

8th Grade Course Outline and Scope

ELA Process Standards

The ELA process TEKS will not be listed under separate units. Instead, they will be incorporated into all the units since the application of the language arts process standards are included as a part of each knowledge statement.

Process TEKS:

- 1 develops oral language through listening, speaking, and discussion.
- 3 adjust fluency when reading grade-level text based on reading purpose
- 4 read grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time
- 2 (A-C) The student uses newly acquired vocabulary expressively
- 10(A) plan a first draft by selecting a genre appropriate for the particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
- 10(B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion, and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples
- 10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety
- 10(D) edit drafts using standard English conventions, including
- 10(E) publish written work for appropriate audiences

Unit	Title	Major Skills	Priority TEKS	Time (days)	# of DPM Benchmark	Dates
1	Finding Your Path	Students will investigate the structure of informational texts including how an author uses a controlling idea, supporting evidence, organizational patterns, & text features to create meaning. Students will apply these same techniques while composing their own multi-paragraph informational essays. Through this collection, students will have opportunities to gather information related to the thematic idea of Finding Your Path and consider questions such as: <i>How do your teenage years prepare you for adulthood?</i>	8.5(B) 8.5(I) 8.5(G) 8.6(B) 8.6(D) 8.8(D.i-iii) 8.9(B) 8.9(C) 8.11(B)	43	DPM: Reading & Revision	8/19-10/18, 2024
2	The Fight for Freedom	Through this unit of study students will explore the structure and craft of argumentative writing as they reflect on an author’s claim and consider his evidence, counter argument, and rhetorical use of language to build an argument. Students will then engage in writing an argumentative ECR displaying an understanding of the associated genre traits studied through their reading. In addition, students will study drama with particular attention given to how playwrights use devices such as acts and scenes to build dramatic action. Through this multi-genre collection, students will have opportunities to gather information related to the thematic idea of The Fight for Freedom and consider questions such as: <i>Why is freedom worth the risk for so many?</i>	8.5(F) 8.5(H) 8.7(D) 8.8(E.i-iii) 8.6(D) 8.8(C) 8.9(E) 8.9(F) 8.9(G)	38	DPM: Reading & Editing	10/21-12/20, 2024
Total Days First Semester				81		

<p>3</p>	<p>Facing Fear</p>	<p>In this unit, students will investigate literary texts to analyze how an author develops a theme through the interaction of characters and events, how authors develop characters to reveal their motivation and the impact this has on the story’s events and resolution, and an author’s decision to develop a storyline through a linear or nonlinear method. Students will then engage in the writing process to craft a response to reading that uses evidence to support a controlling idea. Additionally, in poetry students will notice how poets use figurative language and graphical elements to achieve specific purposes. Through this multi-genre collection, students gather information related to the thematic idea of Facing Fear and consider questions such as: <i>How do we face our fear?</i></p>	<p>8.6(D) 8.6(I) 8.7(A) 8.7(B) 8.7(C) 8.7(D) 8.8(B) 8.9(B) 8.9(D) 8.9(F)</p>	<p>41</p>	<p>DPM:Reading Paired Interim Assessment</p>	<p>1/7-3/7, 2025</p>
<p>4</p>	<p>Gadgets & Glitches</p>	<p>During this time, students will dive into a multi-genre reading and writing review as a means of preparing for their upcoming state assessment. This time will include an opportunity for students to revise an extended constructed response and apply revision and editing skills to their own writing as well as in other passages. After state testing, students will engage in a period of sustained inquiry during which time they will gather information about a topic related to the unit’s theme and reveal findings via a product of choice. Through this multi-genre collection, students will have opportunities to gather information related to the thematic idea of Gadgets and Glitches and consider questions such as: <i>Does technology improve or control our lives?</i></p>	<p>STAAR Review 8.11(A) 8.12(A) 8.12(E) 8.12(I) 8.12(B) 8.12(F) 8.12(J) 8.12(C) 8.12(G) 8.6(H) 8.12(D) 8.12(H.i-ii) 8.1(C)</p>	<p>51</p>	<p>None</p>	<p>3/17-5/29, 2025</p>
<p>Total Days Second Semester</p>			<p>92</p>			