CATHOLIC SCHOOLS
— ARCHDIOCESE OF SAN ANTONIO —

Teacher Learning Report: Grade 8
Reading

Word Study

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

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Vocabulary					
8.2 use skills to support strategies for determining the meaning of unknown words while reading	8.2(A)*	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech				
	8.2(B)*	use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words		**Data included in "Tools to Know: Reading Process"**		
	8.2(C)*	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				

Core Reading

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

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Tools to Know: Reading Process ⊗					
8.2 use skills to support strategies for determining the meaning of unknown words while reading	8.2(B)*	use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words				
	8.3(A)	adjust fluency when reading grade-level text based on the reading purpose				
8.3 read grade-level text with fluency and comprehension; determine	8.5(A)	establish purpose for reading assigned and self-selected texts				
	8.5(B)	generate questions about text before, during, and after reading to deepen understanding and gain information				

			Unit	CHECKPOINT		
meaning of words	8.5(C)	make and correct or confirm predictions using text features, characteristics of genre, and structures				
8.5 use the reading process to develop and deepen comprehension of increasingly complex texts	8.5(D)	create mental images to deepen understanding				
	8.5(I)	monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down				

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Tools to Know: Comprehension ⑧					
8.5 use the reading process to develop and deepen comprehension of increasingly complex texts	8.5(E)*	make connections to personal experiences, ideas in other texts, and society				
	8.5(F)*	make inferences and use evidence to support understanding				
	8.5(G)	evaluate details read to determine key ideas				
	8.5(H)*	synthesize information to create new understanding				

Core Reading (continued)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

8.7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

8.8 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

8.9 Author's purpose.

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Ways to Show: Thinking about the Meaning					
8.7/8.8/8.9 **comprehend** the author's purpose and meaning in increasingly complex texts and in multiple genres; **analyze** the relationships among literary elements and	**Genre Characteristics**					
	8.8(A)	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories *(Literary)*				
	8.8(D)^	analyze characteristics and structural elements of informational text				
	8.8(D) (ii)	[analyze characteristics and structural elements of informational text, including] features such as footnotes, endnotes, and citations *(Informational)*				

structures and how they contribute to the overall meaning	8.8(E)	analyze characteristics and structures of argumentative text *(Argumentative)*				
	8.8(F)	analyze characteristics of multimodal and digital texts *(Multimodal/Digital)*				
Overall Meaning						
	8.8(D) (i)*	[analyze characteristics and structural elements of informational text, including] the controlling idea or thesis with supporting evidence				
	8.8(E) (i)	[analyze characteristics and structures of argumentative text by] identifying the claim and analyzing the argument				
	8.8(E) (iii)	[analyze characteristics and structures of argumentative text by] identifying the intended audience or reader				
	8.9(A)*	explain the author's purpose and message within a text				
Analysis for Deeper Meaning						
	8.7(A)*	analyze how themes are developed through the interaction of characters and events				
	8.7(B)*	analyze how characters' motivations and behaviors influence events and resolution of the conflict				
	8.7(C)*	analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and com-pare it to linear plot development				
	8.7(D)*	explain how the setting influences the values and beliefs of characters				
	8.8(B)*	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				
	8.8(C)	analyze how playwrights develop dramatic action through the use of acts and scenes				
	8.8(D) (iii)*	[analyze characteristics and structural elements of informational text, including] multiple organizational patterns within a text to develop the thesis				
	8.8(E) (ii)	[analyze characteristics and structures of argumentative text by] identifying and explaining the counter argument				

^ placeholder for state assessment data reporting - includes all romanettes

Core Reading (continued)

8.9 **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	Unit	CHECKPOINT		
			1	2	3
	Author's Craft: Thinking about the Writing				
8.9 analyze the authors' choices	**Point of View**				

and how they influence meaning; **apply** author's craft purposefully in writing and speaking	8.9(E)*	identify and analyze the use of literary devices, including multiple points of view and irony				
	Structure					
	8.9(B)	analyze how the use of text structure contributes to the author's purpose				
	8.9(C)*	analyze the author's use of print and graphic features to achieve specific purposes				
	Language					
	8.9(D)*	describe how the author's use of figurative language such as extended metaphor achieves specific purposes				
	8.9(F)	analyze how the author's use of language contributes to the mood, voice, and tone				
	8.9(G)	explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning				

Responding to Text (applied to Core Reading)

8.6   **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.

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Ways to Show (Response Skills)					
8.6 respond to an increasingly challenging variety of sources that are read, heard, or viewed	8.6(A)	describe personal connections to a variety of sources, including self-selected texts				
	8.6(B)	write responses that demonstrate understanding of texts, including comparing sources within and across genres				
	8.6(C)*	use text evidence to support an appropriate response				
	8.6(D)*	paraphrase and summarize texts in ways that maintain meaning and logical order				
	8.6(E)	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating				
	8.6(F)	respond using newly acquired vocabulary as appropriate				
	8.6(G)	discuss and write about the explicit or implicit meanings of text				
	8.6(H)	respond orally or in writing with appropriate register, vocabulary, tone, and voice				
	8.6(I)	reflect on and adjust responses as new evidence is presented				

	8.6(J)	defend or challenge the authors' claims using relevant text evidence			

Composition	Unit	CHECKPOINT		
		1		3

Composition: listening, speaking, reading, writing, and thinking using multiple texts

8.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

8.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Tools to Know (Writing Process) ⊗

8.10(B)	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 (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	**Included in scoring rubric to determine score code**
8.10(C)	revise drafts for clarity, development, organization, style, word choice, and sentence variety	
8.10(D)	edit drafts using standard English conventions	

Application		Unit	CHECKPOINT		
			1	2	3
8.11(A)	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft				
8.11(B)	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				
8.11(C)	compose multi-paragraph argumentative texts using genre characteristics and craft				
8.11(D)	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure				

Revision	Unit	CHECKPOINT		
		1		3

Composition: listening, speaking, reading, writing, and thinking using multiple texts

8.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

8.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process) ⊗		Unit	CHECKPOINT		
				1	2	3
8.11(A) compose **literary texts** such as personal narratives, fiction, and poetry using genre characteristics and craft	8.10(B) (i)	[develop drafts into a focused, structured, and coherent piece of writing by] organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion				
8.11(B) compose **informational texts**, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or	8.10(B) (ii)	[develop drafts into a focused, structured, and coherent piece of writing by] developing an engaging idea reflecting depth of thought with specific facts, details, and examples				

		Unit	CHECKPOINT 1			3
thesis statement and genre characteristics and craft						
8.11(C) compose multi-paragraph **argumentative texts** using genre characteristics and craft						
8.11(D) compose **correspondence** that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	8.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety					

Editing		Unit	CHECKPOINT	
			1	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts **8.10 Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. **8.11 Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application	Tools to Know (Writing Process) ⊗	Unit	CHECKPOINT		
			1	2	3
8.11(A) compose **literary texts** such as personal narratives, fiction, and poetry using genre characteristics and craft	8.10(B) (i) [develop drafts into a focused, structured, and coherent piece of writing by] organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion		Data included in "Revision"		
8.11(B) 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	8.10(D) (i) [edit drafts using standard English conventions, including] complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments				
	8.10(D) (ii) [edit drafts using standard English conventions, including] consistent, appropriate use of verb tenses and active and passive voice				
	8.10(D) (iii) [edit drafts using standard English conventions, including] prepositions and prepositional phrases and their influence on subject-verb agreement				
	8.10(D) (iv) [edit drafts using standard English conventions, including] pronoun-antecedent agreement				
8.11(C) compose multi-paragraph **argumentative texts** using genre characteristics and craft	8.10(D) (v) [edit drafts using standard English conventions, including] correct capitalization				
8.11(D) compose **correspondence** that reflects an	8.10(D) (vi) [edit drafts using standard English conventions, including] punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses				

opinion, registers a complaint, or requests information in a business or friendly structure	8.10(D) (vii)[edit drafts using standard English conventions, including] correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too			

Handwriting

Although handwriting is no longer an instruction focus, the expectation is that students are proficient in both manuscript style (printing) and cursive handwriting.

Social Studies Connections
Integrating Social Studies with Reading and Writing

Research Project
> Fall: Complete the research project through independent research and an independent writing product.
> -Students will identify a question on a given topic from Social Studies. Questions can be different for each student.
> -Students will gather research to answer their research question using print, digital and primary sources
> -Students will synthesize the information and formulate 8 paragraphs (6-8) sentences each) to share the information. This should include an introduction, 6 body paragraphs, and a conclusion.

> **Oral Language**
- Create an oral presentation to accompany the Fall research project. This can be done individually or in a group.

Religion Connections
Integrating Catholic Identity with Reading and Writing

Virtues in Practice
> Journal entries relating to saints of the month.
> Writing prompts in relation to the virtues for the month.
> Oral language skills through presentations and discussion.
> Synthesizing information as students make connections to their daily life, other characters they meet in literature, and members of their school/parish community.

> **Culminating Writing Project for all 8th Grade Students - Due to the DCS April 30, 2022**

Spring: Complete the writing project through independent research and an independent writing product.
> -Students will reflect on their time as a Catholic school student. This project will document and describe their faith journey. Six points should be made throughout the essay. These may include, but are not limited to, how their faith has grown, school influences, pastor/teacher/coach/administrator influences, academic achievements and awards, etc.

> -Students will synthesize the information and formulate 8 paragraphs (6-8 sentences each) to share the information. This should include an introduction, 6 body paragraphs, and a conclusion.