



August 2025

Rockwall ISD

8th Grade Reading/Language Arts Parent Guide

	Term 1	Term 2	Term 3	Term 4
Unit	Unit 1: Foundation Skills Unit 2: Narrative-Fiction/Poetry/Prose	Unit 3: Information Unit 4: Narrative Drama	Unit 5: Argumentative	Unit 6 & 7: Across Genre Unit 8: Synthesis/Research
Focus Standards: Access the TEKS	Unit 1: 8.5E, 8.5F, 8.6B, 8.110Dvii Unit 2: 8.2B, 8.5E, 8.5F, 8.6B, 8.6C, 8.6D, 8.7A, 8.9A, 8.9B, 8.9D,	Unit 3: 8.2B, 8.5E, 8.6B, 8.6C, 8.6D, 8.5F, 8.5G, 8.9A, 8.9C, 8.10D Unit 4: 8.2B, 8.5E, 8.5F, 8.6B, 8.6C, 8.7A, 8.9A, 8.9B, 8.10Dii, 8.10Dvi	Unit 5: 8.5F, 8.5G, 8.6B, 8.6C, 8.6D, 8.9A, 8.9B, 8.10B, 8.10C, 8.10Di, 8.10Dii, 8.10Dvii, 8.10Dviii	Unit 6&7: 8.2B, 8.5E, 8.5F, 8.5G, 8.6B, 8.6C, 8.6G, 8.9A, 8.9B, 8.9D, Unit 8: 8.5G, 8.6C, 8.9A 8.12A, 8.12B, 8.12C, 8.12D, 8.12E, 8.12F, 8.12G, 8.12H, 8.12I, 8.12J
Topic Focus:	Unit 1 Big Ideas: - Identify the meaning of academic vocabulary, along with utilizing context clues and other resources to determine the meaning of any unknown words. - Establish purpose for reading text to monitor comprehension by making connections and thorough understanding of the characteristics of the genre. - Write an appropriate response that demonstrates understanding of the text while editing for conventions.	Unit 3 Big Ideas: - Summarize and synthesize information found in informational texts - Focus closely on logical inferences and complex conclusions. - Glean information from procedural texts - Analyze text for missing or extraneous information. - Compose multi-paragraph essays, letters, and literary/informational	Big Ideas: - Analyze characteristics and structures of argumentative text by identifying the claim, explaining how the author uses various types of evidence and consideration of alternatives to support the argument - Identifying the intended audience or reader. - Understand the organization, text features, and rhetorical techniques used to craft an argument as well as be able to craft one of	Unit 6&7 Big Ideas: - Apply their knowledge of informational texts features and structures as well as their skills of choosing relevant text evidence. - Analyze the similarities and differences of the texts. - Plan an essay using two separate texts, comparing and contrasting the ideas. Essential Questions - How do I craft a thesis using two sources? - How do you respond ? - What are ways to determine if evidence is relevant?



	Essential Questions: • How do people become better writers and readers? • What processes and techniques do readers use to monitor their comprehension? • How can writing help people become better readers? • How can choosing my own reading help my literacy growth? Unit 2 Big Ideas: • Actively listen, share, and build upon others' ideas to make connections to personal experiences, ideas in other texts, and society • Analyze how the author's use of language contributes to mood, voice, and tone. • Analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms • Use text evidence to respond and support our understanding to explain the author's purpose/message. • Determine plot elements such as point	responses using complex structures and techniques. • Study vocabulary, spelling, punctuation, capitalization, and grammar • Word study is inclusive of genre specific vocabulary, literary terms, and appropriate vocabulary from informational text. Essential Questions • How can an author create meaning through specific text structures? • How does an individual's point of view affect the way they deal with conflict? How can this point of view appear in informational text? • How can an author use language to create meaning in an informational text? • How might it feel to live through a conflict that disrupts your way of life? Unit 4 Big Idea: • Analyze a drama, with a focus on how playwrights characterize their protagonists and antagonists through dialogue and staging • Analyze fiction, including linear plot structures, the central	their own. Essential Questions • How do you determine the intended audience in an article? • What rhetorical devices did the author use to support/defend their argument? • How can you as a writer create and defend an argument? • How do I choose evidence to support my opinions in my writing? • How do I develop counterarguments? Why should I include them?	• How can you make writing engaging? • What are ways to revise my essay? • How can I give and receive constructive feedback regarding writing? Unit 8 Big Ideas: • Research and reflect on all genres from the year. • Work through the research process including examining relevant sources, parenthetical citations, citing sources, and learn how to avoid plagiarism. Essential Questions • What makes a good research question, and how do I begin to plan and find information to answer it? • How can I revise my questions and research plan as I learn more from my sources? • How do I determine if the information I find is reliable, credible, and free from bias or faulty reasoning? • How can I use information from multiple sources without plagiarizing, while clearly crediting where it came from?
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	of view, setting, characterization, figurative language, and conflict, and analyze how they develop and influence the story. - Analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms to write my poetry using specific genre characteristics. Essential Questions: - How does an author's use of figurative language create meaning? - How do authors develop characters over time, and how do those changes shape the plot and theme? - How do setting, plot, and character interactions work together to develop a deeper meaning in the story? - How can poetry deepen our understanding of the human experience? - How does an author use structure to create meaning? - How can writing about a text deepen my understanding of the author's craft?	characters' influence on the theme, and an analysis of the different forms of point of view Essential Question: - How do dramatic conventions help an author tell a story? - How does perspective influence the way a story is told? (different types of point of view) - How does character motivation affect the resolution of the story? - Upon reading the play, which character stands out as the protagonist and antagonist? Why? - How does the playwright's choice of dialogue and staging help develop their characters? - How does the staging of the play help to create the mood? - How do characters influence the theme of a text?		What is the most effective way to communicate my findings to an audience using writing, speaking, or multimedia tools?
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