

**Literature and Thought
Grade 8 TEKS Correlation**

| | GOVERNMENT & CURRENT EVENTS | | |
|--|--|--|--|
| | Individual Rights: The Blessings of Liberty | The Three Branches of Government | We the People: Foundations of American Government |
| §110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010 | | | |
| (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text. | The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities. | The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities. | The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities. |
| (2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: | | | |
| (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; | | SB: footnotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130; | SB: 55; 19 |
| (B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings; | | TG: 50 | TG: 48 |
| (D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and | SB:23; 32; 60; 78; 91; 98; 104 TG: 46 | SB: footnotes on pages 38; 54; 69; 70; 89; 90; 112; 114; | SB: 40; 44; 53; 54; 56-57; 61; 62; 65; 131; |
| (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. | SB: 14 TG: 17; 31; 44; 59 | SB: 18 17; 30; 41;57 | SB:34 TG: 17; 43; 445; 55 |
| (3) Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: | | | |
| (A) analyze literary works that share similar themes across cultures; | TG: 26; 39; 53; 66 | SB: 16-17 TG: 31; 33; 71 | TG: 35; 57; 61; 62; 63 |
| (C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work. | TG: 19; 20; 21; 24; 25; 43; 53; 36; 38; 45; 48; 49; 50; 60; 61; 62; 63; 64; 64 | TG: 48; 74; 60; 108 | TG: 19; 29-30; 40-41; 51-52; 64-66 |
| (4) Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry). | TG: 23; 37; 47 | TG: 33; 59 | |
| (6) Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: | | Note: there are three fiction selections in the text - two are poems. | There are no fiction selections in the text. |

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| (B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and | TG: 46 | TG: 49 | |
| (7) Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience. | TG: 27; 39; 53; 66 | TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65 | All selections are nonfiction. TG: 29-30; 40-41; 51-52; 64-66 |
| (8) Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text. | TG: 23; 37; 47 | TG: 24; 25-26; 31; 33;36-37; 41; 43 ;49; 51; 59; 64 | TG: 25 |
| (9) Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes. | TG: 27; 39; 53; 66 | TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65 | TG: 19; 29-30; 40-41; 51-52; 64-66 |
| (10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: | | | |
| (A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order; | TG: 23; 37; 47; 53-54 | TG: 25-26; 36-37; 50-52 | TG: 19; 29-30; 40-41; 51-52; 64-66 |
| (B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text; | TG: 27; 39; 53; 61; 64; 66 | TG: 54; 59; 60; 61; 62; 63; 64; 65; 76; 78 | TG: 19; 29-30; 40-41; 51-52; 64-66 |
| (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and | | TG: 15-16; 19; 20; 21; 23; 24;25-26; 31; 42; 45; 47; 49; 60; 62; | TG: 26 |
| (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence. | TG: 23; 37; 47; 53-54 | TG: 25-26; 36-37; 50-52 | TG: 19; 29-30; 40-41; 51-52; 64-66 |

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| (11) Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: | | | |
| (A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and | TG: 35; 45 | TG: 54; 60; 61, 62; 63; 64; 65 | TG: 36; 43-44; 49; 51-52 |
| (B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts. | | TG: 54; 60; 61, 62; 63; 64; 65 | TG: 22; 23; 25; 38; 48; 61 |
| (12) Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: | TG: 25 | | |
| (B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose. | SB: 9-11; 12-13; 25; 66; 70; 76; 85 | SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132; 133; 135; 136; | SB: 9-33; 36; 30-41; 45; 47; 49; 54; 60; 67; 68; 77; 81-83; 87; 92; 95; 105; 107; 111; 112-113; 116; 119; 123; 125; 128; 132; 134-135; 137; 140; 143 |
| (13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: | | | |
| (A) evaluate the role of media in focusing attention on events and informing opinion on issues; | TG: 22; | | TG: 37; 60 |
| (C) evaluate various techniques used to create a point of view in media and the impact on audience; and | TG: 34 | | SB: 9-33; 36; 30-41; 45; 47; 49; 54; 60; 67; 68; 77; 81-83; 87; 92; 95; 105; 107; 111; 112-113; 116; 119; 123; 125; 128; 132; 134-135; 137; 140; 143 |
| (14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: | | | |
| (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; | TG; 27; 40; 67 | TG: 25-26; 36-37; 50-53 | TG: 22; 23; 25; 38; 48; 61 |

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| (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; | TG; 27; 40; 67 | TG: 25-26; 36-37; 50-53 | TG: 22; 23; 25; 38; 48; 61 |
| (C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed; | TG; 27; 40; 67 | TG: 75 | TG: 73 |
| (D) edit drafts for grammar, mechanics, and spelling; and | TG: 73 | TG: 75 | TG: 73 |
| (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. | TG: 73 | TG: 75 | TG: 73 |
| (15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: | | | |
| (B) write a poem using: | | TG: 59 | |
| (17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: | TG: 19; 34; 37; 47; 49; 52; 52; 60; 61; 62; 63; 64 | | TG: 48; 62; 63 |
| (A) write a multi-paragraph essay to convey information about a topic that: | TG: 19; 39-40; 47 | TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70 | |
| (i) presents effective introductions and concluding paragraphs; | TG: 19; 39-40; 47 | TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70 | |
| (ii) contains a clearly stated purpose or controlling idea; | TG: 19; 39-40; 47 | TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70 | |
| (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; | TG: 19; 39-40; 47 | TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70 | |
| (iv) accurately synthesizes ideas from several sources; and | TG: 19; 39-40; 47 | TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70 | |
| (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; | TG: 19; 39-40; 47 | TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70 | |
| (B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context; | | TG: 23 | |
| (D) produce a multimedia presentation involving text, graphics, images, and sound using available technology. | TG: 18; 20; 21; 32; 34; 36; 52; 54; 62 | TG: 33; 61; 72 | TG: 27; 28; 38; 50; 58; 63 |
| (18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: | | TG: 19; 25-26; 49; 56; 61; 62; 70 | TG: 23; 57; 58 |
| (A) establishes a clear thesis or position; | TG; 27; 40; 67 | | |

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| (B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and | TG; 27; 40; 67 | | |
| (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion. | TG; 27; 40; 67 | | |
| (22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: | TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72 | TG: 23; 23; 34; 42; 46; 48; 55; 60; 61; 62; 64; 65; 70 | TG: 36; 44; 55; 66; 67; 68 |
| (23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: | TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72 | TG: 23; 23; 34; 42; 46; 48; 55; 60; 61; 62; 64; 65; 70 | TG: 36; 44; 55; 66; 67; 68 |
| (24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: | TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72 | TG: 23; 23; 34; 42; 46; 48; 55; 60; 61; 62; 64; 65; 70 | TG: 36; 44; 55; 66; 67; 68 |
| (25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that: | TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72 | TG: 23; 23; 34; 42; 46; 48; 55; 60; 61; 62; 64; 65; 70 | TG: 36; 44; 55; 66; 67; 68 |
| (27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively. | TG: 21; 23; 32; 36; 46; 49; 52; 70 | TG: 20; 22; 37; 43; 49; 70 | TG: 39; 57; 58 ; 60 |
| (28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues. | TG: 23; 24 ; 33; 51; 60; 62 | TG: 19; 20; 22; 23; 24; 31; 32; 34; 35; 37 ;42; 43; 44; 45; 46; 47; 48; 49; 63; 64; 65, 70 | TG: 47; 48; 49; 50; 56; 59; 61; 62 |