We Transform the World!
CATHOLIC SCHOOLS
THE ARCHDIOCESE OF GALVESTON-HOUSTON

Catholic Identity: Integration of Our Faith

8.1A	share how literature contributes to strengthening moral character *
8.1B	interpret and evaluate literature in a Christian spirit *
8.1C	share how literature ignites the creative imagination *
8.1D	recognize and model the virtues possessed by literary characters*

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking
8.2   Oral language. The student develops oral language through listening, speaking, and discussion.

Application	Instructional Focus
8.2 communicate ideas effectively through speaking and discussion	8.2A listen actively to interpret a message by summarizing, asking questions, and making comments 8.2B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems 8.2C advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively 8.2D participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
8.3   Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus
8.3 use skills to support strategies for determining the meaning of unknown words while reading	8.3A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech 8.3B determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc

Shared Reading

Tools to Know

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
8.3   Vocabulary. The student uses newly acquired vocabulary expressively.
8.4   Fluency. The student reads grade-level text with fluency and comprehension.
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts
8.5   Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Reading Process: Thinking Within the Text							Comprehension: Thinking with the Text			
8.4A adjust fluency when reading grade-level text	8.5A establish purpose for reading assigned and self-selected texts	8.3C use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words	8.5B generate questions about text before, during, and after reading to deepen understanding and gain information	8.5C make and correct or confirm predictions using text features, characteristics of genre, and structures	8.5D create mental images to deepen understanding	8.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down	8.5F make connections to personal experiences, ideas in other texts, and society	8.5G make inferences and use evidence to support understanding	8.5H evaluate details read to determine key ideas	8.5I synthesize information to create new understanding

We Transform the World!
CATHOLIC SCHOOLS
THE ARCHDIOCESE OF GALVESTON-HOUSTON

Ways to Show: Thinking About the Meaning						
8.6 **Genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across texts.						
8.7 **Literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts						
8.8 **Author's Purpose.**						

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
8.6/8.7/8.8 comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres. **analyze** the relationships among literary elements and structures and how they contribute to the overall meaning	**Genre Characteristics**	8.6A demonstrate knowledge of literary genres such as realistic fiction, adventure, historical fiction, mysteries, humor, fantasy, science fiction, and short stories	8.6B analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	8.6C analyze how playwrights develop dramatic action through the use of acts and scenes	8.6D analyze characteristics and structural elements of informational text, including: features such as footnotes, endnotes, and citations	8.6E analyze characteristics and structures of argumentative text	8.6F analyze characteristics of multimodal and digital texts
	Overall Meaning	8.8A explain the author's purpose and message within a text	8.8A explain the author's purpose and message within a text	8.8A explain the author's purpose and message within a text	8.8A explain the author's purpose and message within a text	8.8A explain the author's purpose and message within a text	8.8A explain the author's purpose and message within a text
		8.7A analyze how themes are developed through the interaction of characters and events	8.7A analyze how themes are developed through the interaction of characters and events	8.7A analyze how themes are developed through the interaction of characters and events	8.6D.1 analyze the controlling idea or thesis with supporting evidence	8.6E.1 identify the claim and analyze the argument	
						8.6E.2 identify the intended audience or reader	
	Analysis for Deeper Meaning	8.7B analyze how characters' motivations and behaviors influence events and resolution of the conflict	8.7B analyze how characters' motivations and behaviors influence events and resolution of the conflict	8.7B analyze how characters' motivations and behaviors influence events and resolution of the conflict	8.6D.2 analyze multiple organizational patterns within a text to develop the thesis	8.6E.3 identify and explain the counter argument	(refer to the genre)
		8.7C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	8.7C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	8.7C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development		8.7D Identify how literature develops the faculty of personal judgment*	
		8.7D explain how the setting influences the values and beliefs of characters	8.7D explain how the setting influences the values and beliefs of characters	8.7D explain how the setting influences the values and beliefs of characters		8.7E Analyze how literature assists in the ability to make judgments based on right and wrong*	
		8.7E summarize how literature helps us better understand ourselves, cultures, and times					

We Transform the World!
CATHOLIC SCHOOLS
THE ARCHDIOCESE OF GALVESTON-HOUSTON

Author's Craft: Thinking About the Writing						
8.8 **Author's purpose and craft.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.						
Application	**Instructional Focus**	**Fiction**	**Poetry**	**Drama**	**Informational**	**Argumentative**	**Multimodal/Digital**
8.8 **analyze** the authors' choices and how they influence meaning; **apply** author's craft purposefully in writing and speaking	Point of View	8.8B identify and analyze the use of literary devices, including multiple points of view and irony	8.8B identify and analyze the use of literary devices, including multiple points of view and irony	8.8B identify and analyze the use of literary devices, including multiple points of view and irony	8.8B identify and analyze the use of literary devices, including multiple points of view and irony	8.8B identify and analyze the use of literary devices, including multiple points of view and irony	8.8B identify and analyze the use of literary devices, including multiple points of view and irony
	Structure	8.8C analyze how the use of text structure contributes to the author's purpose	8.8C analyze how the use of text structure contributes to the author's purpose	8.8C analyze how the use of text structure contributes to the author's purpose	8.8C analyze how the use of text structure contributes to the author's purpose	8.8C analyze how the use of text structure contributes to the author's purpose	8.8C analyze how the use of text structure contributes to the author's purpose
		8.8D analyze the author's use of print and graphic features to achieve specific purposes	8.8D analyze the author's use of print and graphic features to achieve specific purposes	8.8D analyze the author's use of print and graphic features to achieve specific purposes	8.8D analyze the author's use of print and graphic features to achieve specific purposes	8.8D analyze the author's use of print and graphic features to achieve specific purposes	8.8D analyze the author's use of print and graphic features to achieve specific purposes
	Language	8.8E describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8.8E describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8.8E describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8.8E describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8.8E describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8.8E describe how the author's use of figurative language such as extended metaphor achieves specific purposes
		8.8F analyze how the author's use of language contributes to the mood, voice, and tone	8.8F analyze how the author's use of language contributes to the mood, voice, and tone	8.8F analyze how the author's use of language contributes to the mood, voice, and tone	8.8F analyze how the author's use of language contributes to the mood, voice, and tone	8.8F analyze how the author's use of language contributes to the mood, voice, and tone	8.8F analyze how the author's use of language contributes to the mood, voice, and tone
		8.8G explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	8.8G explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	8.8G explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	8.8G explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	8.8G explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	8.8G explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning
		8.8H explain how Christian and Western symbols and symbolism communicate the battle between good and evil*					

We Transform the World!
CATHOLIC SCHOOLS
THE ARCHDIOCESE OF GALVESTON-HOUSTON

Independent Reading

8.9   Self-sustained reading. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

8.9A	self-select text and read independently for a sustained period of time
8.9B	share beautifully told and well-crafted works*

Responding to Text (applied to both Shared Reading and Independent Reading)

8.10   Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Ways to Show (Response Skills)									
8.10A describe personal connections to a variety of sources, including self-selected texts	8.10B write responses that demonstrate understanding of texts, including comparing sources within and across genres	8.10C use text evidence to support an appropriate response	8.10D paraphrase and summarize texts in ways that maintain meaning and logical order	8.10E interact with sources in meaningful notetaking, annotating, freewriting, illustrating	8.10F respond using newly acquired vocabulary as appropriate	8.10G discuss and write about the explicit or implicit meanings of text	8.10H respond orally or in writing with appropriate register, vocabulary, tone, and voice	8.10I reflect on and adjust responses as new evidence is presented	8.10J defend or challenge the authors' claims using relevant text evidence

Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts
8.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
8.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process)
8.12A compose **literary texts** such as personal narratives, fiction, and poetry using genre characteristics and craft	**8.11A 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
8.12B compose **informational texts**, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	**8.11B develop drafts** into a focused, structured, and coherent piece of writing by: .1 organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion .2 developing an engaging idea reflecting depth of thought with specific facts, details, and examples
	8.11C revise drafts for clarity, development, organization, style, word choice, and sentence variety
8.12C compose multi-paragraph **argumentative texts** using genre characteristics and craft	**8.11D edit drafts** using standard English conventions, including: .1 complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments .2 consistent, appropriate use of verb tenses and active and passive voice .3 prepositions and prepositional phrases and their influence on subject-verb agreement .4 pronoun-antecedent agreement .5 correct capitalization .6 punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses .7 correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too
8.12D compose **correspondence** that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	**8.11E publish written work** for appropriate audiences

Snapshot – Grade 8 English Language Arts and Reading

We Transform the World!
CATHOLIC SCHOOLS
THE ARCHDIOCESE OF GALVESTON-HOUSTON

Research (embedded skills throughout Reading and Writing)	
8.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	
Application	**Instructional Focus**

8.13 use research skills to plan and present in written, oral, or multimodal formats	8.13A generate student-selected and teacher-guided questions for formal and informal inquiry
	8.13B develop and revise a plan
	8.13C refine the major research question, if necessary, guided by the answers to a secondary set of questions
	8.13D identify and gather relevant information from a variety of sources
	8.13E differentiate between primary and secondary sources
	8.13F synthesize information from a variety of sources
	8.13G differentiate between paraphrasing and plagiarism when using source materials
	8.13H examine sources for:
	    .1 reliability, credibility, and bias, including omission
	    .2 faulty reasoning such as bandwagon appeals, repetition, and loaded language
	8.13I display academic citations and use source materials ethically
	8.13J use an appropriate mode of delivery, whether written, oral, or multimodal, to present results