



**English/ Language Arts**  
**Pre-Advanced Placement Language Arts**  
**Grade 8**

<b>Unit Name: Conflict and Archetypes</b>		<b>Second Six Weeks</b>	
<b>Date Taught</b>	<b>TEKS and AP Required Elements</b>	<b>Content/Vocabulary</b>	<b>Guiding Questions</b>
	8.7A Read regularly in independent-level materials  8.7B Read regularly in instructional- level materials that are challenging but manageable  8.10A Use his/her own knowledge and experience to comprehend.  8.10B Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems  8.10D Describe mental images that text descriptions evoke  8.10 E Use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information  8.10F Determine a text’s main idea and how those ideas are supported with details.  8.10G Paraphrase and summarize text to recall, inform, or organize ideas.  8.10 H Draw inferences such as conclusions or generalizations and support them with text evidence and experience.  8.10K Answer different types and levels of questions such as open-ended, literal, and interpretative.  8.12 G Recognize and analyze story plot, setting, and problem resolution  8.12 H Describe how the author’s perspective or point  8.12 K Recognize how style, tone, and mood contribute to the effect of the text	<b>CLOSE READING</b>  <b>Reading Strategies</b> <ul style="list-style-type: none"> <li>• Annotation</li> <li>• Determining Author’s purpose</li> <li>• Determining Main Idea</li> <li>• Generalization</li> <li>• Inference</li> <li>• Seminar Discussion</li> <li>• Summary</li> </ul>	How can the use of annotation skills help evaluate the main idea, author’s purpose, etc. in a piece of literature?  What is the significance of defining and using inference in discussion of a piece of literature?  Using the seminar discussion, how does a student prove/disprove various views of a piece of literature.



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<p>8.11 A Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts</p> <p>8.11 B Interpret text ideas through such varied means as journal writing, discussion, enactment, and media</p> <p>8.11 C Support responses by referring to relevant aspects of text and his/her own experiences</p> <p>8.11 D Connect, compare, and contrast ideas, themes, and issues across text</p> <p>8.7A Read regularly in independent-level materials</p> <p>8.7B Read regularly in instructional- level materials that are challenging but manageable</p> <p>8.10A Use his/her own knowledge and experience to comprehend.</p> <p>8.10B Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems</p> <p>8.10D Describe mental images that text descriptions evoke</p> <p>8.10 E Use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information</p> <p>8.10F Determine a text’s main idea and how those ideas are supported with details.</p> <p>8.10G Paraphrase and summarize text to recall, inform, or organize ideas.</p> <p>8.10 H Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</p> <p>8.10K Answer different types and levels of questions such as open-ended, literal, and interpretative</p> <p>8.12 G Recognize and analyze story plot, setting, and problem resolution</p> <p>8.12 H Describe how the author’s perspective or point</p>	<p><b>Literary Elements</b></p> <p>Archetype</p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Journey of the hero</li> <li>• Setting</li> </ul> <p>Character</p> <ul style="list-style-type: none"> <li>• Antagonist/protagonist</li> <li>• Dynamic/static</li> <li>• epiphany</li> <li>• flat/round</li> <li>• motivation</li> </ul> <p>Detail</p> <p>Diction</p> <ul style="list-style-type: none"> <li>• Connotation</li> <li>• Denotation</li> <li>• Idiom</li> <li>• Vocabulary</li> </ul> <p>Imagery</p> <p>Mood</p> <p>Plot</p> <ul style="list-style-type: none"> <li>• Conflicts</li> <li>• Flashback</li> <li>• Foreshadowing</li> <li>• Suspense</li> </ul> <p>Point of View</p> <ul style="list-style-type: none"> <li>• Person</li> <li>• Perspective</li> <li>• Setting</li> <li>• Theme</li> <li>• Tone</li> <li>• Tone determined through diction, imagery, and detail</li> </ul> <p><b>Literary Techniques</b></p> <p>Characterization</p> <ul style="list-style-type: none"> <li>• Direct</li> <li>• Indirect</li> <li>• Dialogue</li> <li>• Symbolism</li> </ul>	<p>What criteria would you use to assess the journey of the hero?</p> <p>Can a student model a representation of the literary element Character?</p> <p>What can you conclude about an author’s use of diction?</p> <p>How can an author support or change the mood of a piece?</p>
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	<p>8.12 K Recognize how style, tone, and mood contribute to the effect of the text</p> <p>8.22 A Describe how illustrator’s choice of style, elements, and media help to represent or extend the text’s meanings</p> <p>8.22 C Use media to compare idea and points of view</p>	<p><b>Literary Forms</b></p> <ul style="list-style-type: none"> <li>• Fiction</li> <li>• Verse</li> </ul>	
		<b>LISTENING/SPEAKING</b>	
	<p>8.1 A Determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate</p> <p>8.1B Eliminate barriers to effective listening</p> <p>8.1C Understand the major ideas and supporting evidence in spoken messages</p> <p>8.1D Listen to learn by taking notes, organizing, and summarizing spoken ideas</p> <p>8.2A Interpret speaker's messages both verbal and nonverbal, purposes, and perspectives</p> <p>8.2 B Analyze a speaker's persuasive techniques and credibility</p> <p>8.2 C. Distinguish between the speaker's opinion and verifiable fact</p> <p>8.2 D Monitor his/her own understanding of the spoken message and seek clarification as needed  compare his/her own perception of a spoken message with the perception of others  evaluate a spoken message in terms of its content, credibility, and delivery</p> <p>8.3 A Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works</p> <p>8.3 B Analyze oral interpretations of literature for effects on the listener</p> <p>8.3 C Analyze the use of aesthetic language for its effects</p>	<p><b>Purposes</b>  <b>Critical Listening</b>  <b>Appreciation</b>  <b>Culture</b>  <b>Audiences</b></p>	<p>How can a student determine the facts and how to use them in a listening exercise?</p>



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	<p>8.4 A Connect his/her own experiences, information insights, and ideas with experiences of others through speaking and listening</p> <p>8.4B Compare oral traditions across regions and cultures</p> <p>8.4C Identify how language use such as labels and sayings reflect regions and cultures</p> <p>8.5 A Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion</p> <p>8.5 B Demonstrate The effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information</p> <p>8.5 C Present dramatic interpretations of experiences, stories, poems, or plays to communicate</p> <p>8.5 D Generate criteria to evaluate his/her own presentations and the presentations of others</p> <p>8.5E Use effective rate, volume, pitch, and tone for the audience and setting</p> <p>8.5 F Clarify and support spoken ideas with evidence, elaborations, and example</p>		
	<p>8.16 A Write legibly by selecting cursive or manuscript as appropriate</p> <p>8.16B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation</p> <p>8.17A Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses.</p> <p>8.17B Use conjunctions to connect ideas meaningfully</p> <p>8.17C Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech</p> <p>8.17D Use adjectives and adverbs appropriately to make writing vivid or</p>	<p style="text-align: center;"><b>GRAMMAR</b></p> <p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>• Punctuation</li> </ul> <p><b>Parts of Speech</b></p> <p><b>Sentences</b></p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Loose/Cumulative</li> <li>• Periodic</li> </ul> <p><b>Analysis of a Text</b></p> <ul style="list-style-type: none"> <li>• Meaning and Effect</li> </ul>	<p>Can a student determine how the choice of sentences affected a literature piece?</p>



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	<p>precise.</p> <p>8.17E Use prepositional phrases to elaborate written ideas</p> <p>8.17F Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive</p> <p>8.17G Write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Texas's</p> <p>8.17H Write with increasing accuracy when using pronoun case such as "She stepped between them and us."</p>		
	<p>8.15E Select and use voice and style appropriate to audience and purpose.</p> <p>8.15G Use literary devices effectively such as suspense, dialogue, and figurative language</p> <p>8.16A Write legibly by selecting cursive or manuscript as appropriate.</p> <p>8.16B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation.</p> <p>8.16C Spell derivatives correctly by applying the spellings of bases and affixes.</p> <p>8.16 D Spell frequently misspelled words correctly such as their, they're, and there</p> <p>8.16E Use resources to find correct spellings</p> <p>8.16F. Spell accurately in final drafts</p> <p>8.16G Understand the influence of other languages and cultures on the spelling of English words</p> <p>8.18A Generate ideas and plans for writing by using such prewriting</p>	<p align="center"><b>COMPOSITION</b></p> <p><b>Types (modes)</b></p> <ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Expository</li> <li>• Analytical</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Narrative</li> </ul> <p><b>The Process of Composition</b></p> <p>Prewriting</p> <ul style="list-style-type: none"> <li>• Consideration of audience</li> <li>• Determination of purpose</li> <li>• Generation of ideas</li> <li>• Organization of ideas</li> </ul> <p>Drafting</p> <ul style="list-style-type: none"> <li>• Extended time</li> <li>• Timed</li> </ul> <p>Revision of Multiple Drafts</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Organization</li> <li>• Precise diction</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Mechanics</li> <li>• Sentence structure</li> <li>• Usage</li> </ul> <p>Structural Elements</p> <p>Introduction</p> <ul style="list-style-type: none"> <li>• Thesis</li> </ul> <p>Body</p>	<p>How do you refine a fully processed composition to final draft status?</p>



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<p>strategies as brainstorming, graphic organizers, notes, and logs.</p> <p>8.18B Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text.</p> <p>8.18C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text</p> <p>8.18D Revise drafts for coherence, progression, and logical support of ideas.</p> <p>8.18E Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice</p> <p>8.18F Use available technology to support aspects of creating, revising, editing, and publishing texts.</p> <p>8.18G Refine selected pieces frequently to “publish” for general and specific audiences.</p> <p>8.18H Proofread his/her own writing and that of others.</p> <p>8.18I Select and use reference materials and resources as needed for writing, revising, and editing final drafts</p> <p>8.19 A apply criteria to evaluate writing</p> <p>8.19 B respond in constructive ways to others' writings</p> <p>8.19 C evaluate how well his/her own writing achieves its purposes</p> <p>8.19 D analyze published examples as models for writing</p> <p>8.19 E review a collection of written works to determine its strengths and</p>	<ul style="list-style-type: none"> <li>• Topic sentence</li> <li>• Use of commentary</li> <li>• Use of evidence</li> </ul> <p>Conclusion</p> <p>Style/Voice</p> <ul style="list-style-type: none"> <li>• Imitation of Stylistic Models</li> </ul>	
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	<p>weaknesses and to set goals as a writer</p> <p>8.21A Collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms</p> <p>8.21B Correspond with peers or others via e-mail or conventional email.</p> <p>8.21 C Identify challenges faced by published authors and strategies they use to compose various types of text.</p>		
		<b>MEDIA AND TECHNOLOGY</b>	
	<p>8.22A Describe how illustrators’ choice of style, elements, and media help to represent or extend the text’s meanings.</p> <p>8.22B Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.</p> <p>8.22C Use media to compare ideas and points of view.</p> <p>8.23A Interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings.</p> <p>8.23B Compare and contrast print, visual and electronic media such as film with written story.</p> <p>8.23C Evaluate the purposes and effects of varying media such as film, print, and technology presentations.</p> <p>8.23D Evaluate how different media forms influence and inform.</p> <p>8.24A Select, organize, or produce visuals to complement and extend</p>	<p><b>Viewing</b></p> <p><b>Presenting</b></p> <p><b>Interpretation</b></p> <p><b>Representing</b></p> <p><b>Analysis</b></p> <p><b>Production</b></p>	



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	meanings;  8.24B Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.  8.24C Assess how language, medium, and presentation contribute to the message.		
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