

## **DRAFT English Language Arts and Reading, Grade 8**

### **(a) Introduction.**

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Each strand is of equal value and may be presented in any order throughout the year. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (4) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the ELPS and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.
- (5) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey & Rothenberg, 2008).
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

### **(b) Knowledge and skills.**

- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships

found when studying the structures, origins, and contextual meanings of words. The student is expected to:

(A) develop vocabulary to:

- (i) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes in a variety of authentic texts;
- (ii) use context and structure (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; and
- (iii) use word reference resources to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context.

(B) develop foundational skills by:

- (i) adjusting fluency when reading grade-level text based on the reading purpose; and
- (ii) reading self-selected texts independently for a sustained period of time to develop and refine skills.

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to:

(A) combine information from the text and the readers schema in order to create a new understanding;

(B) use text features, elements, and structure to make and confirm predictions;

(C) generate questions about text to deepen understanding and gain information;

(D) visualize to create sensory images to interpret and analyze text;

(E) search connections to personal experiences, ideas in other texts, and to the larger community;

(F) sort through information read to distinguish what is most important and understand the author's message;

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

(H) summarize, paraphrase, or retell text in ways that maintain meaning and logical order within a text and across text; and

(I) establish purpose for reading assigned and self selected text and monitor comprehension making connections and adjustments when that understanding breaks down.

(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to:

(A) explain how texts evoke personal response;

(B) respond to texts and provide relevant text evidence using quotations when appropriate; and

(C) use a variety of strategies such as annotation, graphic organizers, notetaking, and text coding to note and organize important information in meaningful ways.

(4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to:

- (A) 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) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices;
- (C) analyze a problem to be solved, develop a plan with clear goals and deadlines using multiple strategies to solve the problem; and
- (D) engage in meaningful inquiry and dialogue and provide and accept constructive feedback from others.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to:
  - (A) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres from historical, cultural and contemporary contexts and support those findings with textual evidence;
  - (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);
  - (C) analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays;
  - (D) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;
  - (E) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict;
  - (F) 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;
  - (G) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;
  - (H) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;
  - (I) describe the organizational pattern and evaluate its effectiveness in conveying the main points and ideas of the text;
  - (J) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents;
  - (K) analyze the use of rhetorical and logical fallacies such as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts;
  - (L) analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and
  - (M) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:
  - (A) analyze literary works that share similar themes;

- (B) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work;
  - (C) compare and contrast the relationship between the purpose and characteristics of different poetic forms;
  - (D) analyze different forms of point of view, including limited versus omniscient, subjective versus objective;
  - (E) explain the effect of sensory and figurative language, including extended metaphors, in literary text;
  - (F) analyze works written on the same topic and compare how the authors achieved similar or different purposes;
  - (G) evaluate the role of media in focusing attention on events and informing opinion on issues;
  - (H) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message; and
  - (I) evaluate various techniques used to create a point of view and the effect on audience.
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is 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;
  - (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences;
  - (F) write a story that includes an engaging plot and well-developed characters with purposeful use of literary devices including an integral setting and multiple viewpoints;
  - (G) write poetry that conveys a message using poetic techniques, (e.g., rhyme scheme and meter) and figurative language (e.g., personification, idioms, and hyperbole);
  - (H) write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences;
  - (I) 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 facts 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;
- (J) write correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly context;
- (K) produce a multimedia presentation involving text, graphics, images, and sound using available technology;
- (L) establish a clear thesis or position;
- (M) consider and respond to the views of others and anticipate and answer reader concerns and counter-arguments;
- (N) include evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion;
- (O) write using a variety of sentence structures (e.g., simple, compound, and complex) while using consistent verb tenses, parallel structures, and subject-verb agreement;
- (P) use sentence combining techniques to write with variety;
- (Q) use transitions for sentence to sentence or paragraph to paragraph coherence;
- (R) use conventions of capitalization for proper nouns appropriately and for stylistic purposes;
- (S) use correct punctuation marks, including:
  - (i) commas in appositive phrases, after transitions, and with introductory structures and punctuate complex sentences correctly;
  - (ii) quotation marks, including for dialogue and citation; and
  - (ii) semicolons, colons, and ellipses when appropriate.
- (T) spell correctly, including using various resources to determine and check correct spellings; and
- (U) differentiate between commonly confused terms (e.g., its, it's; affect, effect).
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:
  - (A) generate research questions and gather and synthesize relevant information from a variety of valid and credible sources to develop a research plan and modify the plan according to findings;
  - (B) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies and record bibliographic information from each source appropriately;
  - (C) narrow or broaden the major research question, if necessary, based on further research and investigation;
  - (D) categorize information thematically in order to see the larger constructs inherent in the information;
  - (E) differentiate between paraphrasing and plagiarism;
  - (F) use 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;
  - (G) draw conclusions and summarize or paraphrase the findings in a systematic way;

- (H) gather and organize evidence to explain the topic and give relevant reasons for conclusions;
- (I) present findings in a meaningful format; and
- (J) follow accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.

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