Texas English Language Arts and Reading

# Grade 8

Adopted 2017

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| **The student develops oral language through listening, speaking, and discussion.** 8.1 | **A.** listen actively to interpret a message by summarizing, asking questions, and making comments; 8.1.A |
| | **B.** follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; 8.1.B |
| | **C.** advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and 8.1.C |
| | **D.** participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues. 8.1.D |
| **The student uses newly acquired vocabulary expressively.** 8.2 | **A.** use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; 8.2.A |
| | **B.** use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and 8.2.B |
| | **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. 8.2.C |
| **The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.** 8.3 | **3.** The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose. 8.3 |
| **The student reads grade-appropriate texts independently. The student is expected to sel inc** | **4.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 8.4 |

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| **sustained period of time.** 8.4 | |
| **The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.** 8.5 | **A.** establish purpose for reading assigned and self-selected texts; 8.5.A |
| | **B.** generate questions about text before, during, and after reading to deepen understanding and gain information; 8.5.B |
| | **C.** make, correct, or confirm predictions using text features, characteristics of genre, and structures; 8.5.C |
| | **D.** create mental images to deepen understanding; 8.5.D |
| | **E.** make connections to personal experiences, ideas in other texts, and society; 8.5.E |
| | **F.** make inferences and use evidence to support understanding; 8.5.F |
| | **G.** evaluate details read to determine key ideas; 8.5.G |
| | **H.** synthesize information to create new understanding; and 8.5.H |
| | **I.** monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 8.5.I |
| **The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.** 8.6 | **A.** describe personal connections to a variety of sources, including self-selected texts; 8.6.A |
| | **B.** write responses that demonstrate understanding of texts, including comparing sources within and across genres; 8.6.B |
| | **C.** use text evidence to support an appropriate response; 8.6.C |
| | **D.** paraphrase and summarize texts in ways that maintain meaning and logical order; 8.6.D |
| | **E.** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 8.6.E |
| | **F.** respond using newly acquired vocabulary as appropriate; 8.6.F |
| | **G.** discuss and write about the explicit or implicit meanings of text; 8.6.G |
| | **H.** respond orally or in writing with appropriate register, vocabulary, tone, and voice; 8.6.H |
| | **I.** reflect on and adjust responses as new evidence is presented; and 8.6.I |
| | **J.** defend or challenge the authors' claims using relevant text evidence. 8.6.J |

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**The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.** 8.7

- **A. analyze how themes are developed through the interaction of characters and events;** 8.7.A
- **B. analyze how characters' motivations and behaviors influence events and resolution of the conflict;** 8.7.B
- **C. analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and** 8.7.C
- **D. explain how the setting influences the values and beliefs of characters.** 8.7.D

**The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.** 8.8

- **A. demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;** 8.8.A
- **B. analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;** 8.8.B
- **C. analyze how playwrights develop dramatic action through the use of acts and scenes;** 8.8.C
- **D. analyze characteristics and structural elements of informational text, including:** 8.8.D
  - i. the controlling idea or thesis with supporting evidence; 8.8.D.I
  - ii. features such as footnotes, endnotes, and citations; and 8.8.D.II
  - iii. multiple organizational patterns within a text to develop the thesis; 8.8.D.III
- **E. analyze characteristics and structures of argumentative text by:** 8.8.E
  - i. identifying the claim and analyzing the argument; 8.8.E.I
  - ii. identifying and explaining the counter argument; and 8.8.E.II
  - iii. identifying the intended audience or reader; and 8.8.E.III
- **F. analyze characteristics of multimodal and digital texts.** 8.8.F

**The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes an[illegible] cra[illegible] orc[illegible]**

- **A. explain the author's purpose and message within a text;** 8.9.A
- **B. analyze how the use of text structure contributes to the author's purpose;** 8.9.B
- **C. analyze the author's use of print and graphic features to achieve specific purposes;** 8.9.C
- **D. describe how the author's use of figurative language such as extended metaphor achieves specific purposes;** 8.9.D

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| **her own products and performances.** 8.9 | **E. identify and analyze the use of literary devices, including multiple points of view and irony;** 8.9.E |
| | **F. analyze how the author's use of language contributes to the mood, voice, and tone; and** 8.9.F |
| | **G. explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.** 8.9.G |
| **The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.** 8.10 | **A. plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;** 8.10.A |
| | **B. develop drafts into a focused, structured, and coherent piece of writing by:** 8.10.B<br>i. organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and 8.10.B.I<br>ii. developing an engaging idea reflecting depth of thought with specific facts, details, and examples; 8.10.B.II |
| | **C. revise drafts for clarity, development, organization, style, word choice, and sentence variety;** 8.10.C |
| | **D. edit drafts using standard English conventions, including:** 8.10.D<br>i. complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 8.10.D.I<br>ii. consistent, appropriate use of verb tenses and active and passive voice; 8.10.D.II<br>iii. prepositions and prepositional phrases and their influence on subject-verb agreement; 8.10.D.III<br>iv. pronoun-antecedent agreement; 8.10.D.IV<br>v. correct capitalization; 8.10.D.V<br>vi. punctuation, including commas in non-restrictive phrases and clauses, semicolons, colons, and parentheses; and 8.10.D.VI<br>vii. correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and 8.10.D.VII |
| | **E. publish written work for appropriate audiences.** 8.10.E |
| **The student uses genre characteristics and craft to compose multiple texts that are me** | **A. compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;** 8.11.A |
| | **B. compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;** 8.11.B |

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**C.** **compose multi-paragraph argumentative texts using genre characteristics and craft; and** 8.11.C

**D.** **compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.** 8.11.D

**The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.** 8.12

**A.** **generate student-selected and teacher-guided questions for formal and informal inquiry;** 8.12.A

**B.** **develop and revise a plan;** 8.12.B

**C.** **refine the major research question, if necessary, guided by the answers to a secondary set of questions;** 8.12.C

**D.** **identify and gather relevant information from a variety of sources;** 8.12.D

**E.** **differentiate between primary and secondary sources;** 8.12.E

**F.** **synthesize information from a variety of sources;** 8.12.F

**G.** **differentiate between paraphrasing and plagiarism when using source materials;** 8.12.G

**H.** **examine sources for:** 8.12.H

i. reliability, credibility, and bias, including omission; and 8.12.H.I

ii. faulty reasoning such as bandwagon appeals, repetition, and loaded language; 8.12.H.II

**I.** **display academic citations and use source materials ethically; and** 8.12.I

**J.** **use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.** 8.12.J