Unit of Study:  What does it mean to have a personal identity?

Figure 19: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;

(B) ask literal, interpretive, evaluative, and universal questions of text;

(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);

(D) make complex inferences about text and use textual evidence to support understanding;

(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and

(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.

8.1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

8.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;
8.2) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to:

(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: ______ or soft:kitten as hard: ______);

(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and

(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

8.3) **Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) analyze literary works that share similar themes across cultures;

(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and

(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.

8.4) **Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).

8.6) **Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;

(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and

(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.

Source: [http://www.tea.state.tx.us/](http://www.tea.state.tx.us/) North East Independent School District
8.7) **Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.

8.8) **Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text.

8.9) **Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.

8.14) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

   (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

   (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;

   (C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;

   (D) edit drafts for grammar, mechanics, and spelling; and

   (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

Source: [http://www.tea.state.tx.us/](http://www.tea.state.tx.us/) North East Independent School District
8.17) **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write a multi-paragraph essay to convey information about a topic that:

   (i) presents effective introductions and concluding paragraphs;

   (ii) contains a clearly stated purpose or controlling idea;

   (iii) is logically organized with appropriate fats and details and includes no extraneous information or inconsistencies;

   (iv) accurately synthesizes ideas from several sources; and

   (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;

(C) write responses to literary or expository texts that demonstrate writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and

8.19) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

   (i) verbs (perfect and progressive tenses) and participles;

   (iv) relative pronouns (e.g., whose, that, which); and

(B) write complex sentences and differentiate between main versus subordinate clauses; and

(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

8.20) **Writing/Conventions of Language/Handwriting.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use conventions of capitalization; and
8.20) **Writing/Conventions of Language/Handwriting.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(B) use correct punctuation marks, including:

(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and

8.21) **Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

8.22) **Research/Research Plan.** Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

8.22) **Research/Research Plan.** Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.

8.23) **Research/Gathering Sources.** Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;

(B) categorize information thematically in order to see the larger constructs inherent in the information;

(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and

(D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.
8.24) **Research/Synthesizing Information.** Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) narrow or broaden the major research question, if necessary, based on further research and investigation;

(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.

8.25) **Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;

(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;

(C) presents the findings in a meaningful format; and

(D) follows accepted format for integrating quotations and citations into the written text to maintain a flow of ideas.

8.26) **Listening and Speaking/Listening.** Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;

(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and

(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.

8.27) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.
8.28) **Listening and Speaking/Teamwork.** Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
STAAR Reporting Categories and Essence Statements  
8th Grade Reading STAAR

STAAR Reporting Category 1—Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

Essence Statement:
- Identifies new vocabulary words in text using a variety of strategies.
- Identifies themes across genres.
- Identifies authors’ purposes across informational texts.
- Uses a variety of strategies to demonstrate comprehension across genres.

STAAR Reporting Category 2—Understanding and Analysis of Literary Text: The student will demonstrate an ability to understand and analyze literary texts.

Essence Statement:
- Identifies how characters are impacted by the theme in a literary text.
- Identifies structure and elements of different poetic forms.
- Recognizes how elements of fiction contribute to plot development.
- Recognizes author’s use of language in well-known speeches.
- Recognizes the meaning of figurative and sensory language in literary texts.
- Uses a range of reading skills to make inferences within and across literary texts.

STAAR Reporting Category 3—Understanding and Analysis of Informational Text: The student will demonstrate an ability to understand and analyze informational texts.

Essence Statement:
- Uses a range of reading skills to make inferences within and across informational texts.
**STAAR Reporting Categories and Essence Statements**

**English I End of Course STAAR**

**STAAR Reporting Category 4 – Composition:** The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.

**Essence Statement:**
- Uses the writing process to compose a cohesive text.
- Creates an expository text to communicate information.

**STAAR Reporting Category 5 – Revision:** The student will demonstrate an ability to revise a variety of written texts.

**Essence Statement:**
- Revises a text to improve writing.
- Revises an expository text to communicate information to a specific audience.

**STAAR Reporting Category 6 – Editing:** The student will demonstrate an ability to edit a variety of texts.

**Essence Statement:**
- Edits a variety of texts using correct grammar, mechanics, and spelling.
- Edits texts for correct word usage and variance in sentence patterns.
- Edits a variety of texts for correct capitalization and punctuation.
- Edits spelling using various resources.