

## 2025-26 English Language Arts and Reading Year at a Glance

### Grade 8

2025 Fall Semester			
ELAR 6-12 Instructional Minutes		Assessment Overview for MS ELAR	
2025-26 NEISD MS ELAR Assessment Calendar			
Unit Title	<b>Unit 1</b> <b>Building a Culture of Readers and Writers</b> <i>Establishing Routines in Reader's/Writer's Workshop</i>	<b>Unit 2</b> <b>Analysis and Craft of Informational</b> <i>Focus Genre: Informational</i>	<b>Unit 3</b> <b>Analysis and Craft of Literary</b> <i>Focus Genre: Literary</i>
Suggested Time	3 weeks (Aug. 11 - Aug. 29) <i>[This includes MAP BoY]</i>	8 weeks (Sept. 2 - Oct. 24)	7 weeks (Oct. 27 - Dec. 19) <i>[This includes MAP MoY]</i>
Understandings	<ul style="list-style-type: none"> <li>Reading and writing are reciprocal processes that reinforce one another.</li> <li>Reading is the act of interpreting written communication in order to deepen our understanding about the world and learn about the thoughts and experiences of others as well as ourselves.</li> <li>Writing is a recursive process that includes continuous stages essential to crafting focused, coherent, and well-developed writing products.</li> <li>Writing is the act of using language to communicate our thoughts, the meaning of our experiences, and our understanding of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Informational texts are meant to provide information and insight without taking a position and are constructed in a clear and straightforward manner.</li> <li>Writers focus the content of informational texts around a controlling idea/thesis and support it with facts, details, and evidence.</li> <li>Writers make deliberate choices regarding text structure and organization to craft texts for specific purposes, audiences, and contexts.</li> <li>Researchers establish clear and focused questions to guide their inquiry.</li> <li>Connections within and across texts are created to apply the knowledge gained to our lives and the world around us.</li> </ul>	<ul style="list-style-type: none"> <li>Literary texts comprise the genres of literary/narrative nonfiction, fiction, drama, and poetry, and are meant to tell a story or entertain in an aesthetic/artistic way.</li> <li>Literary elements are a feature of literary texts, and a writer's unique use and development of literary elements contributes to the effect a work has on a reader.</li> <li>Writers explore universal and timeless themes, dilemmas, and challenges of human existence through literary texts.</li> <li>Connections within and across texts are created to apply the knowledge gained to our lives and the world around us.</li> </ul>
TEKS	<b>Foundations Skills</b> .1A, .1B, <b>.1D</b> .3 <b>.4</b>  <b>Reading</b> <b>.5A, .5B, .5D, .5E, .5I</b>  <b>Reading &amp; Writing</b> .6A, <b>.6B, .6D, .6E, .6F</b>  <b>Writing</b> .10A <b>.11</b>	<b>Foundations Skills</b> <b>.1D</b> <b>.2A, .2B, .2C</b> <b>.4</b>  <b>Reading</b> <b>.5A, .5B, .5C, .5E, .5F, .5G, .5H, .5I</b> <b>.8Di, .8Dii, .8Diii</b>  <b>Reading &amp; Writing</b> <b>.6B, .6C, .6D, .6E, .6F, .6G, .6H</b> <b>.9A, .9B, .9C</b>  <b>Writing</b> <b>.10B, .10Bi, .10Bii, .10C, .10D, .10Di, .10Dii, .10Diii, .10Dv, .10Dvi, .10E</b> <b>.11, .11B</b>	<b>Foundations Skills</b> <b>.1D</b> <b>.2A, .2B, .2C</b> <b>.4</b>  <b>Reading</b> <b>.5A, .5B, .5C, .5D, .5E, .5F, .5H, .5I</b> <b>.7A, .7B, .7C, .7D</b> <b>.8A, .8B, .8C</b>  <b>Reading &amp; Writing</b> <b>.6B, .6C, .6D, .6E, .6F, .6G, .6H, .6J</b> <b>.9A, .9D, .9E, .9F</b>  <b>Writing</b> <b>.10B, .10Bi, .10Bii, .10C, .10D, .10Di, .10Dii, .10Diii, .10Div, .10Dvii, .10E</b> <b>.11, .11A</b>

2026 Spring Semester			
Unit Title	<u>Unit 4</u> <b>Analysis and Craft of Argument</b> <i>Focus Genre: Argument</i>	<u>Unit 5</u> <b>Synthesis: Making Connections</b> <i>Focus Genres: Multiple Genres &amp; Testing as a Genre</i>	<u>Unit 6</u> <b>Partnerships in Reading and Writing</b> <i>Focus Genres: Fiction/Non-fiction (Book Clubs)</i>
Suggested Time	7 weeks (Jan. 6 - Feb. 20) <i>[This includes Interim/Benchmark]</i>	6 weeks (Feb. 23 - April 10) <i>[This includes Interim/Benchmark and STAAR]</i>	7 weeks (April 13 - May 29) <i>[This includes MAP EoY]</i>
Understandings	<ul style="list-style-type: none"> <li>The effectiveness of an argument depends on the clarity of the claim, the logic of the reasoning, the validity of supporting evidence, and the use of rhetorical devices.</li> <li>Arguments can be communicated through a variety of methods, including correspondence, depending upon the audience and purpose.</li> <li>Writers think about purpose and audience when crafting texts.</li> <li>Connections within and across texts are created to apply the knowledge gained to our lives and the world around us.</li> </ul>	<ul style="list-style-type: none"> <li>Connections within and across texts are created to apply the knowledge gained to our lives and the world around us.</li> <li>Readers use details within and/or across texts that can be synthesized to create new meaning.</li> <li>Reading about a topic in various texts that include different genres can enhance understanding of that topic.</li> <li>Many writers share influences that impact their choices around content, language, and style.</li> <li>A writer's unique use of literary elements contributes to the effect a work has on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Readers connect with other readers by building a literary community where members choose a common title from traditional, classical, contemporary, or diverse selections.</li> <li>Readers discuss and respond to themes and make connections, disagree constructively, and encourage others to participate.</li> <li>Readers collaborate with others to foster both interdependence and independence in order to explore learner-driven inquiry.</li> <li>Writers communicate effectively through writing and speaking for a variety of audiences and purposes.</li> </ul>
TEKS	<p><b>Foundations Skills</b> .1C, .1D .2A, .2B, .2C .4</p> <p><b>Reading</b> .5A, .5B, .5E, .5F, .5G, .5H, .5I .8Ei, .8Eii, .8Eiii, .8F</p> <p><b>Reading &amp; Writing</b> .6B, .6C, .6D, .6E, .6F, .6G, .6H, .6I, .6J .9A, .9B, .9C, .9G .12A, .12B, .12C, .12D, .12E, .12F, .12G, .12H, .12I, .12J</p> <p><b>Writing</b> .10B, .10Bi, .10Bii, .10C, .10D, .10Di, .10Dii, .10Dv, .10Dviii, .10Dvi, .10E .11, .11C, .11D</p>	<p><b>Foundations Skills</b> .1D .2B .4</p> <p><b>Reading</b> .5A, .5B, .5E, .5F, .5G, .5H, .5I .7A .8B, .8C, .8Di, .8Diii</p> <p><b>Reading &amp; Writing</b> .6B, .6C, .6D, .6E .9A, .9B, .9D, .9F</p> <p><b>Writing</b> .10B, .10D, .10Di, .10Diii, .10Dv, .10Dvi .11</p>	<p><b>Foundations Skills</b> .1A, .1B, .1C, .1D .2A, .2B, .2C .3 .4</p> <p><b>Reading</b> .5A, .5B, .5D, .5E, .5H, .5I .7A, .7B, .7C, .7D .8A, .8Di, .8Dii, .8Diii, .8F</p> <p><b>Reading &amp; Writing</b> .6A, .6B, .6C, .6D, .6E, .6F, .6G, .6H, .6I, .6J .9A, .9B, .9C, .9D, .9E, .9F</p> <p><b>Writing</b> .10A, .10B, .10Bi, .10Bii, .10C, .10D, .10E .11</p>
<b>Legend:</b> Purple = Assessed Standards    Purple Bold = Power Standards (also Assessed)    Green = Literacy Routines that Support Assessed Standards			