

8th Grade English Language Arts and AAC Standards-Based Grading Public Overview 2022 - 2023

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [Glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

At Home Connections

The following are suggestions for reinforcing literacy development at home. These ideas can be used throughout the school year. You will find additional ideas to reinforce learning at home within each unit below.

- *Students are encouraged to read independent, self-selected texts regularly.*
- *Help your child to find a quiet place to read for an uninterrupted period.*
- *Provide access to a variety of text formats, genres, and topics. Links to resources can be found at the end of this document.*
- *Provide opportunities for your child to respond to their reading and share their thoughts about what they are reading.*
- *When your child has questions about a topic, encourage them to investigate independently. Guide them through analyzing their sources and synthesizing information. Let them share what they learned with other family members.*

Process Standards:

The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

In secondary ELA, we have seven main processes that appear in every unit throughout the year in whole or in part. You will notice that some Texas Essential Knowledge and Skills Statements (TEKS) appear in multiple concepts. ELA skills are interconnected, and the repetition of these skills in multiple contexts reflects how the strands 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” (Introduction to

English Language Arts, Grade 6, *Texas Essential Knowledge and Skills*). These skills are introduced and explicitly taught throughout the first semester, then integrated into instruction in the units that follow. The process skills for 8th grade ELA include:

Making Meaning of Text:

8.5B generate questions about text before, during, and after reading to deepen understanding and gain information

8.5D create mental images to deepen understanding

8.5E make connections to personal experiences, ideas in other texts, and society

8.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down

8.6A describe personal connections to a variety of sources, including self-selected texts

8.6E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

Reading, Talking, and Writing About Text:

8.1A listen actively to interpret a message by summarizing, asking questions, and making comments

8.1D participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues

8.6B write responses that demonstrate understanding of texts, including comparing sources within and across genres

8.6F respond using newly acquired vocabulary as appropriate

8.6G discuss and write about the explicit or implicit meanings of text

8.6H respond orally or in writing with appropriate register, vocabulary, tone, and voice

Critical Thinking:

8.5C make, correct, or confirm predictions using text features, characteristics of genre, and structures

8.5F make inferences and use evidence to support understanding;

8.5G evaluate details read to determine key ideas

8.5H synthesizes information to create new understanding

8.6C use text evidence to support an appropriate response

8.6D paraphrase and summarize texts in ways that maintain meaning and logical order

8.6I reflect on and adjust responses as new evidence is presented

Author's Craft and Purpose:

8.5E make connections to individual experiences, ideas in other texts, and society

8.6A describe personal connections to a variety of sources, including self-selected texts

8.6C use text evidence to support an appropriate response

8.6D paraphrase and summarize texts in ways that maintain meaning and logical order

8.9A explain the author's purpose and message within a text

Writing Process:

8.10A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

8.10B develop drafts into a focused, structured, and coherent piece of writing by:

(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples

8.10C revise drafts for clarity, development, organization, style, word choice, and sentence variety;

8.10D edit drafts using standard English conventions, including:

(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

(ii) consistent, appropriate use of verb tenses and active and passive voice;
 (iii) prepositions and prepositional phrases and their influence on subject-verb agreement;
 (iv) pronoun-antecedent agreement;
 (v) correct capitalization;
 (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and
 (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too

8.10E publish written work for appropriate audiences

| 8 th ELA Standards-Based Grading Competencies | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
| 1 Discussing and Writing about Texts The student uses academic language to discuss and write about a variety of texts in order to develop, share, and deepen understanding. | X | X | X | X |
| 2 Analyzing Genre Characteristics The student analyzes genre-specific characteristics and structures within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts. | X | X | X | X |
| 3 Analyzing Author’s Purpose and Craft The student analyzes the author’s purpose and craft choices in order to examine their effects on meaning within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts. | X | X | X | X |
| 4 Writing Process and Craft The student uses the writing process to craft literary, informational, argumentative, correspondence, and multimodal texts. | X | X | X | X |
| 5 Inquiry The student engages in both short-term inquiry and sustained research. | | X | X | X |

Grading Period 1

Unit 1: Author’s Craft: Literary Structures

Estimated Date Range: August 9 – October 13

Estimated Time Frame: 44 days (41 days in GP1 and 3 days in GP2)

Note: Includes 2 days for Re-engagement within unit

Unit Overview:

This unit introduces key questions that will drive instruction for the entire year: “How do author’s craft choices affect a reader? How do I use my understanding of author's craft to make meaning as I read and share my thoughts when I write?” Teachers work with students to establish the routines of close reading, independent reading, talking about text, and systems for recording their metacognition, writing about reading, and goal setting. These routines and systems will support reading and writing processes over the course of the year as students build independence to tackle increasingly complex texts. In addition, teachers are responsible for communicating classroom literacy routines to parents, who serve as essential partners between classroom and home life.

Students will work with literary text as the second question shifts to more specific craft moves: “How does the author use ____ to shape meaning and connect to a reader?” Readers explore how an author’s purpose for writing drives decisions about developing

character, setting, conflict to connect to a reader. As they discover these elements in literary text and analyze how they are used, they will try them in their own literary as they dive into the writing process. Moving forward in this unit, students will focus on how language communicates theme to a reader, analyzing figurative language, point of view, sentence structure and variety, and the subtleties of word choice as they consider the question, “How does the author use (figurative language, word choice, sentence variety) to shape meaning and connect to a reader?” They will continue writing constructed responses, this time to analyze how all these elements come together to create a theme. Students will read mentor texts, then use them as models as they try those same craft moves in their own writing to communicate theme to the teacher and peers.

Throughout the unit, students engage in daily, authentic reading, writing, and talking tasks, both formal and informal, close reading, and conferring with their teacher, as they make connections to and across texts. As students examine texts, they will identify ways the author helps them make those connections. Students participate in rich academic discussion to reflect on author's purpose, as well as selecting a favorite writing task from the unit to take through the writing process to publish a narrative process piece.

Genres in this unit: Readers will analyze literary texts with literary structures. Teachers select texts that provide examples for development of character, setting, and conflict. These texts may be connected by topic or theme. The literary texts may serve as anchor texts for enriching student learning with additional genres. In addition, titles selected should act as model texts to support the writing process. Titles may also be used as “anchor texts” which can guide the selection of additional genres to enrich and expand instruction. Writing and speaking tasks focus on responding to text. Readers will also analyze literary texts, such as short stories, poetry, drama, and other genres as they look for examples of figurative language, imagery, sentence structure, and word choice. expand instruction. Writing and speaking tasks include responding to text, completing a literary process piece, and writing a short literary text such as a poem.

At Home Connections

- Students are expected to read 30 minutes per week in addition to their coursework. It is best practice for students to read for a sustained period. It is important for them to see you as a reader as well. Talk to your child about what they are reading and perhaps share what you are reading with them. Have them set their own goals for increasing their reading time and discovering new authors and genres.
- In this unit, students work together to build a literacy community. Talk to your child about how we treat, and expect to be treated by, other members of the learning community. How does one respond to others in a learning environment, through speech and in writing, whether face-to-face or electronically? How do conversational styles differ depending on audience, purpose, and location? Ask them how discussions are going and how they prepare for them. Ask them how they are contributing to the discussions.
- Encourage them to explore unfamiliar words as they come across them and develop a system for collecting and storing new vocabulary.
- Students continue to read literary texts; ask your child about:
 - The characters in the story. Are there characters they can relate to, they like or dislike, and why?
 - Ask them about the story's plot. Do events seem to be happening in order or are there events out of order? How does this affect them as readers? Does it confuse them or help them understand? Does the order of events build suspense and make them want to keep reading?
 - Who is telling the story? Is there more than one person telling the story? How does the person who is telling the story impact how they as the reader see the events unfolding?
 - What is the mood or feelings your child feels when reading the story? What features in the story cause that feeling?
 - What connection to personal experiences, other books they have read, movies they have seen, or to larger ideas happening in society does your child make while reading the story?

- What features from the stories they are reading do they like? How might they use some of those features in their own writing?

During this unit, students begin drafting their own literary pieces. Ask your child:

- What story are you telling?
- Why did you choose to tell this story?
- What do you want your readers to know, think about, feel after reading your story?
- The purpose usually contains a message. What do you want the message of your story to be?
- Who are the characters in their story? What makes the characters believable? What is the conflict in the story?
- What is the story's setting? How does the setting impact the characters and the events in the plot?
- What is the order of events in your story? Do they build toward a climax? Are there any events that need to be told in a different order?
- Students continue to draft and revise their literary texts; ask your child:
- While revising, has your story changed? How? Why?
- What is the exact word choice that best communicates the meaning they had intended?

Editing is an important part of the writing process, ask your child if they have:

- Checked for correct spelling, capitalization, and punctuation.
- Punctuated dialogue correctly.
- Used diverse types of sentences: some short, medium, and long, including some complex sentences.

| Concepts within Unit 1 Link to TEKS | Competencies Assessed during the Concept | Success Criteria for Unit 1 |
|---|--|---|
| <u>Concept #1:</u> Analyzing character as a reader and writer 8.5E, 8.6A, 8.6A, 8.6C, 8.6D, 8.7A, 8.7B, 8.8A, 8.9A, 8.9E, 8.10A | Competencies 1, 2, 3, and 4 | <ul style="list-style-type: none"> • Analyze how the character's internal and external responses develop the plot • Brainstorm ideas for developing my writing (literary piece) • Describe how characters will interact in my writing |
| <u>Concept #2:</u> Analyzing setting as a reader and a writer 8.7A, 8.10A; 8.7D | Competencies 1, 2, 3, and 4 | <ul style="list-style-type: none"> • Analyze how the setting influences character development • Describe the setting in my own literary text • Make connections between the setting and character development in my own literary text |
| <u>Concept #3:</u> Plot Development as Craft 8.7A; 8.7C; 8.10A; 8.5V; 8.5F; 8.5H; 8.6C; 8.6D; 8.6I | Competencies 1, 2, 3, and 4 | <ul style="list-style-type: none"> • Analyze how the characters influence events and resolution of the conflict • Analyze and compare non-linear and linear plots • Explains the author's purpose and message within a text • Analyze how character and plot development reveal theme |
| <u>Concept #4:</u> Analyzing theme as a reader and writer 8.5H; 8.7A, 8.10B(i) & (ii) | 1, 2, 3, and 4 | <ul style="list-style-type: none"> • Analyze how author's development themes • Draft literary pieces. • Make connections in my literary text between character development, setting, and plot to support my purpose for writing |

| | | |
|--|---|---|
| <p><u>Concept #5:</u> Analyzing Language and Theme as a reader and writer 8.7A, 8.8A, 8.9A; 8.9D; 8.9F; 8.10C, 8.11A</p> | <p>1, 2, 3, and 4</p> | <ul style="list-style-type: none"> • Infer multiple themes within or across genres • Identify the use of literary devices to achieve a specific purpose • Explain the author’s purpose and message within a text • Describe how the author’s use of figurative language achieves a specific purpose • Identify the use of literary devices to achieve a specific purpose (including, omniscient and limited point of view) • Analyze how the author’s use of language contributes to mood and voice |
| <p><u>Concept #6:</u> Analyze how my organization and sentence structure communicates my purpose for writing to my audience 8.7A; 8.9B, 8.10C, 8.10D (i, vi, and viii)</p> | <p>1, 2, 3, and 4</p> | <ul style="list-style-type: none"> • Analyze organizational structures in literary texts • Analyze sentence structures • Revise literary drafts for: <ul style="list-style-type: none"> • Clarity • Development • Organization • Sentence variety |
| <p><u>Concept #7:</u> Editing and publishing 8.10D (ii, iii, iv, v, vii, viii, and ix)</p> | <p>1, 2, 3, and 4</p> | <ul style="list-style-type: none"> • Edit drafts, using standard English conventions (specific editing lessons will be based on student need as identified in assessment data) • Publish literary text |
| <p><u>Ongoing Skills</u> Back to Top of Document</p> | <ul style="list-style-type: none"> • Discuss text using relevant text evidence • Describe connections to text to share and deepen understanding • Write responses that demonstrate understanding • Use text evidence to support an appropriate response • Reflect on and adjust Responses as new evidence is presented • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society • Self-select text and read independently | |

Grading Period 2

Unit 2: Author's Craft: Informational Text and Inquiry

Estimated Date Range: October 16-December 15

Estimated Time Frame: 39 days

Note: Includes 2 days for Re-engagement within unit

Note: While the focus of this unit is on informational text, teachers still address the multi-genre and author's purpose and craft strands by connecting ideas across genres

Unit Overview:

Students continue their study of the focusing question as readers and writers: "How does the author use _____ to shape meaning and connect to a reader?" They have examined craft in their reading of literary texts to see how authors make purposeful decisions about language and structure to shape meaning for their readers. As writers, they experimented with craft in their own literary writing, exploring their beliefs and opinions as they completed both short writing tasks and longer process pieces. They have engaged in a brief inquiry into texts that made an impact on them to investigate the decisions authors made that made an impact on them as readers. They will use these skills as a foundation for their study of informational text while continuing to read and connect ideas with literary texts.

In this unit, readers examine the different structures and purposes of informational text, applying their knowledge of author's craft to this genre, exploring the organizational patterns as readers, and making inferences about the author's purpose for writing. As writers, they select a topic they wish to investigate, determining the best organizational pattern and language to share their learning with the teacher and their peers. Conferences with their teacher and peers and using their reading as mentor texts help to hone their craft as writers. Students continue to engage in independent, self-selected reading to build stamina, comprehension skills, engagement, vocabulary, and background knowledge.

Genres in this unit: With their teachers and peers, students read, analyze, and write informational texts. They continue reading self-selected texts, which may be from any genre, making connections to the author's craft as they do so. Students also continue to read literary texts to connect to ideas read in informational texts

At Home Connections

- At home, students should continue to read independently, reflect, and adjust reading goals.
- In this unit, students will be analyzing structures and purposes of informational text. They will continue to analyze how authors construct text. They will look at thesis statements, evidence, and organizational patterns. They will continue to look at the author's purpose for writing. Ask your child to:
 - Identify thesis statements in the informational texts they read. How do they know that is the thesis statement?
 - Identify the evidence used to support that thesis. Does the evidence, in fact, support the thesis?
 - Identify how the author organized the evidence. How did that organizational choice help support the thesis?
- In this unit, students select a topic they wish to investigate, determining the best organizational pattern and language to share their learning with the teacher and their peers. Ask your child to:
 - Explain the topic they wish to investigate. What sources might they use in their investigation? How do they know the sources or credible, reliable, and whether there might be bias?
 - Explain what they see as their thesis statement. What is the point they hope the reader takes away after reading their informational text?
 - Explain the order in which they want to use the evidence to best support the thesis. Are there ways the order could be changed that might strengthen their support of their thesis?
 - Make sure they have edited their writing by checking the spelling, punctuation, and capitalization.

| Concepts within Unit 2 Link to TEKS | Competencies Assessed during the Concept | Success Criteria for Unit 2 |
|---|---|--|
| <u>Concept #1:</u> Analyzing thesis statements and author’s purpose as a researcher and writer 8.8Di; 8.8D(ii); 8.10A; 8.12A; 8.12B; 8.5E; 8.6A; 8.6C; 8.6D; 8.9A | Competencies 1, 2, 3, 4, and 5 | <ul style="list-style-type: none"> Analyze characteristics and structural elements of informational text, including the controlling idea with supporting evidence and multiple organizational patterns within a text to develop a thesis Explain the author’s purpose and message within a text Analyze how the use of thesis statements communicate purpose to a reader Describe how working thesis statements help define a research plan |
| <u>Concept #2:</u> Analyzing how authors connect thesis and evidence as researchers and writers 8.8D(i and ii); 8.10A; 8.10B(i and ii); 8.12C; 8.12D; 8.12E; 8.11B; 8.11D | Competencies 1, 2, 3, 4, and 5 | <ul style="list-style-type: none"> Conduct research based on a working thesis Evaluate sources for relevance, validity, and reliability Revise the thesis and research plan if evidence supports it Keep records of research information |
| <u>Concept #3:</u> Analyzing structure as a researcher and writer 8.8D(iii); 8.9B; 8.9C; 8.9G; 8.10C; 8.12F; 8.12Hi; 8.12I; 8.12D; 8.12E; 8.12G | Competencies 1, 2, 3, 4, and 5 | <ul style="list-style-type: none"> Differentiate between summarizing, paraphrasing, and using direct quotes Organize information in a logical and coherent structure that supports the thesis statement Use graphics or other text features to support the thesis statement |
| <u>Concept #4:</u> Synthesizing and presenting information 8.10D(i-ix), 8.12F, 8.12Hi, 8.12J, 8.10E | Competencies 1, 2, 3, 4, and 5 | <ul style="list-style-type: none"> Edit final draft of informational text Use edits to communicate author’s purpose Share results of inquiry with a peer |
| <u>Ongoing Skills</u> Back to Top of Document | | <ul style="list-style-type: none"> Explains the author’s purpose and message within a text Discuss text using relevant text evidence Describe connections to text to share and deepen understanding Reflect on and adjust Responses as new evidence is presented Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society Self-select text and read independently |

Grading Period 3

Unit 3: Author's Craft: Argumentative Text and Inquiry

Estimated Date Range: January 4-February 29

Estimated Time Frame: 39 days

Note: Includes 2 days for Re-engagement within unit

Note: While the focus of this unit is on argumentative text, teachers still address the multi-genre and author's purpose and craft strands by connecting ideas across genres

Unit Overview:

Students have examined the author's craft choices in informational text. As writers, they have investigated a topic of interest, either individually or in small groups. They will use their skill of analyzing informational text as they transition to argumentative texts.

In this unit, students examine the nuanced differences between informational and argumentative texts. As readers, they analyze how an author develops an argument and uses language to engage an audience. Students will analyze the organizational patterns in persuasive text and how authors select and organize arguments in a text to make the biggest impact on a reader. As writers, they develop a position and call for action for the topic they researched in the previous unit, making decisions about the best way to support and propose their claims to their peers. They will use mentor texts as models for their own products. Students read literary and informational texts to connect to ideas presented in argumentative texts.

Genres in this unit: With their teachers and peers, students read, analyze, and write argumentative texts. They continue reading self-selected texts, which may be from any genre, making connections to the author's craft as they do so. Students also continue to read literary and informational texts to connect to ideas read in argumentative texts

At Home Connections

- At home, students should continue to read independently, reflect, and adjust reading goals.
- In this unit, students will be analyzing structures and purposes of argumentative text. They will continue to analyze how authors construct text. They will look at claims, evidence, and organizational patterns. They will continue to look at the author's purpose for writing. Ask your child to:
 - Explain what it means to argue (in terms of writing and speaking)
 - Identify the author's claim. How do they know that is the author's claim?
 - Identify the evidence used to support that claim. Does the evidence, in fact, support the claim? Do they feel the author used convincing evidence?
 - Identify how the author organized the evidence. How did that organizational choice help prove the claim?
- In this unit, students select a topic they wish to investigate, determining their own position regarding the topic, the best organizational pattern and language to share their argument with the teacher and their peers. Ask your child to:
 - Explain the topic they wish to investigate. What sources might they use in their investigation? How do they know the sources or credible, reliable, and whether there might be bias?
 - Explain what they see as their own position on the topic. What is their claim? What is the point they hope to prove to the reader after the audience reads or hears their argument?
 - Explain the order in which they want to use the evidence to best support the claim. Are there ways the order could be changed that might strengthen their support of their claim?
 - Make sure they have edited their writing by checking the spelling, punctuation, and capitalization.

| Concepts within Unit 3 Link to TEKS | Competencies Assessed during the Concept | Success Criteria for Unit 3 |
|--|---|---|
| <p><u>Concept #1:</u> Analyzing claims and author’s purpose as a researcher and writer 8.8E(i,ii,iii), 8.12H(i), 8.12C, 8.12A, 8.9F, 8.9G, 8.10A, 8.10B(i, ii), 8.10C</p> | <p>Competencies 1, 2, 3, 4, and 5</p> | <ul style="list-style-type: none"> • Analyze characteristics and structures of argumentative text such as identifying the claim and identifying the intended audience or reader; • generate student-selected and teacher-guided questions for formal and informal inquiry; • Examine sources for reliability, credibility, and bias; and • Analyze how the author's use of language contributes to mood and voice • Explain the differences between rhetorical devices and logical fallacies • Plan first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests • Explain the author's purpose and message within a text • Analyze characteristics of multimodal and digital texts • Identify and gather relevant information from a variety of sources • Self-select text and read independently for a sustained period of time |
| <p><u>Concept #2:</u> Analyzing how authors connect claim and evidence as a researcher and writer 8.8E(ii), 8.12D, 8.12H, 8.11C, 8.9F, 8.9G, 8.10B(i,ii), 8.10C, 8.12E, 8.12G, 8.12I</p> | <p>Competencies 1, 2, 3, 4, and 5</p> | <ul style="list-style-type: none"> • Analyze characteristics and structures of argumentative texts • Identify and gather relevant information from a variety of sources • Examine sources for reliability, credibility, and bias; and • Compose multi-paragraph argumentative texts using genre characteristics and craft • Analyze how the author's use of language contributes to mood and voice • Explain the differences between rhetorical devices and logical fallacies • Develop drafts into a focused, structured, and coherent piece of writing • Explain the author's purpose and message within a text • Analyze characteristics of multimodal and digital texts • Differentiate between primary and secondary sources; • Differentiate between paraphrasing and plagiarism when using source materials • Display academic citations and use source materials ethically; • Self-select text and read independently for a sustained period of time |

| | | |
|--|---------------------------------------|--|
| <p><u>Concept #3:</u> Analyzing organizational patterns as a researcher and writer 8.9B, 8.11C, 8.6D, 8.6B, 8.6G, 8.6C, 8.9F, 8.12F, 8.9C, 8.10C, 8.12G, 8.12I</p> | <p>Competencies 1, 2, 3, 4, and 5</p> | <ul style="list-style-type: none"> • Analyze how the use of text structure contributes to the author’s purpose compose multi-paragraph argumentative texts using genre characteristics and craft • Paraphrase and summarize texts in ways that maintain meaning and logical order • Write responses that demonstrate understanding of texts, including comparing sources within and across genres • Discuss and write about the explicit or implicit meanings of text • Use text evidence to support an appropriate response • Synthesize information from a variety of sources • Analyze the author’s use of print and graphic features to achieve a specific purpose • Analyze how the author's use of language contributes to mood and voice • Revise drafts for clarity, development, organization, style, word choice, and sentence variety • Differentiate between paraphrasing and plagiarism when using source materials • Display academic citations and use source materials ethically • Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure • Self-select text and read independently for a sustained period of time |
| <p><u>Concept #4:</u> Synthesizing sources and making an argument 8.5H, 8.6C, 8.11C, 8.12J, 8.12F, 8.10D(i, ii, iii, iv, v, vi, vii), 8.10E</p> | <p>Competencies 1, 2, 3, 4, and 5</p> | <ul style="list-style-type: none"> • Discuss text using relevant text evidence • Describe connections to text to share and deepen understanding • Write responses that demonstrate understanding • Use text evidence to support an appropriate response • Reflect on and adjust Responses as new evidence is presented • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society • Self-select text and read independently |
| <p><u>Ongoing Skills</u> Back to Top of Document</p> | | <ul style="list-style-type: none"> • Discuss text using relevant text evidence • Describe connections to text to share and deepen understanding • Write responses that demonstrate understanding • Use text evidence to support an appropriate response • Reflect on and adjust Responses as new evidence is presented • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society • Self-select text and read independently |

Grading Period 4

Unit 4: Author’s Craft: Synthesizing Ideas

Estimated Date Range: March 4-April 12

Estimated Time Frame: 23 days (5 days in GP3 and 18 days in GP4)

Note: Includes 2 days for Re-engagement within the Unit

Unit Overview:

The entire school year has been spent examining the author’s craft and how purpose and audience shape the decisions an author makes during the writing process. Students have analyzed a variety of genres in whole class, small group, and independent settings. They have experienced short inquiry cycles and close reading routines to develop independence as readers and thinkers.

In this unit, students will have an opportunity to self-select texts in which to practice their reading comprehension skills, choosing genres that appeal to them. They will work in book clubs to discuss their thinking about their reading and use strategies learned throughout the year. As they take ownership of their reading habits, they can determine what strategies work best for them as readers and set goals for summer reading. Students may want to combine their learning experiences in this unit and the writer’s choice unit as an inquiry cycle. The primary focus for both units is students identifying something they want to learn more about (whether fiction or non-fiction) and how they might communicate that learning to their peers.

At Home Connections

- At home, students should continue to read independently, reflect, and adjust reading goals.
- In this unit, students have an opportunity to self-select texts in which to practice their reading comprehension skills. Ask your child what genres they enjoy reading and why. Help them plan and keep track of their reading so that they do not fall behind.
- Students will work in small groups as book clubs to discuss their thinking about their reading and use strategies learned throughout the year. If possible, provide your child with their own copy of the text so that they can interact with the text through annotations. Ask your child how book clubs are going. How is discussing the same book with peers helping them better understand the text or see other viewpoints?

| Concepts within Unit 4 Link to TEKS | Competencies Assessed during the Concept | Success Criteria for Unit 4 |
|---|--|---|
| <p><u>Concept #1:</u> Synthesizing Ideas within Genres: Author’s Craft and Purpose 8.9A; 8.9B; 8.9C; 8.9D; 8.9E; 8.9F; 8.9G</p> | <p>Competencies 1, 2, 3, 4</p> | <ul style="list-style-type: none"> • Self-selects text and read independently • Explain the author’s purpose and message within a text • Synthesize ideas within genres • Analyze how the use of text structure contributes to the author’s purpose • Discuss text using relevant text evidence • Describe connections to text to share and deepen understanding • Reflect on and adjust Responses as new evidence is presented • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society • Reflect on and adjust Responses as new evidence is presented |

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| | | <ul style="list-style-type: none"> • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society |
| <p><u>Concept #2:</u> Synthesizing Ideas Across Genres 8.12A; 8.12B; 8.12C; 8.12D; 8.12E; 8.12H</p> | <p>Competencies 1, 2, 3, 4</p> | <ul style="list-style-type: none"> • Differentiate between summarizing, paraphrasing, and using direct quotes • Synthesize information from a variety of sources • Display academic citations as instructed • Use source materials ethically • Create questions or use teacher-designed questions to guide inquiry • Revise research plan based on latest information or questions • Gather relevant information from multiple sources, including primary or secondary; • Examine sources for credibility, reliability, and bias • Examine sources for faulty reasoning |
| <p><u>Ongoing Skills</u></p> <p>Back to Top of Document</p> | | <ul style="list-style-type: none"> • Discuss text using relevant text evidence • Describe connections to text to share and deepen understanding • Write responses that demonstrate understanding • Use text evidence to support an appropriate response • Reflect on and adjust Responses as new evidence is presented • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society • Self-select text and read independently |
| <p>Unit 5: Considering Author’s Craft as an Independent Reader and Writer</p> <p>Estimated Date Range: April 15-May 23 Estimated Time Frame: 29 days Note: Includes 2 days for Re-engagement within unit</p> | | |
| <p>Unit Overview:</p> <p>Students have written literary, informational, argumentative, and inquiry texts during the year, focusing on how they make craft decisions based on their purpose for writing and their audience. They have looked at mentor texts for models to emulate in their writing and practiced academic vocabulary in their conversations with peers. They have experienced conferring cycles to develop their independence as writers.</p> <p>In this unit, they have a chance to select a writing project to finish out the year. It needs to be a process piece, in other words, one that will take them through prewriting, drafting, conferring, and revising, editing, and a last step of publishing to their classmates. They may conduct an inquiry project if they wish, or partner with other students to create a media presentation. Teacher approval of all projects is necessary. Students may combine their work in the Independent Reading unit with this writing project as they consider how best to communicate their learning to their peers.</p> | | |

At Home Connections

- At home, students should continue to read independently, reflect on the progress they made this school year, and set goals for their summer reading.
- In this unit, students have an opportunity to select a writing project to finish out the year. This will be a process piece so they will plan, draft, revise, edit, and publish their writing. Ask your child which writing project they wish to finish and why. Help them develop a plan to monitor their progress to stay on track.
- Students might choose to publish through a media presentation. Ask your child which method of publication they would prefer and why. The method should appeal to their audience and best communicate their purpose and message for writing.
- If students work together to complete the project, ask your child what their responsibilities are to the project. Help them develop a plan to ensure they are contributing to the group's success.

| Concepts within Unit 5 Link to TEKS | Competencies Assessed during the Concept | Success Criteria for Unit 5 |
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| <p><u>Concept #1</u></p> <p>Critical thinking about Audience 8.5E, 8.6A, 8.9A, 8.10A, 8.5G, 8.5C, 8.5H, 8.6C</p> | <p>Competencies 1, 2, 3, 4, and 5</p> | <ul style="list-style-type: none"> • Make connections to personal experiences, ideas in other texts, and society • Describe personal connections to a variety of sources, including self-selected texts • Explain the author's purpose and message within a text • Plan first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests • Evaluate details read to determine key ideas • Make, correct, or confirm predictions using text features, characteristics of genre, and structures • Synthesize information to create new understanding • Use text evidence to support an appropriate response • Self-select text and read independently <p>(Students have choice in types of writing, including, but not limited to):</p> <ul style="list-style-type: none"> • Compose <u>literary texts</u> such as personal narrative, fiction, and poetry using genres characteristics and craft • Compose <u>informational</u> texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft • Compose multi-paragraph <u>argumentative texts</u> using genre characteristics and craft • Compose <u>correspondence</u> that reflects an opinion, registers a complaint, or requests information in a business or friendly structure |
| <p><u>Concept #2</u></p> <p>Writing for a Specific Audience</p> | <p>Competencies 1, 2, 3, 4, and 5</p> | <ul style="list-style-type: none"> • Explain the author's purpose and message within a text • Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, |

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| <p>8.9A, 8.10B(i, ii), 8.5H, 8.6D, 8.6I</p> | | <p>coherence within and across paragraphs, and a conclusion and developing an engaging idea reflecting depth of thought with specific facts and details;</p> <ul style="list-style-type: none"> • Synthesize information to create new understanding • Paraphrase and summarize texts in ways that maintain meaning and logical order • Reflect on and adjust responses as new evidence is presented • Analyze characteristics of multi-modal and digital texts • Self-select text and read independently • (Students have choice in types of writing, including, but not limited to): • Compose <u>literary texts</u> such as personal narrative, fiction, and poetry using genres characteristics and craft • Compose <u>informational</u> texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft • Compose multi-paragraph <u>argumentative texts</u> using genre characteristics and craft • Compose <u>correspondence</u> that reflects an opinion, registers a complaint, or requests information in a business of friendly structure |
| <p><u>Concept #3</u> Publishing for a Specific Audience 8.12J, 8.10C, 8.10D (I, ii, iii, iv, v, vi, vii), 8.10E</p> <p>Back to Top</p> | <p>Competencies 1, 2, 3, 4, and 5</p> | <ul style="list-style-type: none"> • Use an appropriate mode of delivery, whether written, oral, or multimodal to present results • Revise drafts for clarity, development, organization, style, word choice, and sentence variety • Edit drafts using standard English conventions • Publish written work for appropriate audiences • Give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively • Respond orally or in writing with appropriate register, vocabulary, tone, and voice |

Glossary and Curriculum Components

Overview— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Concept – A subtopic of the main topic of the unit

Competency—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.

Success Criteria: a description of what it looks like to be successful in this concept.

Learning Progression—A learning progression is comprised of three proficiency levels (developing, progressing, proficient). Each proficiency level in the progression defines the knowledge and skills that students will master on their pathway to proficiency. Teachers will report student’s current level of understanding of the competencies using the Learning Progressions.

Proficient—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.

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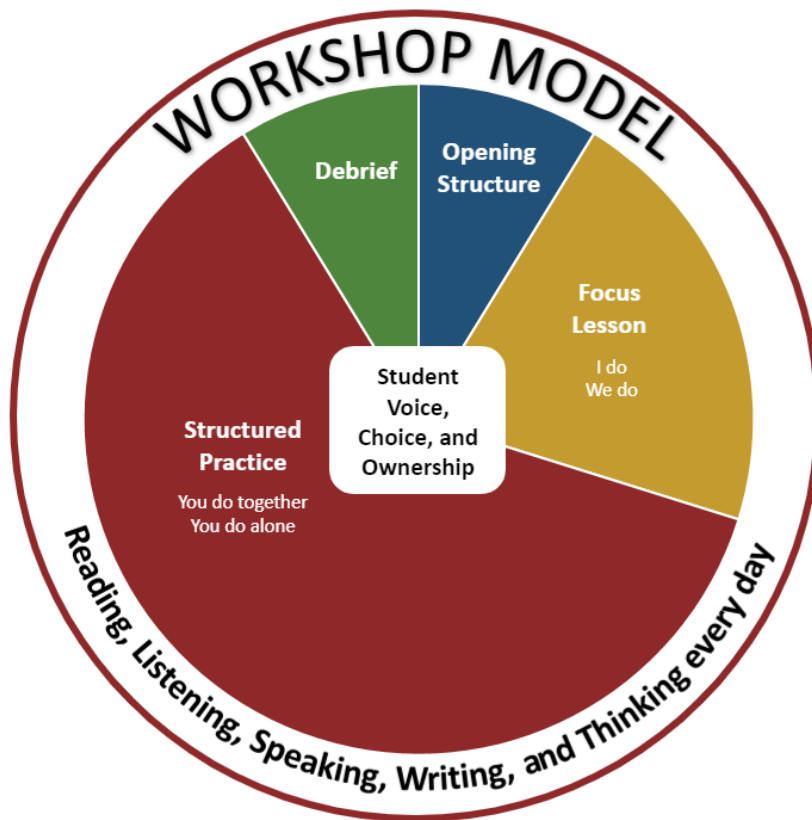
Parent Resources

The following resources provide parents with ideas to support students’ literacy development.

| Resource | How it supports parents and students |
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| Texas Gateway for 6th Grade | Provides digital lessons to support classroom learners. These lessons are organized by TEKS. |
| TEKS Guides | Provide additional information to help interpret the concepts and skills identified in the TEKS. |
| Parent and Afterschool Resources from the National Council of Teachers of English | NCTE is professional organization for English teachers. This clearinghouse provides ideas for parents to support their children outside of school. |
| Young Adult Library Services Association (YALSA) | YALSA provides annual lists of award-winning books for young adult readers. |
| The International Literacy Association (ILA) | ILA provides annual lists of the best books for young adult readers and up-to-date research on literacy. |
| The Texas Library Association (TLA) | TLA provides annual lists of award-winning books for young adult readers |
| Houston Area Independent Schools Library Network | HAISLN provides annual lists of award-winning books for young adult readers. |
| The American Library Association | ALA provides annual lists of award-winning books for young adult readers |
| Newbery Honor Books | Newbery is an annual ALA award given to the most distinguished contribution to American Literature for children |

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| <p>Coretta Scott King Honors</p> | <p>Coretta Scott King Book Award is an annual ALA award given to outstanding African American authors and illustrators of books for children and young adults that demonstrate an appreciation of African American culture and universal human values.</p> |
| <p>Fort Bend County Libraries</p> | <p>FBCL provides digital and print books, online homework help, and databases for research that are free to the public. Users must have a library card (e-card is available).</p> |

Instructional Model – The structures, guidelines or models in which students engage in a particular content that ensures understanding of that content.



Adopted Resources

Middle School: <https://www.fortbendisd.com/Page/93918>