



8th Grade English Year at a Glance (YAG)



First Semester		Second Semester	
1 st Nine Weeks		3 rd Nine Weeks	
<p>TEKS</p> <p>8.1A, 8.1B, 8.1C, 8.1D; 8.2A, 8.2B, 8.2C; 8.3A; 8.4A; 8.5A, 8.5B, 8.5C, 8.5D, 8.5E, 8.5F, 8.5G, 8.5I; 8.6A, 8.6B, 8.6C, 8.6E, 8.6F, 8.6H; 8.10A, 8.10B, 8.10Bi; 6.10D, 8.11D</p> <p>8.5A, 8.5B, 8.5C, 8.5E, 8.5F, 8.5G, 8.5H; 8.6A, 8.6B, 8.6C, 8.6D, 8.6E, 8.6G, 8.6H; 8.7A, 8.7B, 8.7C, 8.7D; 8.8A, 8.9A, 8.9B, 8.9C, 8.9D, 8.9E, 8.9F; 8.10A, 8.10B, 8.10Bi, 8.10Bii, 8.10C, 8.10D, 8.10E; 8.11A</p>	<p>Unit 01: Fundamentals of Communication</p> <p>This unit bundles expectations that address foundational collaboration, speaking, listening, reading, and writing skills. The unit serves as an introduction to the fundamental skills that contribute to becoming a critical reader and writer.</p> <p>Unit 02A: Analyzing and Composing Literary/Narrative Nonfiction and Fiction</p> <p>This unit bundles student expectations that address a study of literary works including fiction and literary/narrative nonfiction. These genres represent narratives, or stories, that include literary elements and devices. Readers read both fictional and nonfiction narratives in order to learn about the world by making connections to literary elements such as character, setting, plot, etc.</p>	<p>TEKS</p> <p>8.1C; 8.5A, 8.5B, 8.5C, 8.5E, 8.5F, 8.5G, 8.5H; 8.6A, 8.6B, 8.6C, 8.6D, 8.6E, 8.6G, 8.6H, 8.6I, 8.6J; 8.8E, 8.8Ei, 8.8Eii, 8.8Eiii, 8.8F; 8.9A, 8.9B, 8.9C, 8.9D, 8.9F, 8.9G; 8.10A, 8.10B, 8.10Bi, 8.10Bii, 8.10C, 8.10D, 8.10E; 8.11C; 8.12D, 8.12F, 8.12G, 8.12H, 8.12Hi, 8.12Hii, 8.12I, 8.12J</p> <p>8.5A, 8.5B, 8.5C, 8.5E, 8.5F, 8.5G, 8.5H, 8.6A, 8.6B, 8.6C, 8.6D, 8.6E, 8.6G, 8.6H, 8.6I, 8.7A, 8.7B, 8.7C, 8.7D, 8.8A, 8.8B, 8.8C, 8.8D, 8.8Di, 8.8Dii, 8.8Diii, 8.8E, 8.8Ei, 8.8Eii, 8.8Eiii, 8.8F, 8.9A, 8.9B, 8.9C, 8.9D, 8.9E, 8.9F, 8.9G, 8.10A, 8.10B, 8.10Bi, 8.10Bii, 8.10C, 8.10D, 8.10E, 8.11A, 8.11B</p>	<p>Unit 04: Rhetorically Analyzing and Composing Argumentative Texts</p> <p>This unit bundles student expectations that address analyzing and writing argumentative texts, specifically the multi-paragraph argumentative essay. This genre represents writing meant to persuade an audience. Readers read a variety of argumentative texts to consider their own and others' understandings of and perspectives on specific topics and areas of interest.</p> <p>Unit 05: Interpretation and Response Across Genres</p> <p>This unit bundles student expectations that address analyzing and making connections across multiple genres as well writing across multiple genres. This unit focuses on comparing and contrasting a variety of genres on a related topic in order to reinforce the analysis and application of genre characteristics and author's craft. Most texts consumed and composed today are diverse in genre and purpose and can include a variety of modes such as images, charts, audio, or video to effectively reach intended audiences. Active readers and effective writers use their knowledge of genre and craft to understand and communicate ideas effectively.</p>



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2 nd Nine Weeks		4 th Nine Weeks –	
<p>TEKS</p> <p>8.5A, 8.5B, 8.5C, 8.5E, 8.5F, 8.5G, 8.5H; 8.6A, 8.6B, 8.6C, 8.6D, 8.6E, 8.6G, 8.6H; 8.7A, 8.7B, 8.7C, 8.7D; 8.8A, 8.8B, 8.8C; 8.9A, 8.9B, 8.9D, 8.9E, 8.9F; 8.10A, 8.10B, 8.10Bi, 8.10Bii, 8.10C, 8.10D, 8.10E; 8.11A</p> <p>8.5A, 8.5B, 8.5C, 8.5E, 8.5F, 8.5G, 8.5H; 8.6A, 8.6B, 8.6C, 8.6D, 8.6E, 8.6G, 8.6H, 8.6I; 8.8D, 8.8Di, 8.8Dii, 8.8Diii; 8.9A, 8.9B, 8.9C; 8.10A, 8.10B, 8.10Bi, 8.10Bii, 8.10C, 8.10D, 8.10Di, 8.10Dii, 8.10Diii, 8.10Div, 8.10Dv, 8.10Dvi, 8.10Dvii, 8.10E; 8.11B; 8.12A, 8.12B, 8.12C, 8.12D, 8.12E, 8.12F, 8.12H, 8.12Hi</p>	<p>Unit 02B: Analyzing and Composing Literary Texts: Poetry and Drama</p> <p>This unit bundles student expectations that address a study of literary works, specifically drama and poetry. These genres represent creative writing and narratives that include literary elements and devices that have an impact on authors’ messages. Readers read and experience poetry and drama as art forms that provide</p> <p>Unit 03: Analyzing and Composing Informational Texts</p> <p>This unit bundles student expectations that address analyzing and writing informational texts, specifically the multi-paragraph informational essay. This genre represents writing that informs, explains, and describes a topic. Readers read a variety of informational texts to learn about specific topics and areas of interest.</p>	<p>TEKS</p> <p>8.1C; 8.5A, 8.5B, 8.5C, 8.5E, 8.5F, 8.5G, 8.5H; 8.6A, 8.6B, 8.6C, 8.6D, 8.6E, 8.6G, 8.6H, 8.6I, 8.6J; 8.8D, 8.8Di, 8.8Dii, 8.8Diii, 8.8E, 8.8Ei, 8.8Eii, 8.8Eiii; 8.8F, 8.9A, 8.9B, 8.9C, 8.9D, 8.9F, 8.9G; 8.10A, 8.10B, 8.10Bi, 8.10Bii, 8.10C, 8.10D, 8.10E; 8.11C, 8.11D; 8.12A, 8.12B, 8.12C, 8.12D, 8.12E, 8.12F, 8.12G, 8.12H, 8.12Hi, 8.12Hii, 8.12I, 8.12J</p>	<p>Unit 05: Interpretation and Response Across Genres (continued)</p> <p>Unit 06: Research-Based Synthesis, Creation, and Innovation</p> <p>This unit bundles student expectations for the research process with comprehension and writing skills for the purpose of composing an original argumentative research product around a topic/field of personal interest. Student expectations based on the analysis of a variety of sources, including multimodal texts with images, graphics, text features, font, color, audio, video, etc. are the focus of research efforts. Exploring a variety of texts during the research process is representative of the type of texts readers and writers consume today. Readers and writers who are aware of authors’ craft and techniques across genres, including the use of multimodal elements, are better prepared to read critically and write effectively. The focus and foundation of this unit is to use the research process to refine and support one’s own ideas in an argumentative research essay and a visual multimodal research presentation.</p>