

Wylie ISD Curriculum

Subject Area	English Language Arts, Grade	Bundle #:	1
Grade/Level	8 th Grade	Weeks:	1
Overview			
Introducing the novel, demonstrate capitalization and punctuation rules, comparing and contrasting character traits from children’s book to self, and develop vocabulary from listening activity			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to	8.8A Read classic and contemporary works (2-8).	Including a variety of culturally diverse narrative and expository text	
(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:	8.16 B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).	<ul style="list-style-type: none"> the part of the quotation resumed within the same sentence ("I hope," Mary said, "we can visit this afternoon." divided quotes ("I went," Mary said, "to the store.") 	

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Subject Area	English Language Arts, Grade	Bundle #:	2
Grade/Level	8 th Grade	Weeks:	2
Overview			
Continue novel, in-depth characterization study, review and apply dictionary usage			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	8.11 D Connect, compare, and contrast ideas, themes, and issues across text (4-8).	Including: <ul style="list-style-type: none"> • analyzing individual characters and • comparing/contrasting characters Analyzing Traits of Characters <ul style="list-style-type: none"> • Physical Traits • Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor) • Emotional Traits Analyzing Types of Characters <ul style="list-style-type: none"> ▪ Protagonist ▪ Antagonist 	
(8.12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	8.12 F Analyze characters including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).	Analyzing Traits of Characters <ul style="list-style-type: none"> • Physical Traits • Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor) • Emotional Traits Analyzing Types of Characters <ul style="list-style-type: none"> • Protagonist • Antagonist 	

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Subject Area	English Language Arts, Grade	Bundle #:	3
Grade/Level	8 th Grade	Weeks:	3
Overview			
Continue the novel, poetry interpretation, continue characterization			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	8.7D Read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8).	On-going process skill, including: <ul style="list-style-type: none"> • Individually read aloud at school and at home • Read with expression and diction that indicates understanding of meaning • Respond to “comprehension questions/prompts” (e.g., Why did a character do something? Where did the story/an event in the story take place? Describe a character/event in the story) from adults or peers after reading aloud. 	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	8.10 F Determine a text’s main (or major) ideas and how those ideas are supported with details.	Including: <ul style="list-style-type: none"> • Determine the Main Idea of Entire Expository Passage (e.g., what the passage is mainly/mostly about?) • Determine the Main Idea of a Single Narrative or Expository Paragraph or Set of Paragraphs <p>TAKS Note: <i>The vast majority of questions that give <u>a main idea in the question</u> and then ask which statement support that main idea are in a cause/effect format, making them virtually identical to the inference/cause-effect questions in Objective 4. TAKS questions <u>provide the main idea in the question</u> and then ask students to choose an answer that <u>supports</u> that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because--.) Most of the questions that test supporting a main idea have been cause/effect questions. The question cites a significant event in the plot and then asks, “Why did this happen?”</i></p>	

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Subject Area	English Language Arts, Grade	Bundle #:	4
Grade/Level	8 th Grade	Weeks:	4
Overview			
Continue novel, note-taking skills, 70's identify conflict, character relationships			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:	8.1 D Listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).		
(8.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:	8.5 E Use effective rate, volume, pitch, and tone for the audience and setting (4-8).	Ongoing process skill including <ul style="list-style-type: none"> • Experiment with an oral presentation by changing the rate, pitch, volume, and/or tone • Evaluate the changes 	
(8.12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	8.12 F Analyze characters including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).	Conflicts: Types <ul style="list-style-type: none"> • Man v. Man (external) • Man v. Society (external) • Man v. Nature (external) • Man v. Self (internal) • Man v. Fate (mythology and drama) Analyzing Relationships <ul style="list-style-type: none"> • Between/among other characters • With self • With society • With nature/ environment • With fate/destiny • With a higher power 	
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	8.17 A Write in complete sentences, varying the types	when to use a comma with a dependent clause within the sentence: Engraved stationery, which conveys the impression of dignity and reliability, adds to the attractiveness of correspondence. Anyone who as not learned to appreciate classical music is unfortunate.)	

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Subject Area	English Language Arts, Grade		Bundle #:	5
Grade/Level	8 th Grade		Weeks:	5
Overview				
Continue reading novel, interpret oral speech purposes, prepositional phrases within the text; resolutions of conflict; analyzing plot				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(8.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:	8.5 D Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8).	On-going process skill, such as: <ul style="list-style-type: none"> • Determines the purpose for various oral language experiences (e.g., discussions, conversations, formal and informal presentations) 		
(8.12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	8.12 F Analyze characters including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).	Conflicts: How they are addressed and resolved <ul style="list-style-type: none"> • Everybody wins • Flight/run away/avoid • Fight /resist • Death • Compromise • Someone wins; someone loses • Acceptance • Unresolved Including: <ul style="list-style-type: none"> • analyzing individual characters and • comparing/contrasting characters 		
(8.12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	8.12 G Recognize and analyze story plot, setting, and problem resolution (4-8).	Recognize Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.” Analyze Plot Elements (when they are used and for what purpose) <ul style="list-style-type: none"> • Exposition (introduction of characters, setting, background information, etc., includes narrator 		

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		<p>and point of view)</p> <ul style="list-style-type: none"> • Narrative Hook (inciting incident; introduction of the conflict or the story problem) • Rising Action (events leading up to climax) • Climax (highest point of interest or the turning point) • Falling Action (leading down to the resolution of the story problem/line) • Resolution/Denouement (conclusion or end) <p>Note: Flashbacks and foreshadowing are also plot devices and may occur within any of these plot elements.</p> <p>Analyze Plot Development Devices/ Story Telling Technique (narrative/literary text)</p> <ul style="list-style-type: none"> • Real Timed/ Chronological events in the order in which they occur • Foreshadowing: Hints of events to come • Flashback: Method author uses to give information about the past; movement to the past <p>Analyze text in order to determine:</p> <ul style="list-style-type: none"> • How does author build suspense • The story problem? • 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 <p>The cause of the conflict(s)</p>
<p>(8.17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</p>	<p>8.17 E, F Use prepositional phrases to elaborate written ideas (4-8). Use verb tenses appropriately and consistently</p>	<p>when prepositional phrase and /or other words are placed between subject and verb (The list of addresses was prepared by the secretary.)</p>

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Subject Area	English Language Arts, Grade	Bundle #:	6
Grade/Level	8 th Grade	Weeks:	6
Overview			
Conclusion of novel, literary analysis of novel, continue grammar study of clauses and subject verb agreement			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	8.10 F Determine a text’s main (or major) ideas and how those ideas are supported with details.	Including: <ul style="list-style-type: none"> • Identify the Text Support for a given Main Idea Question with an Emphasis on Cause/Effect Questions/ Reasoning 	
(8.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected(8.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected	8.10 M Use study strategies to learn and recall important ideas from texts such as	including <ul style="list-style-type: none"> • preview, • question, • reread, and • record (6-8). And other strategies such as: <ul style="list-style-type: none"> • Note taking • Outlining • Highlighting important information • Annotating (dialoging with the text) 	
(8.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	8.11 D Connect, compare, and contrast ideas, themes, and issues across text (4-8).	Analyzing Motivation of Characters (for decisions, actions, and changes) <ul style="list-style-type: none"> • Intellectual Motivation • Emotional Motivation • Physical Motivation • Status-seeking Analyzing Relationships <ul style="list-style-type: none"> ▪ Between/among other characters ▪ With self ▪ With society ▪ With nature/ environment 	

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		<p>Analyzing Change</p> <ul style="list-style-type: none"> • Intellectual • Emotional • Physical • Change From beginning to end • Change before an event and after an even in the plot
<p>(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</p>	<p>8.17 C Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech including subject-verb agreement, pronoun referents, and parts of speech (4-8).</p>	<p>when clauses are placed between the noun and verb (The problem of building more schools, in addition to paying teachers' salaries for them, was discussed by the board.)</p>

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Subject Area	English Language Arts, Grade	Bundle #:	7
Grade/Level	8 th Grade	Weeks:	7
Overview			
Reading short stories, recognizing figurative language, character analyzed, capitalization and punctuation			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:	8.6 C Locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Including: <ul style="list-style-type: none"> • Use dictionaries and glossaries to determine pronunciation, part of speech, multiple meanings, etc. 	
(8.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	8.11 D Connect, compare, and contrast ideas, themes, and issues across text (4-8).	Analyzing Types of Characters <ul style="list-style-type: none"> ▪ Round ▪ Flat ▪ Dynamic ▪ Static 	
(8.12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	8.12 F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).	Analyzing Motivation of Characters (for decisions, actions, and changes)—why characters do what they do <ul style="list-style-type: none"> • Intellectual Motivation • Emotional Motivation • Physical Motivation 	
	8.12 J Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).	Recognize Flashback as "... a way of presenting scenes or incidents that took place before the opening scene. The flashback can be introduced in a number of ways. A character may tell another character about past events, have a dream about them, or simply think back to the events.... The advantage of using a flashback is that the story can start in the middle or near the end, get the reader involved, and then fill in what led up to that point. Recognize Foreshadowing as "...giving hints or clues that suggest or prepare for events that occur later in the work. ... Foreshadowing creates suspense, prepares the reader for what	

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		<p>happens next, and makes final outcomes seem inevitable.</p> <p>Recognize Symbolism as “... anything that signifies or stands for something else. In literature, a symbol is usually something concrete—an object, a place, a character, an action—that stands for or suggests something abstract.</p> <p>Recognize Style as the writer used specific words, phrases, or allusions.</p> <p>TAKS Note: TAKS also tests figurative language, point of view, and other literary devices. The emphasis is on <u>why</u> the author uses the literary device—<u>not</u> on naming/labeling the device.</p>
<p>(8.16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:</p>	<p>8.16 B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).</p>	<ul style="list-style-type: none"> • phrases in a series <p>Colon - introduce items in a series</p>

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Subject Area	English Language Arts, Grade		Bundle #:	8
Grade/Level	8 th Grade		Weeks:	8
Overview				
Note taking, determining author’s organization and presentation techniques				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(8.12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	8.12 I Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).	<p>Including:</p> <ul style="list-style-type: none"> • what text structure an author used (e.g., sequencing, description, comparison/contrast, cause/effect, and problem/solution), • why the author chose a particular text structure, syntax, and/or format, and • why the author chose to include information at the beginning and at the end of a selection. <p>Analysis of the structure:</p> <ul style="list-style-type: none"> • within an entire text (expository and narrative/literary text) and • an event or series of events within the text (narrative/literary or expository text) and • between two texts such as comparison for characters and conflicts (narrative and expository) <p>Note: The majority of TAKS questions tend to focus on cause and effect and the details that explain/support the cause/effect relationship within the text.</p>		
(8.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:	8.13 E Summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8).	<p>Including:</p> <ul style="list-style-type: none"> • Develops note-taking and test-taking strategies using multiple sources (e.g., text information, interviews, and Internet, etc.) • Records his or her own knowledge of a topic in a variety of ways (e.g., by making lists, 		

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		constructing graphic organizers) and from multiple sources (e.g., text information, interviews, and Internet, etc.)
(8.20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	8.20 C Take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8).	
	8.20 D Summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).	<ul style="list-style-type: none"> • Outline - first word of each item

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Subject Area	English Language Arts, Grade	Bundle #:	9
Grade/Level	8 th Grade	Weeks:	9
Overview			
Similarities/differences between text, literary devices, effects of listening			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:	8.1 A Determine the purposes for listening <i>such as to gain information, to solve problems, or to enjoy and appreciate</i> (4-8)	Such as responds overtly to the question, “Why are we listening to (<i>each other, to the teacher, the speaker, the recording</i>)?”	
(8.3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to	8.3 B Analyze oral interpretations of literature for effects on the listener (6-8).	Such as: <ul style="list-style-type: none"> • Analyze the reader’s use of volume, tone, pace, and inflection • Identify the use of literary devices (e.g., similes, metaphors, descriptive language, detailed descriptions, etc.) and how they affect the listener (e.g., stirring the emotions, evoking mental images, gaining/evoking support, etc.) and • how the reader uses his/her voice to interpret the devices (e.g., through the use of pace, volume, and inflection) 	
(8.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	8.10 I Find similarities and differences across texts	Such as including in treatment, scope, or organization (4-8) Including comparing and contrasting: <ul style="list-style-type: none"> • treatment (the author’s position/perspective on an issue or the author’s inclusion of certain issues) • scope (author’s development of a common idea, topic, or theme) • organization of texts (see 12I—text structure) <u>Examples</u> Contrast/treatment of the same topics:	

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		<ul style="list-style-type: none"> • Lisa’s report is different form the newspaper article because the report— • One way these selections are alike is that both mention— • What do the two stories have in common? • Both of these stories describe— <p>Contrast/treatment of characters or texts:</p> <ul style="list-style-type: none"> • What is one difference between the sultan and the king? • What is one difference between the two selections? <p><i>TAKS Note: All of the items available for analysis are “cross over item” –requiring students to compare/contrast elements in two different texts.</i></p>
<p>(8.16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:</p>	<p>8.16 B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).</p>	<ul style="list-style-type: none"> • phrases in a series • colon - introduce items in a series

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Subject Area	English Language Arts, Grade	Bundle #:	10
Grade/Level	8 th Grade	Weeks:	10
Overview			
Develop background knowledge for novel, Six Traits, review/ activities			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:	8.1 C Understand the major ideas and supporting evidence in spoken messages (4-8).	Such as: <ul style="list-style-type: none"> • Identify the speaker’s main message(s) • Identify the support/elaboration/proof the speaker uses to support the main idea(s) 	
(8.3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to	8.3 C Analyze the use of aesthetic language for its effects (6-8).	Such as: <ul style="list-style-type: none"> • Identify aesthetic language that appeals to <ul style="list-style-type: none"> ○ Sight ○ Smell ○ Hearing ○ Touch ○ Taste • Interpret how the reader communicates this aesthetic language (e.g., through the use of pace, volume, and inflection) 	
(8.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	8.11 C Support responses by referring to relevant aspects of text and his/her own experiences (4-8).	Including multiple choice and open-ended/constructed response: <ul style="list-style-type: none"> • Analyze Characters, such as <ul style="list-style-type: none"> ○ Motivation ○ Traits ○ Conflict ○ Changes They Undergo • Analyze Point of View (such as omniscient, first person, third person limited, objective, stream of consciousness) • Analyze Setting • Analyze and Interpret Literary Language • Analyze and explain cause/effect 	

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		<p style="text-align: right;">relationships</p> <ul style="list-style-type: none"> • Compare/Contrast other literary elements such as symbols <p>And support those responses with accurate, connected text evidence.</p> <p>TAKS Note:</p> <ul style="list-style-type: none"> • multiple choice: begin with a conclusion provided by the teacher/question and then validate/support that conclusion with text evidence. (e.g., "Which of the following sentences/statements from the passage supports the conclusion" (that was given in the question) • open-ended/constructed response in grades 9-11: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text • 3's on TAKS are most likely to be: <ul style="list-style-type: none"> ○ Deep, thoughtful ○ Clearly connected text evidence ○ Sometimes unconventional responses and/or unconventional use of text evidence
<p>(8.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:</p>	<p>8.15 C Write to inform such as to explain, describe, report, and narrate (4-8).</p>	
<p>(8.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:</p>	<p>8.15 E Select and use voice and style appropriate to audience and purpose (6-8).</p>	
<p>(8.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:</p>	<p>8.15 H Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).</p>	

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Subject Area	English Language Arts, Grade	Bundle #:	11
Grade/Level	8 th Grade	Weeks:	11
Overview			
Informative writing, sentence structure, <u>The Diary of Anne Frank</u>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:	8.1 C Understand the major ideas and supporting evidence in spoken messages (4-8).	<p>Such as:</p> <ul style="list-style-type: none"> • Identify the speaker’s main message(s) • Identify the support/elaboration/proof the speaker uses to support the main idea(s) 	
(8.3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to:	8.3 C Analyze the use of aesthetic language for its effects (6-8).	<p>Such as:</p> <ul style="list-style-type: none"> • Identify aesthetic language that appeals to <ul style="list-style-type: none"> ○ Sight ○ Smell ○ Hearing ○ Touch ○ Taste <p>Interpret how the reader communicates this aesthetic language (e.g., through the use of pace, volume, and inflection)</p>	
(8.12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	8.12 K Recognize how style, tone, and mood contribute to the effect of the text (6-8).	<p>Including:</p> <ul style="list-style-type: none"> • Recognize Tone as “the reflection in a work of the author’s attitude toward his or her subject, characters, or readers.... Tone in writing is comparable to tone of voice in speech and may be described as brusque, friendly, imperious, insinuating, teasing....” Words that TAKS has used as correct answers include <i>tender</i>, <i>regretful</i>, <i>respectful</i>, and <i>urgent</i>. • Recognize Mood as the “prevailing emotional attitude in a literary work or in part of a work, for example regret, hopefulness, bitterness.” Words that TAKS has used as correct answers include <i>suspenseful</i>, <i>excitement</i>, <i>triumph</i>, <i>anxiety</i>, <i>amazement</i>, <i>anticipation</i>, <i>eerie</i>, and 	

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		<p><i>determined.</i></p> <ul style="list-style-type: none"> • Recognize Style as the “writer’s characteristic way of saying things. Style includes arrangement of ideas, word choice, imagery, sentence structure and variety, rhythm, repetition, coherence, emphasis, unity and tone. On TAKS, questions have been about what an author’s statement (“The victory, however, was only partial”) means, why the author used a series of questions, and the effect of the author’s use of certain words to create mood or tone. • Recognize the author’s Use of Tone, such as identifying/explaining <ul style="list-style-type: none"> • The specific tone • Why the tone changes from one part of the text to another • Similarities/differences in tone between texts <p>TAKS Note: Students need frequent experience identifying complex “mood words” and “tone words” embedded in text and through instructional materials such as word walls.</p>
<p>(8.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:</p>	<p>8.15 C Write to inform such as to explain, describe, report, and narrate (4-8).</p>	
<p>(8.18) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</p>	<p>8.18 A Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-).</p>	

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Subject Area	English Language Arts, Grade	Bundle #:	12
Grade/Level	8 th Grade	Weeks:	12
Overview			
Continue with the Diary of Anne Frank, and writing prompt			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	8.17 A Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8).	<ul style="list-style-type: none"> • when to use a comma with verbal phrases within the sentence • coordinate conjunctions (<i>and, but, or, nor, for, so, yet</i>) 	
(8.17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	8.17 B Use conjunctions to connect ideas meaningfully (4-8).	<ul style="list-style-type: none"> • coordinate conjunctions (<i>and, but, or, nor, for, so, yet</i>) • compound sentence without coordinating conjunctions • correlative conjunctions (<i>either-or, neither-nor, not only, but also, both-and, whereas, therefore, whether-or</i>) 	
(8.17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	8.17 F Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8).	<ul style="list-style-type: none"> • consistency of tense within a paragraph 	
(8.18) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	8.18 B Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).		
(8.18) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	8.18 C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.		

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Subject Area	English Language Arts, Grade		Bundle #:	13
Grade/Level	8 th Grade		Weeks:	13
Overview				
Continuing composition, completing Anne Frank, peer review and evaluation, identifying characteristics of diverse cultures through center activities				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation		Student Learning Outcome Clarification	
(8.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	8.4 C Identify how language use such as labels and sayings reflects regions and cultures (4-8).		<ul style="list-style-type: none"> • Interview people from other regions or cultures to identify labels and sayings/idioms. • Identify similarities/differences across regions/cultures 	
(8.6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:	8.6 B Use structural analysis to identify root words with prefixes including knowledge of Greek and Latin roots and prefixes/suffixes (7-8).		See Universe of Possibilities for affixes and roots	
(8.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	8.10 L Represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).		Including: <ul style="list-style-type: none"> • Identifying Similarities and Differences, 	
(8.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	8.14 B Determine distinctive and common characteristics of cultures through wide reading (4-8).		Such as: <ul style="list-style-type: none"> • Discuss with text events related to customs, language, and culture 	
(8.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	8.14 C Articulate and discuss themes and connections that cross cultures (4-8).		Such as: <ul style="list-style-type: none"> • Read text representing a variety of cultures and authors with an emphasis on world writers from other cultures 	
(8.17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and	8.17 C Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun		(see grade-level choices from “universe of grammar”) <ul style="list-style-type: none"> • possessive nouns • collective nouns 	

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effectively in writing. The student is expected to:	referents, and parts of speech including subject-verb agreement, pronoun referents, and parts of speech (4-8).	
(8.21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:	8.21 A Collaborate with other writers to compose, organize, and revise various types of texts including letters, news, records, and forms (4-8).	

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Subject Area	English Language Arts, Grade	Bundle #:	14
Grade/Level	8 th Grade	Weeks:	14
Overview			
Memorization, evaluating and discussing cultural differences, Anne Frank			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	8.9 D Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8).	Including: <ul style="list-style-type: none"> • Identifies synonyms for words in context at the fourth grade level (e.g.,) • Identifies antonyms for words in context at the fourth grade level (e.g.,) • Chooses the appropriate meaning for a word with multiple meanings in the context of a sentence (e.g.,) • Completes analogies when words have the relationship of synonyms (e.g.,) • Completes analogies when words have the relationship of antonyms (e.g.,) See Universe of Possibilities of Affixes	
(8.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	8.10 L Represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).	Including: <ul style="list-style-type: none"> • Drawing Conclusions, • Identifying the Main Idea, 	
(8.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	8.14 C Articulate and discuss themes and connections that cross cultures (4-8).	Such as: <ul style="list-style-type: none"> • Read text representing a variety of cultures and authors with an emphasis on world writers from other cultures • Identify and discuss themes that arise on the culture 	
(8.17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	8.17 G Write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Texas's (4-8).	(see grade-level choices from “universe of punctuation”) <ul style="list-style-type: none"> • singular and plural 	

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Subject Area	English Language Arts, Grade	Bundle #:	15
Grade/Level	8 th Grade	Weeks:	15
Overview			
Identifying main idea from expository literature, comparing genres of literature, viewing and analyzing representations of American values and freedoms from 1940's			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:	8.5 C Present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8). <i>such demands as interviewing, reporting, requesting, and providing information</i> (4-8).		
(8.8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	8.8 B Select varied sources <i>such as including plays, diaries, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure</i> (6-8).		
(8.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	8.10 L Represent text information in different ways <i>such as in outline, timeline, or graphic organizer</i> (4-8)	.Including: <ul style="list-style-type: none"> • Sequencing of Events, and • Analyzing Characters and Events. 	
(8.12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	8.12 G Recognize and analyze story plot, setting, and problem resolution (4-8).	Recognize Setting of a Text or Portion of a Text <ul style="list-style-type: none"> • Time: historical time/period and calendar/clock time • Place: real and imaginary <u>Recognize the Purpose/Significance of Setting</u> <ul style="list-style-type: none"> • to establish or develop a unique plot line • to establish or develop unique traits/characteristics/belief of characters • to establish or develop unique conflicts and/or resolution of conflicts • to influence the reader's perceptions/reactions of 	

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		<p>events/characters</p> <ul style="list-style-type: none"> • to establish symbols or evoke an emotional response from reader. • to establish the mood, tone, or atmosphere of a text <p>TAKS NOTE: TAKS questions typically ask some variation of the question, “Why is the setting important/significant?”</p>
(8.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	8.14 B Determine distinctive and common characteristics of cultures through wide reading (4-8).	<p>Such as:</p> <ul style="list-style-type: none"> • Discuss with text events related to customs, language, and culture • Compare/contrast the text events with his/her and other readers’ customs and culture
(8.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	8.14 C Articulate and discuss themes and connections that cross cultures (4-8).	<p>Such as:</p> <ul style="list-style-type: none"> • Read text representing a variety of cultures and authors with an emphasis on world writers from other cultures • Identify and discuss themes that arise on the culture
(8.22) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:	8.22A Describe how illustrator’s choice of style, elements, and media help to represent or extend the text’s meanings. (4-8)	<p>Including , analysis of book illustrations, age-appropriate political cartoons, print an electronic advertisements to identify</p> <ul style="list-style-type: none"> • illustrator’s choice of style (e.g, realistic, imaginary, literal, humorous) influence the text’s meaning

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Subject Area	English Language Arts, Grade	Bundle #:	16
Grade/Level	8 th Grade	Weeks:	16
Overview			
Continue protagonist project (small group activity), review previously taught mechanics skills; poetry presentations			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:	8.1 B Eliminate barriers to effective listening (4-8).	Such as <ul style="list-style-type: none"> • Concentrating on the speaker and his/her message • Avoiding distractions from the speaker • Listening and attempting to understand rather than mentally composing a response • Being empathetic—placing himself/herself in the speaker’s position 	
(8.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:	8.2 A Interpret speaker’s messages (both verbal and nonverbal), purposes, and perspectives (4-8).	Such as: <ul style="list-style-type: none"> • Identifies the speaker’s message(s)—both verbal and non-verbal • Identifies the speaker’s purpose (e.g., to inform, to persuade, to entertain) • Analyzes the speaker’s point of view, bias, and credibility 	
(8.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	8.10 L Represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).	Including: <ul style="list-style-type: none"> • Analyzing Characters and Events. Using: <ul style="list-style-type: none"> • Web: Characteristics of a Character NOTE: See sample TAKS test items from <i>Smart Teaching</i> materials.	
(8.12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	8.12B Recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8)		

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<p>(8.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</p>	<p>8.14 B Determine distinctive and common characteristics of cultures through wide reading (4-8).</p>	<p>Such as:</p> <ul style="list-style-type: none">• Discuss with text events related to customs, language, and culture• Compare/contrast the text events with his/her and other readers' customs and culture
<p>(8.21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:</p>	<p>8.21 C Identify challenges faced by published authors and strategies they use to compose various types of text (7-8).</p>	

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Subject Area	English Language Arts, Grade	Bundle #:	17
Grade/Level	8 th Grade	Weeks:	17
Overview			
<i>Students will be reading and reflecting on expository short stories and poetry about Japanese internment camps and other forms of persecution in order to better understand the need or tolerance</i>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	8.9 B Draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).	<p>Including: Recognizing the Meaning of Figurative Language</p> <ul style="list-style-type: none"> • Similes • Metaphors • Colorful/Descriptive Words • Idioms • Analogies • Multiple-meaning Words <p>Recognize context clues (synonym/antonym, definition, description, and example)</p> <p>TAKS Note: Multiple-meaning words which have been tested at some grade level include assemble, tarnish, depression, and persistent. Interestingly, the alternate meanings of these words have not been used as incorrect answers/distracters.</p> <p>TAKS Note: Idioms and analogies were not tested at any grade level in 2003 or 2004.</p> <p>(TAKS Note: An analysis of the words that are tested indicates that T language that is tested appears to be language that is colorful or descriptive (e.g., slit, colossal, bogus, torrential).</p>	

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		TAKS takes a very broad view of “figurative language.” Traditionally, figurative language has been defined as “language that is not literal; metaphorical language.” The figurative
(8.12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	8.12 F Analyze characters including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).	Analyzing Change <ul style="list-style-type: none"> • Emotional • Physical • Change From beginning to end • Change before an event and after an event in the plot • Spiritual
(8.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:	8.2 A Interpret speaker’s messages (both verbal and nonverbal), purposes, and perspectives (4-8).	Such as: <ul style="list-style-type: none"> • Identifies the speaker’s message(s)—both verbal and non-verbal • Identifies the speaker’s purpose (e.g., to inform, to persuade, to entertain) Analyzes the speaker’s point of view, bias, and credibility
(8.12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	8.12 D Understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, scene, analogy, and scene across a variety of literary forms (texts) (8).	

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Subject Area	English Language Arts, Grade		Bundle #:	18
Grade/Level	8 th Grade		Weeks:	18
Overview				
All literature is expository based on tolerance. Students will compose their own poems on tolerance using personal experience and reflection.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(8.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	8.10 E Use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).	<p>Including:</p> <ul style="list-style-type: none"> • recognize what text structure an author used for the entire text (e.g., compare/contrast, cause/effect, and chronological ordering). • Recognize how an author organized a <u>portion</u> of the text, e.g., a <u>single significant event in the plot</u> and then asking, “Why did that happen?”. <p>TAKS Note: The rationale for recognizing how the author organized a <u>portion</u> of the text/a <u>single significant event in the plot</u> is that the plot of narrative text generally progresses through a series of cause-and-effect relationships. Many of these cause/effect questions are identical to questions that assess motivation of characters—why a character did something? The vast majority of TAKS questions reflect this approach: the questions are cause/effect questions.</p>		
(8.12) Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	8.12 C 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>Including:</p> <p>Answering questions to:</p> <ul style="list-style-type: none"> • Connect ideas • Compare and contrast characters • Compare ideas • Compare themes 		

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		<p>Both within and across (paired) texts. Recognizing theme as: the “central or dominating idea—the message implicit in a work. The theme is seldom stated directly. It is an abstract concept indirectly expressed through recurrent images, actions, characters, and symbols and must be inferred by the reader or spectator. Theme differs from subject in that theme is a comment, observation, or insight about the subject.</p>
<p>(8.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</p>	<p>8.4 A Connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening. (4-8)</p>	<p>On-going process skill, including: Shares his or her experiences and ideas with peers and adults and connects those ideas/experiences with those of others</p>
<p>(8.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</p>	<p>8.4 B Compare oral traditions across regions and cultures. (4-8)</p>	<p>Including:</p> <ul style="list-style-type: none"> • Conduct research on oral traditions (e.g., family stories and legends) • Compare customs, culture, and cultural values as revealed through oral traditions with an emphasis on regions and cultures in the United States