

**Literature and Thought
Grade 8 TEKS Correlation**

	Historical Events and Eras							
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§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.	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.	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: footnote on 105			SB: See footnotes on pages 64; 69; 72, 73; 64; 69; 97;			SB :footnotes on pages 51; 102	
(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: 53							
(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: footnotes pp. 30; 45; 56; 65; 68; 76; 95; 97;105; 109; 112; 136	SB: See footnotes on pages 10; 21; 130;	SB: footnote on page 23		SB: footnotes on pages 34; 48; 86; 109; 121; 122; 129; 134; 139; 141	
(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: 18 TG: 17, 27; 40; 52	SB: 14 TG: 17; 30; 43; 58	SB: 12 TG: 14; 17; 29; 39; 49	TG: 17; 29; 43; 54	SB: 20 TG: 17; 30; 42; 54	SB: 14 TG: 17; 28; 41; 56	SB:14 TG: 14; 37; 47; 57	SB: p. 12 TG: 17; 27; 39; 51
(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: 27-27; 46-47; 54; 61	TG: 25-26; 38-39; 52-53	TG: 24; 34; 44; 56		TG: 25; 38; 48	TG: 23-24; 36-37; 50-51;	TG: 22-23; 32-33; 42-43; 53-54; 67	

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(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	All fiction selections reflect the struggles of the Great Depression.	All selections, both fiction and nonfiction reflect the struggle for civil right in America from the 1920s through the 1960s in the United States.	All selections reflect the influence of Immigration to the United States since the 1600s.	All selections reflect the culture of Black Americans In New York during the Harlem Renaissance.	TG: 25; 38; 48	TG: 23-24; 36-37; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 18; 21; 30; 41; 42
(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: 44; 53	TG: 18; 19; 20; 21; 37; 47; 51; 61;	TG: 18; 22; 54; 67	TG: 22; 23; 32, 33, 47; 58	TG: 23; 24; 44; 59	TG: 19; 32; 34	TG: 17; 18; 20; 29; 30; 38; 51; 62	TG: 20; 29; 32; 44; 53
(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 two fiction selections in the text.					
(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;	TG: 27; 46-47; 54; 61		TG: 42; 55	TG: 20; 36; 45	TG: 20; 32; 43	TG: 22; 31; 61	TG: 28	TG: 19; 33; 43; 55
(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and	TG: 27-27; 46-47; 54; 61	TG: 24; 48	TG: 42; 55	TG: 20; 36; 45	TG: 20; 32; 43	TG: 22; 31; 61	TG: 15; 28; 49; 52	TG: 19; 33; 43; 55
(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	TG: 19; 20; 45	TG: 20; 21; 48	TG: 55	TG; 30; 31	TG: 18; 34; 44		TG: 28; 51	
(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: 18; 19; 21; 22; 29; 30; 32; 33; 34; 41; 43; 45; 65	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 20; 21; 23; 29; 31; 32; 33; 40; 41; 42; 50; 51 52; 53; 63; 64; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG: 18; 19; 21; 31; 33; 35; 36; 46; 47; 57; 58	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60; 61	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(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: 18; 19; 20; 31; 53; 54; 55	TG: 17, 19; 27; 30; 37; 40; 43; 47; 51; 54; 58; 64	TG: 17; 18; 23; 26; 29; 31; 32; 33; 36; 39; 40; 42;46;49; 55; 58; 62; 69	TG: 23; 24; 32; 37; 47; 58	TG: 17; 18; 20; 23; 24; 25-26; 27; 30; 32; 34; 39; 42; 43	TG: 17, 18, 19; 22; 25; 28; 52; 37-36; 38; 41; 42 52; 56; 58; 59; 61; 63	TG: 17; 29; 52; 58; 61; 61	TG: 32; 43; 44; 45; 53; 55

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(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: 23; 30; 33; 43; 45	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 20; 21; 23; 29; 31; 32; 33; 40; 41; 42; 50; 51 52; 53; 63; 64; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG: 15-16; 19; 21; 25-26; 28-29; 33; 36; 37-38; 45	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(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; 26-27; 29; 35-36; 41; 45; 46; 50-51	TG: 25, 32, 41, 53, 56, 63	TG: 19; 24; 30; 44	TG: 24; 38; 48	TG: 32; 43; 44	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60	
(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	TG: 23	TG: 44; 52-53; 63	TG: 19; 53; 64; 66; 68		TG: 21; 24; 31; 33; 37-38; 55	TG: 18; 20; 29; 42; 43; 46; 47; 57		TG: 30
(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; 35; 42; 46	TG: 25-26; 38-39; 52-53; 68	TG: 19; 24; 30; 44	TG: 24; 38; 48	TG: 25; 38; 48	TG: 23; 36; 50	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43
(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: 29; 34	TG: 52-53			TG: 25; 38; 48	TG: 23; 36; 50	TG: 40; 42; 48; 53; 58; 59; 61	
(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: 52-53			TG: 21; 24; 31; 33; 37-38; 55	TG: 18; 20; 29; 42; 43; 46; 47; 57		
(12) Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:								
(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.		SB: 10-11; 12-13 TG: 14	SB: 10-11 TG: 14	SB: 13	SB:16-19 TG: 14	SB: 11-13	SB: 10-13 TG: 11	
(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:								

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(A) evaluate the role of media in focusing attention on events and informing opinion on issues;	TG: 44; 59-60	TG: 45; 46; 63; 65						
(C) evaluate various techniques used to create a point of view in media and the impact on audience; and		TG: 45; 46; 63; 65		TG: 47		TG: 19; 21; 29	TG: 31; 62	
(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: 23-24; 35-36; 46-47;	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 75	TG: 24-25; 38-39; 48-49	TG: 48-49; 61, 62-63; 65; 66	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(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: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 75		TG: 48-49; 61, 62-63; 65; 66	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(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: 63	TG: 25-25; 38-39; 52-53	TG: 75	TG: 24-25; 38-39; 48-49	TG: 66	TG: 23-24; 37-38; 50-51	TG: 69	TG: 61
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 69	TG: 61
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 69	TG: 61
(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:								
(A) write an imaginative story that:	TG: 58	TG: 34	TG: 21; 23; 30; 34-35; 42; 44-45; 71-72	TG: 16; 18; 30; 61	TG: 18; 19; 21; 33; 38-39; 58		TG: 30; 48	TG: 58
(i) sustains reader interest;					TG: 38-39			
(ii) includes well-paced action and an engaging story line;					TG: 38-39			
(iii) creates a specific, believable setting through the use of sensory details;					TG: 38-39			
(iv) develops interesting characters; and					TG: 38-39			
(v) uses a range of literary strategies and devices to enhance the style and tone; and					TG: 38-39			
(B) write a poem using:			TG: 22; 67	TG: 48-49	TG: 22; 23; 44; 47; 57	23-24	TG: 51	TG: 44
(i) poetic techniques (e.g., rhyme scheme, meter);				TG: 48-49		23-24		
(ii) figurative language (e.g., personification, idioms, hyperbole); and				TG: 48-49		23-24		

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(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.	TG: 43	TG: 60; 62	TG: 19; 23; 42; 63		TG: 43			
(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:			SB: 32 TG:15-16; 24-24; 59-61; 70; 71-72					TG: 22-23; 28; 34-35; 45-46; 59 60
(A) write a multi-paragraph essay to convey information about a topic that:	TG: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 21; 25-26; 48-49; 55; 61; 62-63	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	
(i) presents effective introductions and concluding paragraphs;	TG: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 21; 25-26; 48-49; 55; 61; 62-63	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(ii) contains a clearly stated purpose or controlling idea;	TG: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 21; 25-26; 48-49; 55; 61; 62-63	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	TG: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 21; 25-26; 48-49; 55; 61; 62-63	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(iv) accurately synthesizes ideas from several sources; and	TG: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53		TG: 64		TG: 23-24; 37-38; 50-51		
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	TG: 23-24; 35-36; 46-47					TG: 23-24; 37-38; 50-51		
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;						TG: 50-51		TG: 41
(C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and	TG: 23; 42; 51; 52; 66; 67				TG: 21; 55; 61; 62			
(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.	TG: 72	TG: 67	TG: 72	TG: 61	TG: 63	TG: 66		TG: 58
(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: 58-59	TG: 65-66	TG: 51; 70; 73-74; 75					
(A) establishes a clear thesis or position;					TG: 25; 38; 48	TG: 23-24; 37-38; 50-51	TG: 20; 53-54	
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and					TG: 25; 38; 48	TG: 23-24; 37-38; 50-51	TG: 53-54	
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.					TG: 25; 38; 48	TG: 23-24; 37-38; 50-51	TG: 53-54	

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(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(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: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(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: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	TG: 19; 22; 40; 65; 68; 70; 71-72		TG: 19; 22; 40; 65; 68; 70; 71-72				TG: 16; 20; 31; 38; 58; 60; 62; 65	
(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;	TG: 21, 22, 34, 41, 44, 45, 56, 59- 60, 61				TG: 25; 32; 36; 37; 46; 47; 48; 56; 57; 58; 61; 62-63; 64	TG: 43; 45; 46; 47; 64; 65-66; 67		
(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: 59	TG: 40; 63; 70-72	TG: 71	TG:61	TG: 62	TG: 43; 45; 46; 47; 64; 65-66; 67		
(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: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 22; 44; 63	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 25; 32; 36; 37; 46; 47; 48; 56; 57; 58; 61; 62-63; 64	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 15; 40; 65	TG: 28; 31; 42