p> <p>8.7 D Explain how the setting influences the values and beliefs of characters.</p> <p>8.8 A Demonstrate knowledge of literary genres</p> <p>8.8 B Analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms</p> <p>8.8 C Analyze how playwrights develop dramatic action through the use of acts and scenes.</p>	<p>8.9 A Explain the author's purpose and message within a text.</p> <p>8.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>8.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>8.9 D Describe how the author's use of figurative language such as extended metaphor achieves specific purposes.</p> <p>8.9 E Identify and analyze the use of literary devices, including multiple points of view and irony.</p> <p>8.9 F Analyze how the author's use of language contributes to the mood, voice, and tone.</p>	<p>8.11 A Compose literary texts</p> <p>8.10 A Plan a first draft</p> <p>8.10 B Develop draft</p> <p>8.10 Bi organizing with purposeful</p> <p>8.10 Bii developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p> <p>8.10 C revise drafts</p> <p>8.10 D* Edit drafts using standard English conventions</p> <p>8.10 Di* complete complex sentences</p> <p>8.10 Dv correct capitalization</p> <p>8.10 Dvi punctuation</p> <p>8.10 Dvii spelling</p> <p>8.10 E publish</p>



Unit 3: Analyzing and Composing Informational Texts

19-20 G8 ELAR 2nd 6wk

November 8- December 18

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	Author's Purpose & Craft What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	Composition How can students use craft purposefully in their writing? *Reference Writing Blue Print	Inquire & Research
<p>8.1 A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>8.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</p> <p>8.1 D Participate collaboratively in discussions, plan agendas</p> <p>8.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>8.2 B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>8.2 C Determine the meaning and usage of grade-level academic English words</p> <p>8.3 A Adjust fluency when reading</p> <p>8.4 A Self-select text and read</p>	<p>8.5 A Establish purpose for reading assigned and self-selected texts.</p> <p>8.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>8.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>8.5 D Create mental images to deepen understanding.</p> <p>8.5 E Make connections to personal experiences, ideas in other texts, and society.</p> <p>8.5 F Make inferences and use evidence to support understanding.</p> <p>8.5 G Evaluate details read to determine key ideas.</p> <p>8.5 H Synthesize information to create new understanding.</p> <p>8.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>8.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>8.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>8.6 C Use text evidence to support an appropriate response.</p> <p>8.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>8.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>8.6 F Respond using newly acquired vocabulary as appropriate.</p> <p>8.6 G Discuss and write about the explicit or implicit meanings of text.</p> <p>8.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p>	<p>8.8 D Analyze characteristics and structural elements of informational text</p> <p>8.8 Di the controlling idea or thesis with supporting evidence</p> <p>8.8 Dii features such as footnotes, endnotes, and citations</p> <p>8.8 Diii multiple organizational patterns within a text to develop the thesis;</p>	<p>8.9 A Explain the author's purpose and message within a text.</p> <p>8.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>8.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p>	<p>8.11 B Compose informational texts</p> <p>8.10 A Plan a first draft</p> <p>8.10 B Develop</p> <p>8.10 Bi organizing with purposeful</p> <p>8.10 Bii developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p> <p>8.10 C revise drafts</p> <p>8.10 D* Edit drafts using standard English conventions</p> <p>8.10 Di* complete complex sentences</p> <p>8.10 Dv correct capitalization</p> <p>8.10 Dvi punctuation</p> <p>8.10 Dvii spelling</p> <p>8.10 E publish</p>	<p>8.12 A Generate student-selected and teacher-guided questions for formal and informal inquiry.</p> <p>8.12 B Develop and revise a plan.</p> <p>8.12 C Refine the major research question</p> <p>8.12 D Identify and gather relevant information from a variety of sources.</p> <p>8.12 E Differentiate between primary and secondary sources.</p> <p>8.12 F Synthesize information from a variety of sources.</p> <p>8.12 H Examine sources</p> <p>8.12 Hi reliability, credibility, and bias, including omission; and</p>



Unit 3: Analyzing and Composing Informational Texts

19-20 G8 ELAR 2nd 9 wk

23 Days: November 8- December 18

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	Author's Purpose & Craft What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	Composition How can students use craft purposefully in their writing? *Reference Writing Blue Print	Inquire & Research
<p>8.1 A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>8.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</p> <p>8.1 D Participate collaboratively in discussions, plan agendas</p> <p>8.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>8.2 B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>8.2 C Determine the meaning and usage of grade-level academic English words</p> <p>8.3 A Adjust fluency when reading</p> <p>8.4 A Self-select text and read</p>	<p>8.5 A Establish purpose for reading assigned and self-selected texts.</p> <p>8.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>8.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>8.5 D Create mental images to deepen understanding.</p> <p>8.5 E Make connections to personal experiences, ideas in other texts, and society.</p> <p>8.5 F Make inferences and use evidence to support understanding.</p> <p>8.5 G Evaluate details read to determine key ideas.</p> <p>8.5 H Synthesize information to create new understanding.</p> <p>8.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>8.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>8.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>8.6 C Use text evidence to support an appropriate response.</p> <p>8.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>8.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>8.6 F Respond using newly acquired vocabulary as appropriate.</p> <p>8.6 G Discuss and write about the explicit or implicit meanings of text.</p> <p>8.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p>	<p>8.8 D Analyze characteristics and structural elements of informational text</p> <p>8.8 Di the controlling idea or thesis with supporting evidence</p> <p>8.8 Dii features such as footnotes, endnotes, and citations</p> <p>8.8 Diii multiple organizational patterns within a text to develop the thesis;</p>	<p>8.9 A Explain the author's purpose and message within a text.</p> <p>8.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>8.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p>	<p>8.11 B Compose informational texts</p> <p>8.10 A Plan a first draft</p> <p>8.10 B Develop</p> <p>8.10 Bi organizing with purposeful</p> <p>8.10 Bii developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p> <p>8.10 C revise drafts</p> <p>8.10 D* Edit drafts using standard English conventions</p> <p>8.10 Di* complete complex sentences</p> <p>8.10 Dv correct capitalization</p> <p>8.10 Dvi punctuation</p> <p>8.10 Dvii spelling</p> <p>8.10 E publish</p>	<p>8.12 A Generate student-selected and teacher-guided questions for formal and informal inquiry.</p> <p>8.12 B Develop and revise a plan.</p> <p>8.12 C Refine the major research question</p> <p>8.12 D Identify and gather relevant information from a variety of sources.</p> <p>8.12 E Differentiate between primary and secondary sources.</p> <p>8.12 F Synthesize information from a variety of sources.</p> <p>8.12 H Examine sources</p> <p>8.12 Hi reliability, credibility, and bias, including omission; and</p>



Unit 4: Rhetorically Analyzing and Composing

Argumentative Texts

19-20 G8 ELAR 3rd 3 wk

19 Days: January 6- January 31

Unit 5: Interpretation & Response Across Genre

19-20 G8 ELAR 3rd 6 wk

19 Days: February 3- March 2

Please Note: This unit has not been published on TRS, therefore; it is subject to change.

- These two units overlap during the 9wk period.
 - Unit 4 six days omitted from unit.
 - Unit 5 one day omitted from unit
- TEKS **BOLDDED** are crossover standards that may or may not be tested.

Time Frame	Developing & Sustaining Foundational Skills	Comprehension Skills	Response	Multi Genre	Author's Purpose & Craft	Composition	Inquire & Research
3rd 9 Weeks Jan 8- Mar 3		What thinking do you want students to do with text?	How do you want students to respond with their thinking about the text?	What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	How can students use craft purposefully in their writing? *Reference IFD	
Unit 4 3 Weeks Jan 6- Jan 31 (January 24)	<ul style="list-style-type: none"> • 8.1 A • 8.1 B • 8.1 C • 8.1 D • 8.2 A • 8.2 B • 8.2 C • 8.3 A • 8.4 A 	<ul style="list-style-type: none"> • 8.5 A • 8.5 B • 8.5 C • 8.5 D • 8.5 E • 8.5 F • 8.5 G • 8.5 H • 8.5 I 	<ul style="list-style-type: none"> • 8.6 A • 8.6 B • 8.6 C • 8.6 D • 8.6 E • 8.6 F • 8.6 G • 8.6 H • 8.6 I • 8.6 J 	<ul style="list-style-type: none"> • 8.8 E • 8.8 Ei • 8.8 Eii • 8.8 Eiii • 8.8 F 	<ul style="list-style-type: none"> • 8.9 A • 8.9 B • 8.9 C • 8.9 D • 8.9 F • 8.9 G 	8.11 C compose argumentative texts. <ul style="list-style-type: none"> • 8.10 A • 8.10 B • 8.10 Bi • 8.10 Bii • 8.10 C • 8.10 D* • 8.10 Di* • 8.10 Dii • 8.10 Diii* • 8.10 Dv • 8.10 Dvi* • 8.10 Dvii* • 8.10 E 	<ul style="list-style-type: none"> • 8.12 D • 8.12 E • 8.12 F • 8.12 G • 8.12 H • 8.12 Hi • 8.12 I • 8.12 J
Unit 4 6 Weeks Jan 27- Feb 13 (February 13) U4 & U5 overlap each other on this period	<ul style="list-style-type: none"> • 8.1 A • 8.1 B • 8.1 C • 8.1 D • 8.2 A • 8.2 B • 8.2 C • 8.3 A • 8.4 A 	<ul style="list-style-type: none"> • 8.5 A • 8.5 B • 8.5 C • 8.5 D • 8.5 E • 8.5 F • 8.5 G • 8.5 H • 8.5 I 	<ul style="list-style-type: none"> • 8.6 A • 8.6 B • 8.6 C • 8.6 D • 8.6 E • 8.6 F • 8.6 G • 8.6 H • 8.6 I • 8.6 J 	<ul style="list-style-type: none"> • 8.8 E • 8.8 Ei • 8.8 Eii • 8.8 Eiii • 8.8 F 	<ul style="list-style-type: none"> • 8.9 A • 8.9 B • 8.9 C • 8.9 D • 8.9 F • 8.9 G 	8.11 C compose argumentative texts. <ul style="list-style-type: none"> • 8.10 A • 8.10 B • 8.10 Bi • 8.10 Bii • 8.10 C • 8.10 D* • 8.10 Di* • 8.10 Dii • 8.10 Dvi* • 8.10 Diii* • 8.10 Dv • 8.10 Dvi • 8.10 Dvii • 8.10 E 	<ul style="list-style-type: none"> • 8.12 D • 8.12 E • 8.12 F • 8.12 H • 8.12 Hi • 8.12 I • 8.12 J
Unit 5 6 Weeks Feb 18- Mar 3 (March 3-4) Interim Assessment Unit 5 begins Feb 3	<ul style="list-style-type: none"> • 8.1 A • 8.1 B • 8.1 D • 8.2 A • 8.2 B • 8.2 C • 8.3 A • 8.4 A 	<ul style="list-style-type: none"> • 8.5 A • 8.5 B • 8.5 C • 8.5 D • 8.5 E • 8.5 F • 8.5 G • 8.5 H • 8.5 I 	<ul style="list-style-type: none"> • 8.6 A • 8.6 B • 8.6 C • 8.6 D • 8.6 E • 8.6 F • 8.6 G • 8.6 H • 8.6 I • 8.6 J 	<ul style="list-style-type: none"> • 8.8 B Poetry • 8.8 D Informational • 8.8 Di • 8.8 Dii • 8.8 Diii • 8.8 E Argumentative • 8.8 E • 8.8 Ei • 8.8 Eii • 8.8 Eiii • 8.8 F 	<ul style="list-style-type: none"> • 8.9 A • 8.9 B • 8.9 C • 8.9 D • 8.9 E • 8.9 F • 8.9 G 	8.11 A Compose Literary 8.11 B Compose informational Text 8.11 C compose argumentative texts. <ul style="list-style-type: none"> • 8.10 D* • 8.10 Di* • 8.10 Dii • 8.10 Dvi* • 8.10 Diii* • 8.10 Dv • 8.10 Dvii • 8.10 E 	



Unit 5: Interpretation & Response Across Genre

19-20 G8 ELAR 3rd 6 wk

19 Days: February 3- March 2

* Unit 5- 3 additional days added to unit

TEKS BOLDDED are crossover standards that may or may not be tested.

Please Note: This unit has not been published on TRS, therefore; it is subject to change.

Time Frame 3rd 9week Jan 8- Mar 3	Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing? *Reference Writing Blue Print
Unit 5 9 Weeks Feb 18- March 3 (April 9) (March 3-4) Interim Assessment	<ul style="list-style-type: none"> • 8.1 A • 8.1 B • 8.1 D • 8.2 A • 8.2 B • 8.2 C • 8.3 A • 8.4 A 	<ul style="list-style-type: none"> • 8.5 A • 8.5 B • 8.5 C • 8.5 D • 8.5 E • 8.5 F • 8.5 G • 8.5 H • 8.5 I 	<ul style="list-style-type: none"> • 8.6 A • 8.6 B • 8.6 C • 8.6 D • 8.6 E • 8.6 F • 8.6 G • 8.6 H • 8.6 I • 8.6 J 	<ul style="list-style-type: none"> • 8.7 A • 8.7 B • 8.7 C • 8.7 D • 8.8 A Literary • 8.8 B Poetry • 8.8 D Informational • 8.8 E Argumentative • 8.8 E • 8.8 Ei • 8.8 Eii • 8.8 Eiii • 8.8 F 	<ul style="list-style-type: none"> • 8.9 A • 8.9 B • 8.9 C • 8.9 D • 8.9 E • 8.9 F • 8.9 G 	<ul style="list-style-type: none"> • 8.10 A • 8.10 B • 8.10 Bi • 8.10 Bii • 8.10 C • 8.10 D* • 8.10 Di* • 8.10 Dii • 8.10 Diii* • 8.10 Dvi* • 8.10 Dvii* • 8.10 E • 8.11 A • 8.11 B • 8.11 C <p>*Reference IFD</p>



Unit 4: Rhetorically Analyzing and Composing Argumentative Texts
19-20 G8 ELAR 3rd 3 wk
19 Days: January 6- January 31

Please Note: This unit has not been published on TRS, therefore; it is subject to change.

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?	Inquire & Research
<p>8.1 A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>8.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</p> <p>8.1 C Advocate a position</p> <p>8.1 D Participate collaboratively in discussions, plan agendas</p> <p>8.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>8.2 B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>8.2 C Determine the meaning and usage of grade-level academic English words</p> <p>8.3 A Adjust fluency when reading</p> <p>8.4 A Self-select text and read</p>	<p>8.5 A Establish purpose for reading assigned and self-selected texts.</p> <p>8.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>8.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>8.5 D Create mental images to deepen understanding.</p> <p>8.5 E Make connections to personal experiences, ideas in other texts, and society.</p> <p>8.5 F Make inferences and use evidence to support understanding.</p> <p>8.5 G Evaluate details read to determine key ideas.</p> <p>8.5 H Synthesize information to create new understanding.</p> <p>8.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>8.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>8.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>8.6 C Use text evidence to support an appropriate response.</p> <p>8.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>8.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>8.6 F Respond using newly acquired vocabulary as appropriate.</p> <p>8.6 G Discuss and write about the explicit or implicit meanings of text.</p> <p>8.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>8.6 I Reflect on and adjust response</p> <p>8.6 J Defend or challenge claim</p>	<p>8.8 E Analyze characteristics and structures of argumentative text</p> <p>8.8 Ei identifying the claim and analyzing the argument</p> <p>8.8 Eii identifying and explaining the counter argument</p> <p>8.8 Eiii identifying the intended audience or reader</p> <p>8.8 F Analyze characteristics of multimodal and digital texts</p>	<p>8.9 A Explain the author's purpose and message within a text.</p> <p>8.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>8.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>8.9 D Describe how the author's use of figurative language such as extended metaphor achieves specific purposes.</p> <p>8.9 E Identify and analyze the use of literary devices, including multiple points of view and irony.</p> <p>8.9 F Analyze how the author's use of language contributes to the mood, voice, and tone.</p> <p>8.9 G Explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.</p>	<p>8.11C Compose argumentative</p> <p>8.10 A Plan a first draft</p> <p>8.10 B Develop draft</p> <p>8.10 Bi organizing with purposeful</p> <p>8.10 Bii developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p> <p>8.10 C revise drafts</p> <p>8.10 D* Edit drafts using standard English conventions</p> <p>8.10 Di* complete complex sentences</p> <p>8.10 Dii appropriate use of verb tenses and active and passive voice</p> <p>8.10 Diii prepositions and prepositional phrases</p> <p>8.10 Dv correct capitalization</p> <p>8.10 Dvi punctuation</p> <p>8.10 Dvii spelling</p> <p>8.10 E publish</p>	<p>8.12 D Identify and gather relevant information from a variety of sources.</p> <p>8.12 E Differentiate between primary and secondary sources.</p> <p>8.12 F Synthesize information from a variety of sources.</p> <p>8.12 G Differentiate between paraphrasing and plagiarism</p> <p>8.12 H Examine sources</p> <p>8.12 Hi reliability, credibility, and bias, including omission; and</p> <p>8.12 Hii faulty reasoning such as bandwagon appeals, repetition, and loaded language.</p> <p>8.12 I Display academic citations and use source materials ethically</p> <p>8.12J Use an appropriate mode of delivery</p>



Unit 4: Rhetorically Analyzing and Composing Argumentative Texts
19-20 G8 ELAR 3rd 6 wk
19 Days: January 6- January 31

Please Note: This unit has not been published on TRS, therefore, it is subject to change.

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?	Inquire & Research
<p>8.1 A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>8.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</p> <p>8.1 D Participate collaboratively in discussions, plan agendas</p> <p>8.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>8.2 B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>8.2 C Determine the meaning and usage of grade-level academic English words</p> <p>8.3 A Adjust fluency when reading</p> <p>8.4 A Self-select text and read</p>	<p>8.5 A Establish purpose for reading assigned and self-selected texts.</p> <p>8.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>8.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>8.5 D Create mental images to deepen understanding.</p> <p>8.5 E Make connections to personal experiences, ideas in other texts, and society.</p> <p>8.5 F Make inferences and use evidence to support understanding.</p> <p>8.5 G Evaluate details read to determine key ideas.</p> <p>8.5 H Synthesize information to create new understanding.</p> <p>8.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>8.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>8.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>8.6 C Use text evidence to support an appropriate response.</p> <p>8.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>8.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>8.6 F Respond using newly acquired vocabulary as appropriate.</p> <p>8.6 G Discuss and write about the explicit or implicit meanings of text.</p> <p>8.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>8.6 I Reflect on and adjust response</p> <p>8.6 J Defend or challenge claim</p>	<p>8.8 E Analyze characteristics and structures of argumentative text</p> <p>8.8 Ei identifying the claim and analyzing the argument</p> <p>8.8 Eii identifying and explaining the counter argument</p> <p>8.8 Eiii identifying the intended audience or reader</p> <p>8.8 F Analyze characteristics of multimodal and digital texts</p>	<p>8.9 A Explain the author's purpose and message within a text.</p> <p>8.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>8.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>8.9 D Describe how the author's use of figurative language such as extended metaphor achieves specific purposes.</p> <p>8.9 E Identify and analyze the use of literary devices, including multiple points of view and irony.</p> <p>8.9 F Analyze how the author's use of language contributes to the mood, voice, and tone.</p> <p>8.9 G Explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.</p>	<p>8.11C Compose argumentative</p> <p>8.10 A Plan a first draft</p> <p>8.10 B Develop draft</p> <p>8.10 Bi organizing with purposeful</p> <p>8.10 Bii developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p> <p>8.10 C revise drafts</p> <p>8.10 D* Edit drafts using standard English conventions</p> <p>8.10 Di* complete complex sentences</p> <p>8.10 Dii appropriate use of verb tenses and active and passive voice</p> <p>8.10 Diii prepositions and prepositional phrases</p> <p>8.10 Dv correct capitalization</p> <p>8.10 Dvi punctuation</p> <p>8.10 Dvii spelling</p> <p>8.10 E publish</p>	<p>8.12 D Identify and gather relevant information from a variety of sources.</p> <p>8.12 E Differentiate between primary and secondary sources.</p> <p>8.12 F Synthesize information from a variety of sources.</p> <p>8.12 H Examine sources</p> <p>8.12 Hi reliability, credibility, and bias, including omission; and</p> <p>8.12 Hii faulty reasoning such as bandwagon appeals, repetition, and loaded language.</p> <p>8.12 I Display academic citations and use source materials ethically</p> <p>8.12J Use an appropriate mode of delivery</p>



Unit 5: Interpretation & Response Across Genre

19-20 G8 ELAR 3rd 6 wk & 9 wk

19 Days: February 3- March 2

Please Note: This unit has not been published on TRS, therefore, it is subject to change.

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?
<p>8.1 A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>8.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</p> <p>8.1 D Participate collaboratively in discussions, plan agendas</p> <p>8.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>8.2 B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>8.2 C Determine the meaning and usage of grade-level academic English words</p> <p>8.3 A Adjust fluency when reading</p> <p>8.4 A Self-select text and read</p>	<p>8.5 A Establish purpose for reading assigned and self-selected texts.</p> <p>8.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>8.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>8.5 D Create mental images to deepen understanding.</p> <p>8.5 E Make connections to personal experiences, ideas in other texts, and society.</p> <p>8.5 F Make inferences and use evidence to support understanding.</p> <p>8.5 G Evaluate details read to determine key ideas.</p> <p>8.5 H Synthesize information to create new understanding.</p> <p>8.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>8.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>8.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>8.6 C Use text evidence to support an appropriate response.</p> <p>8.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>8.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>8.6 F Respond using newly acquired vocabulary as appropriate.</p> <p>8.6 G Discuss and write about the explicit or implicit meanings of text.</p> <p>8.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>8.6 I Reflect on and adjust response</p> <p>8.6 J Defend or challenge claim</p>	<p>8.8 D Analyze characteristics and structural elements of informational text</p> <p>8.8 Di the controlling idea or thesis with supporting evidence</p> <p>8.8 Dii features such as footnotes, endnotes, and citations</p> <p>8.8 Diii multiple organizational patterns within a text to develop the thesis</p> <p>8.8 E Analyze characteristics and structures of argumentative text</p> <p>8.8 Ei identifying the claim and analyzing the argument</p> <p>8.8 Eii identifying and explaining the counter argument</p> <p>8.8 Eiii identifying the intended audience or reader</p> <p>8.8 F Analyze characteristics of multimodal and digital texts</p> <p>8.7 A Analyze how themes are developed through the interaction of characters and events.</p> <p>8.7 B Analyze how characters' motivations and behaviors influence events and resolution of the conflict</p> <p>8.7 C Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development</p> <p>8.7 D Explain how the setting influences the values and beliefs of characters.</p> <p>8.8 A Demonstrate knowledge of literary genres</p> <p>8.8 B Analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms</p> <p>8.8 C Analyze how playwrights develop dramatic action through the use of acts and scenes.</p>	<p>8.9 A Explain the author's purpose and message within a text.</p> <p>8.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>8.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>8.9 D Describe how the author's use of figurative language such as extended metaphor achieves specific purposes.</p> <p>8.9 E Identify and analyze the use of literary devices, including multiple points of view and irony.</p> <p>8.9 F Analyze how the author's use of language contributes to the mood, voice, and tone.</p> <p>8.9 G Explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.</p>	<p>8.11 A Compose literary texts</p> <p>8.11 B Compose Informational</p> <p>8.11 C Compose argumentative</p> <p>8.10 A Plan a first draft</p> <p>8.10 B Develop draft</p> <p>8.10 Bi organizing with purposeful</p> <p>8.10 Bii developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p> <p>8.10 C revise drafts</p> <p>8.10 D* Edit drafts</p> <p>8.10 Di* complete complex sentences</p> <p>8.10 Dii appropriate use of verb tenses and active and passive voice</p> <p>8.10 Diii prepositions and prepositional phrases</p> <p>8.10 Dv correct capitalization</p> <p>8.10 Dvi punctuation</p> <p>8.10 Dvii spelling</p> <p>8.10 E publish</p>



STAAR BLACK OUT
4th 3rd 9 wk
March 23- April 9

Unit 6: Research- Based Synthesis, Creation, and Innovation
4th 6 & 9 week
27 Days: April 14- June 6

Unit 6 two days added to unit to accommodate for SSI
TEKS **BOLDED** are crossover standards that may or may not be tested.

Please Note: This unit has not been published on TRS, therefore; it is subject to change.

Time Frame 4th 9 Weeks March 23- June 4	Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?	Inquire & Research	
3 week (April 9) March 23- April 9	<p>*STAAR Black-Out April 23- March 3 Interession March 9- March 20</p> <p>*Grade 8 Math/ Reading STAAR Window: May 11- May 15</p>							
Unit 6 6 week (May 1) April 14- May 1	<ul style="list-style-type: none"> • 8.1 A • 8.1 B • 8.1 C • 8.1 D • 8.2 A • 8.2 B • 8.2 C • 8.3 A • 8.4 A 	<ul style="list-style-type: none"> • 8.5 A • 8.5 B • 8.5 C • 8.5 D • 8.5 E • 8.5 F • 8.5 G • 8.5 H • 8.5 I 	<ul style="list-style-type: none"> • 8.6 A • 8.6 B • 8.6 C • 8.6 D • 8.6 E • 8.6 F • 8.6 G • 8.6 H • 8.6 I • 8.6 J 	<ul style="list-style-type: none"> • 8.8 D • 8.8 Di • 8.8 Dii • 8.8 D iii • 8.8 E • 8.8 Ei • 8.8 Eii • 8.8 Eiii • 8.8 F 	<ul style="list-style-type: none"> • 8.9 A • 8.9 B • 8.9 C • 8.9 D • 8.9 E • 8.9 F • 8.9 G 	<ul style="list-style-type: none"> • 8.10 A • 8.10 B • 8.10 Bi • 8.10 Bii • 8.10 C • 8.10 D* • 8.10 E • 8.11 C • 8.11 D 	<ul style="list-style-type: none"> • 8.12 A • 8.12 B • 8.12 C • 8.12 D • 8.12 E • 8.12 F • 8.12 G • 8.12 H • 8.12 Hi • 8.12 I • 8.12 J 	
Unit 6 9 week (May 28-29) May 4- May 28	<ul style="list-style-type: none"> • 8.1 A • 8.1 B • 8.1 D • 8.2 A • 8.2 B • 8.2 C • 8.3 A • 8.4 A 	<ul style="list-style-type: none"> • 8.5 A • 8.5 B • 8.5 C • 8.5 D • 8.5 E • 8.5 F • 8.5 G • 8.5 H • 8.5 I 	<ul style="list-style-type: none"> • 8.6 A • 8.6 B • 8.6 C • 8.6 D • 8.6 E • 8.6 F • 8.6 G • 8.6 H • 8.6 I • 8.6 J 	<ul style="list-style-type: none"> • 8.8 D • 8.8 Di • 8.8 Dii • 8.8 D iii • 8.8 E • 8.8 Ei • 8.8 Eii • 8.8 Eiii • 8.8 F 	<ul style="list-style-type: none"> • 8.9 A • 8.9 B • 8.9 C • 8.9 D • 8.9 E • 8.9 F 	<ul style="list-style-type: none"> • 8.10 A • 8.10 B • 8.10 Bi • 8.10 Bii • 8.10 C • 8.10 D* • 8.10 E • 8.11 C • 8.11 D 	<ul style="list-style-type: none"> • 8.12 A • 8.12 B • 8.12 C • 8.12 D • 8.12 E • 8.12 F • 8.12 G • 8.12 H • 8.12 Hi • 8.12 I • 8.12 J 	



Unit 6: Research- Based Synthesis, Creation, and Innovation
 4th 6th & 9th week
 April 14- June 6

Please Note: This unit has not been published on TRS, therefore, it is subject to change.

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?	Inquire & Research
<p>8.1 A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>8.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</p> <p>8.1 D Participate collaboratively in discussions, plan agendas</p> <p>8.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>8.2 B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>8.2 C Determine the meaning and usage of grade-level academic English words</p> <p>8.3 A Adjust fluency when reading</p> <p>8.4 A Self-select text and read</p>	<p>8.5 A Establish purpose for reading assigned and self-selected texts.</p> <p>8.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>8.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>8.5 D Create mental images to deepen understanding.</p> <p>8.5 E Make connections to personal experiences, ideas in other texts, and society.</p> <p>8.5 F Make inferences and use evidence to support understanding.</p> <p>8.5 G Evaluate details read to determine key ideas.</p> <p>8.5 H Synthesize information to create new understanding.</p> <p>8.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>8.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>8.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>8.6 C Use text evidence to support an appropriate response.</p> <p>8.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>8.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>8.6 F Respond using newly acquired vocabulary as appropriate.</p> <p>8.6 G Discuss and write about the explicit or implicit meanings of text.</p> <p>8.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>8.6 I Reflect on and adjust response</p> <p>8.6 J Defend or challenge claim</p>	<p>8.8 D Analyze characteristics and structural elements of informational text</p> <p>8.8 Di the controlling idea or thesis with supporting evidence</p> <p>8.8 Dii features such as footnotes, endnotes, and citations</p> <p>8.8 Diii multiple organizational patterns within a text to develop the thesis</p> <p>8.8 E Analyze characteristics and structures of argumentative text</p> <p>8.8 Ei identifying the claim and analyzing the argument</p> <p>8.8 Eii identifying and explaining the counter argument</p> <p>8.8 Eiii identifying the intended audience or reader</p> <p>8.8 F Analyze characteristics of multimodal and digital texts</p>	<p>8.9 A Explain the author's purpose and message within a text.</p> <p>8.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>8.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>8.9 D Describe how the author's use of figurative language such as extended metaphor achieves specific purposes.</p> <p>8.9 E Identify and analyze the use of literary devices, including multiple points of view and irony.</p> <p>8.9 F Analyze how the author's use of language contributes to the mood, voice, and tone.</p> <p>8.9 G Explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.</p>	<p>8.11 C Compose argumentative</p> <p>8.11 D Compose Correspondence that reflects opinion</p> <p>8.10 A Plan a first draft</p> <p>8.10 B Develop draft</p> <p>8.10 Bi organizing with purposeful</p> <p>8.10 Bii developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p> <p>8.10 C revise drafts</p> <p>8.10 D* Edit drafts using standard English conventions</p> <p>8.10 Di* complete complex sentences</p> <p>8.10 Dii appropriate use of verb tenses and active and passive voice</p> <p>8.10 Diii prepositions and prepositional phrases</p> <p>8.10 Dv correct capitalization</p> <p>8.10 Dvi punctuation</p> <p>8.10 Dvii spelling</p> <p>8.10 E publish</p>	<p>8.12 A Generate student-selected and teacher-guided questions for formal and informal inquiry.</p> <p>8.12 B Develop and revise a plan.</p> <p>8.12 C Refine the major research question</p> <p>8.12 D Identify and gather relevant information from a variety of sources.</p> <p>8.12 E Differentiate between primary and secondary sources.</p> <p>8.12 F Synthesize information from a variety of sources.</p> <p>8.12 G differentiate between paraphrasing and plagiarism</p> <p>8.12 H Examine sources</p> <p>8.12 Hi reliability, credibility, and bias, including omission; and</p> <p>8.12 Hii faulty reasoning such as bandwagon appeals, repetition, and loaded language.</p> <p>8.12 I Display academic citations and use source materials ethically</p>



English Language Arts Planning Document

Mentor Text:		Source:	
What genre (and/or sub-genre) describes the mentor text? Multiple Genres		What specific genre characteristic(s) will you teach with this text? Multiple Genre TEKS	
What Thinking do you want students to do with the text? Comprehension TEKS		How do you want students to respond with their thinking about the text? Response TEKS	
What are some craft moves that the writer used in the text? Author's Purpose & Craft TEKS		Why did the author do specific things in the text? Author's Purpose & Craft TEKS	
How can students use the same craft purposefully in their writings? Composition TEKS			