

Ohio's Learning Standards are the defacto curriculum for ELA 8 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

## **Contents: Grade 8, Conflict and Truth Unit**

***Big Questions: Is truth the same for everyone? Can all conflicts be resolved?***

### Fiction (6 selections)

“The 11:59”

“Raymond’s Run” **OR** “A Retrieved Reformation”

“Old Ben”

“Fox Hunt”

“An Hour with Abuelo”

“Who Can Replace a Man?” **OR** “Tears of Autumn”

### Nonfiction (4 selections)

“The Baker Heater League”

from *An American Childhood* **OR** “The Adventure of the Speckled Band”\*

“Savannah Belles Ferry System”

“Savannah Belles Ferry Route”

### Novel/Fiction (1 selection)

*Nothing But the Truth*

### Optional Narrative Prompt: A narrative regarding truth

**How does perspective shape the truth?** After reading *Nothing But the Truth*, write a narrative about a personal experience in which different perspectives made it challenging to learn the truth. Interview a person whose perspective was different from your own and use both perspectives in your narrative. **L2** Use point of view and organization strategies (e.g., as in *Nothing But the Truth*) to develop your work.

\*This is a fictional work paired with nonfiction. Students will read only one of these.

**COLUMBUS CITY SCHOOLS  
ELA GRADE 8**

<b>Conflict and Truth Unit</b>				
<b>Unit/Topics</b>	<b>Periods</b>	<b>Strands: Topics Standard Statements</b>	<b>Textbook/Supplemental Materials</b>	<b>Assessments/Assignments</b>
<b>Unit 1</b>				
<p><b>The Big Question:</b> <i>Is truth the same for everyone?</i></p> <p><b>Model Selections:</b> “The Baker Heater League” <b>AND</b> “The 11:59”</p> <p><b>Writing Text Form:</b> Note Taking</p> <p><b>Strands:</b> Reading for Literature; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Fiction</li> <li>• Nonfiction</li> <li>• Context clues</li> <li>• Comprehension strategies</li> <li>• Author’s purpose</li> <li>• Author’s point of view</li> <li>• Informal writing</li> <li>•</li> </ul>	<p><b>Introduction</b> <b>Periods: 3</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b></p> <p><b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.</p> <p><b>RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>Reading for Literature: Craft and Structure</b></p> <p><b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony)</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> The Big Question pp. 2-3 Introduction: Fiction and Nonfiction pp. 4-7 Model Selection: Nonfiction “The Baker Heater League” pp. 8-13 Model Selection: Fiction “The 11:59” pp. 16-22 After You Read p. 23 Critical Thinking Fiction and Nonfiction Review Research the Author</p> <p><i>Unit 1 Resources pp. 13-29</i></p> <ul style="list-style-type: none"> <li>• Vocabulary and Reading Warm-ups p. 13</li> <li>• Listening and Viewing p. 17</li> <li>• Learning About Fiction and Nonfiction p. 18</li> <li>• Model Selection: Fiction p. 19</li> <li>• Model Selection: Nonfiction p. 20</li> <li>• Open Test p. 21</li> <li>• Selection Test A p. 24</li> <li>• Selection Test B p. 27</li> <li>•</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Graphic Organizers pp.1-2</li> </ul> <p><i>Professional Development Guidebook</i></p>	<p><b>Reading for Literature</b></p> <p>Reading Warm-ups Guided or Independent Reading</p> <ul style="list-style-type: none"> <li>• Introduction: Fiction and Nonfiction</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write about the Big Question</li> <li>• Research the Author</li> </ul> <p><b>Speaking and Listening</b></p> <p>Class Discussion</p> <ul style="list-style-type: none"> <li>• Think Aloud</li> <li>• Oral Presentation: Talk show</li> </ul> <p><b>Language</b></p> <p>Vocabulary Warm-ups</p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge</li> <li>• Rating Chart</li> <li>• Word Form Chart</li> </ul> <p><i>Vocabulary Central</i> Vocabulary</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> <li>•</li> </ul> <p><b>Assessments</b></p> <p>Diagnostic Test</p> <ul style="list-style-type: none"> <li>• Selection Test A</li> <li>• Selection Test B</li> </ul>

		<p>create such effects as suspense or humor.</p> <p><b>Reading for Literature: Integration of Knowledge and Ideas</b>  <b>RL.8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p><b>Writing: Range of Writing</b>  <b>W.8.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p><b>Speaking and Listening: Presentation of Knowledge and Ideas</b>  <b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  <b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Language: Vocabulary Acquisition and Use</b>  <b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  <b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a</p>	<ul style="list-style-type: none"> <li>● Vocabulary Knowledge Rating Chart p. 33</li> <li>● Word Form Chart p. 42</li> </ul> <p><b>Write Source/eBook</b>  <a href="https://secure.greatsource.com/eservices/admin/glogin.do">https://secure.greatsource.com/eservices/admin/glogin.do</a></p> <ul style="list-style-type: none"> <li>● Listening Skills pp. 417–419</li> <li>● Delivering Your Speech p. 428-430</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>● Big Question Video</li> <li>● Fiction and Nonfiction Video</li> <li>● BQ Tunes</li> <li>● Interactive Journals</li> <li>● Interactive Graphic Organizers</li> <li>● Selection Audio</li> <li>● Self-test</li> </ul>	<ul style="list-style-type: none"> <li>● Open-Book Test</li> <li>● Self-test</li> </ul>
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		sentence) as a clue to the meaning of a word or phrase.		
<p><b>The Big Question:</b> <i>Is truth the same for everyone?</i></p> <p><b>Selections:</b> “Raymond’s Run” (920L) <b>OR</b> “A Retrieved Reformation” (920L)</p> <p><b>Writing Text Form:</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Radio Broadcast</li> </ul> <p><b>Strands:</b> Reading for Literature; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Making predictions</li> <li>• Plot</li> <li>• Greek and Latin roots in vocabulary</li> <li>• Proper and common nouns</li> </ul>	<p><b>Week 1</b> <b>Periods: 5</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b> <b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text. <b>RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. <b>Reading for Literature: Craft and Structure</b> <b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. <b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><b>Writing: Text Types and Purposes</b> <b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. <b>a.</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>• Time and Resource Manager pp. 24a-24b</li> <li>• Before You Read pp. 24-25 Make Predictions Predictions Chart Plot</li> <li>• Making Connections p. 26 <b>OR</b> p. 40</li> <li>• Meet the Author p. 27 <b>OR</b> p. 41</li> <li>• “Raymond’s Run” pp. 28 - 38 <b>OR</b> “A Retrieved Reformation” pp. 42-50</li> <li>• After You Read p. 39 <b>OR</b> p. 51 Make Predictions Plot Vocabulary</li> <li>• Integrated Language Skills: Common and Proper Nouns p. 52</li> <li>• Integrated Language Skills: Writing a New Ending p. 53</li> <li>• Integrated Language Skills: Prewriting for Description of a Person in Writing Workshop p. 53</li> <li>• Integrated Language Skills: Radio Broadcast p. 53</li> </ul> <p><i>Unit 1 Resources pp. 30-68</i></p> <ul style="list-style-type: none"> <li>• Vocabulary and Reading Warm-ups pp. 30-33 <b>OR</b> 48-51</li> <li>• Writing about the Big Question p. 26 or 40</li> <li>• Reading: Making Predictions p. 35 <b>OR</b> 53</li> <li>• Literary Analysis: Plot p. 36</li> </ul>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Guided or Independent Reading</li> <li>• Introduce the Skills</li> <li>• Building Background</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringers</li> <li>• New Story Ending</li> <li>• Radio Broadcast</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Think Aloud</li> <li>• Discussion</li> <li>• Radio Broadcast</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Common and Proper Nouns</li> <li>• Vocabulary Warm-ups</li> <li>• Vocabulary Knowledge Rating Chart</li> <li>• Word Study</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Open-Book Test</li> <li>• Self-test</li> <li>• Test Practice</li> </ul>

		<p><b>b.</b> Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.</p> <p><b>Writing: Production and Distribution</b></p> <p><b>W.8.4</b> Product clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p><b>Speaking and Listening: Presentation of Knowledge and Ideas</b></p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Language: Vocabulary Acquisition and Use</b></p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<p><b>OR 54</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Builder p. 37 <b>OR</b> 55</li> <li>• Enrichment p. 38 <b>OR</b> 56</li> <li>• Grammar p. 57</li> <li>• Support for Writing p. 58</li> <li>• Support for Extend Your Learning p. 59</li> <li>• Open-Book Test p. 39-41 <b>OR</b> 60-62</li> <li>• Selection Test A p. 42-44 <b>OR</b> 63-65</li> <li>• Selection Test B p. 45-47 <b>OR</b> 66-68</li> <li>• Test Practice: Reading – Making Predictions pp. 80-81</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Bellringers Week 1</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Rating Chart p. 33</li> <li>• Vocab-o-Gram p. 40</li> <li>• Anticipation Guide p. 38</li> </ul> <p><b>Write Source/eBook</b></p> <p><a href="https://secure.greatsource.com/eservices/admin/glogin.do">https://secure.greatsource.com/eservices/admin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Writing Stories p. 343</li> <li>• Using Nouns p. 470</li> <li>• Listening Skills pp. 417-421</li> </ul> <p><b>Technology</b></p> <p><i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Get Connected Video</li> <li>• Big Question Video</li> <li>• Meet the Author Video</li> <li>• Background Video</li> <li>• Vocabulary Central</li> <li>• Illustrated Vocabulary Words</li> <li>• Interactive Vocabulary Games</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Reading Skill</li> <li>• Literary Analysis</li> <li>• BQ Tunes</li> <li>• Interactive Journals</li> <li>• Interactive Graphic Organizers</li> <li>• Selection Audio</li> <li>• Self-test</li> </ul>	
<p><b>The Big Question:</b> <i>Is truth the same for everyone?</i></p> <p><b>Selection:</b> “Savannah Belles Ferry System” <b>AND</b> “Savannah Belles Ferry Route”</p> <p><b>Writing Text Form:</b> Informational/Explanatory</p> <p><b>Strands:</b> Reading for Informational Text</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Solve problems</li> <li>• Using text features</li> <li>• Reading and understanding a consumer document and a map</li> </ul>	<p><b>Week 2</b> <b>Periods: 2</b></p>	<p><b>Reading for Informational Text: Craft and Structure</b> <b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>Reading for Informational Text: Integration of Knowledge and Ideas</b> <b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>• Informational Texts p. 82</li> <li>• “Savannah Belles Ferry System” p. 83</li> <li>• “Savannah Belles Ferry Route” p. 84</li> <li>• Test Practice: Informational Texts p. 85</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Development Strategies p. 17</li> </ul> <p><b>Technology</b> <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Informational Texts</li> </ul>	<p><b>Reading for Informational Text</b></p> <ul style="list-style-type: none"> <li>• Guided or Independent Reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Comparing Informational Texts</li> <li>• Timed Writing/Write Detailed Directions</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Think Aloud</li> <li>• Discussion</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Cross-Curricular Vocabulary: Geography</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Test Practice: Informational Text</li> </ul>
<p><b>The Big Question:</b> <i>Is truth the same for everyone?</i></p> <p><b>Selection:</b> “Old Ben” (690L) <b>AND</b> “Fox Hunt” (780L)</p> <p><b>Writing Text Form:</b> Informational: Compare and Contrast</p> <p><b>Strands:</b></p>	<p><b>Week 2</b> <b>Periods: 2</b> <b>Week 3</b> <b>Periods 3</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b> <b>RL.8.1</b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text. <b>RL.8.3</b> Analyze how particular lines</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>• Comparing Literary Works p. 86</li> <li>• Writing About the Big Question p. 87</li> <li>• Meet the Authors p. 87</li> <li>• “Old Ben” pp. 88-93</li> <li>• “The Fox Hunt” pp. 94-102</li> <li>• Critical Thinking p. 93 and p. 102</li> <li>• After You Read p. 103</li> </ul>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Guided or Independent Reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringer</li> <li>• Write about the Big Question</li> <li>• Comparing Literary Works</li> </ul> <p><b>Speaking and Listening</b></p>

<p>Reading for Literature; Writing</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Nonfiction elements</li> <li>• Plot</li> <li>• Conflict</li> <li>• Compare and Contrast</li> <li>• Structure of a story</li> </ul>		<p>of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>Reading for Literature: Craft and Structure</b></p> <p><b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><b>Writing: Text Types and Purposes</b></p> <p><b>W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p><b>Writing: Research to Build and Present Knowledge</b></p> <p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection and research</p> <p><b>a.</b> Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”)</p>	<p>Comparing Narrative Structure</p> <p>Writing to Compare Narrative Structure</p> <p>Vocabulary</p> <p><i>Unit 1 Resources pp.108-115</i></p> <ul style="list-style-type: none"> <li>• Vocabulary and Reading Warm-ups p. 108</li> <li>• Writing About the Big Question p. 112</li> <li>• Literary Analysis: Narrative Structure p. 113</li> <li>• Vocabulary Builder p. 114</li> <li>• Support for Writing to Compare Literary Works p. 115</li> <li>• Selection Test A pp. 119-121</li> <li>• Selection Test B pp. 122-124</li> <li>• Open-Book Test pp. 116-118</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Comparing Narrative Structures Graphic Organizer p. 16</li> <li>• Bellringers Week 3</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Rating Chart p. 33</li> <li>• Anticipation Guide pp. 36-38</li> <li>• Word Form Chart p. 42</li> </ul> <p><b>Write Source/eBook</b></p> <p><a href="https://secure.greatsource.com/eservices/admin/glogin.do">https://secure.greatsource.com/eservices/admin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Comparison-Contrast Essay pp. 199-201</li> </ul> <p><b>Technology</b></p> <p><i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Comparing Texts</li> <li>• Vocabulary Central</li> <li>• The Big Question</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Think Aloud</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups</li> <li>• Vocabulary Knowledge Rating Chart</li> <li>• Vocabulary Development</li> <li>• Word Form Chart</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Open-Book Test</li> <li>• Self-test</li> </ul>
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			<ul style="list-style-type: none"> <li>• Meet the Authors</li> <li>• Self-test</li> </ul>	
<p><b>The Big Question:</b> <i>Is truth the same for everyone?</i></p> <p><b>Selection:</b> from <i>An American Childhood</i> ( 920L) <b>OR</b> “The Adventure of the Speckled Band” (1120L)</p> <p><b>Writing Text Form:</b> Narrative</p> <p><b>Strands:</b> Reading for Literature; Reading for Information; Writing; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Greek, Latin roots and affixes</li> <li>• Author’s purpose</li> <li>• Mood</li> <li>• Tone</li> <li>• Narrative writing</li> <li>• Personal pronouns</li> </ul>	<p><b>Week 3</b> <b>Periods: 2</b> <b>Week 4</b> <b>Periods 3</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b> <b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Reading for Literature: Craft and Structure</b> <b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>Reading for Information: Key Ideas and Details</b> <b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>Writing: Text Types and Purposes</b> <b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. <b>a.</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>• Time and Resource Manager pp. 110a-110b</li> <li>• Before You Read pp. 110-111 Author’s Purpose Author’s Purpose Chart Mood</li> <li>• Making Connections p. 112 <b>OR</b> p. 120</li> <li>• Meet the Author p. 113 <b>OR</b> p. 121</li> <li>• “An American Childhood” pp. 114-118 <b>OR</b> “The Adventures of the Speckled Band” pp. 122-152</li> <li>• After You Read p. 119 <b>OR</b> p. 153 Author’s Purpose Mood Vocabulary</li> <li>• Literature in Context-Science Connection p. 146</li> <li>• Integrated Language Skills: Personal Pronouns p. 154</li> <li>• Integrated Language Skills: Writing a Personal Narrative p. 155</li> <li>• Integrated Language Skills: Prewriting for Narration – Use with Writing Workshop on p. 208</li> </ul>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Guided or Independent Reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write about the Big Question</li> <li>• Research the Author</li> <li>• Personal Narrative</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Think Aloud Oral</li> <li>• Presentation</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Personal Pronouns</li> <li>• Vocabulary Warm-ups</li> <li>• Vocabulary Knowledge Rating Chart</li> <li>• Vocabulary Development</li> <li>• Word Form Chart</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Diagnostic Test</li> <li>• Selection Test A</li> </ul>



		<p>characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>b.</b> Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.</p> <p><b>Language: Vocabulary Acquisition and Use</b></p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<ul style="list-style-type: none"> <li>● Integrated Language Skills: Research and Technology p. 155</li> </ul> <p><i>Unit 1 Resources pp. 30-68</i></p> <ul style="list-style-type: none"> <li>● Vocabulary and Reading Warm-ups p. 134 or 152</li> <li>● Writing about the Big Question p. 138 or 156</li> <li>● Reading: Recognize Details that Identify the Author’s Purpose p. 139 or 157</li> <li>● Literary Analysis: Mood p. 140 or p. 158</li> <li>● Vocabulary Builder p.141 or p. 159</li> <li>● Enrichment: Origins of Shadow Puppets p. 142 or Consider a Career as a Detective p. 160</li> <li>● Grammar p. 161</li> <li>● Support for Writing p. 162</li> <li>● Open-Book Test p. 143 or 164</li> <li>● Selection Test A p. 146 or 167</li> <li>● Selection Test B p. 149 or 170</li> <li>● Test Practice: Reading – Author’s Purpose pp. 180-181</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>● Bellringers Week 4</li> <li>● Literary Analysis: Graphic Organizer A, pp. 22, 24 and B p. 25</li> <li>● Reading Graphic Organizer A p. 20-21 and B p. 22</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>● Vocabulary Knowledge Rating Chart p. 33</li> <li>● Vocab-o-Gram p. 40</li> <li>● Anticipation Guide p. 38</li> </ul> <p><b>Write Source/eBook</b>  <a href="https://secure.greatsource.com/eservices">https://secure.greatsource.com/eservices</a></p>	<ul style="list-style-type: none"> <li>● Selection Test B</li> <li>● Open-Book Test</li> <li>● Self-test</li> </ul>
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			<a href="http://admin/glogin.do">admin/glogin.do</a> <ul style="list-style-type: none"> <li>• Narrative Writing: Narrative Paragraph pp. 93-96</li> <li>• Using Pronouns pp. 474-477</li> <li>• Rubric for Narrative Writing pp. 130-131</li> </ul> <p><b>Technology</b> <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Get Connected Video</li> <li>• Big Question Video</li> <li>• Meet the Author Video</li> <li>• Background Video</li> <li>• Reading Skill</li> <li>• Literary Analysis Vocabulary</li> <li>• Central Illustrated</li> <li>• Vocabulary Words</li> <li>• Interactive Vocabulary Games</li> <li>• BQ Tunes</li> <li>• Interactive Journals</li> <li>• Interactive Graphic Organizers</li> <li>• Selection Audio</li> <li>• Self-test</li> </ul>	
<p><b>The Big Question:</b> <i>Is truth the same for everyone?</i></p> <p><b>Selection - Novel Study:</b> <i>Nothing But the Truth</i> (NP)</p> <p><b>Writing Portfolio</b> <b>Writing Text Form:</b> <i>Narrative</i></p> <p><b>Strands:</b> Reading Standards for Literature, Writing, Speaking and Listening, &amp; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Point of view</li> <li>• Inferences</li> </ul>	<p><b>Weeks 4- 8</b> <b>Periods: 19</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b></p> <p><b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over a course of the text, including its relationship to characters, setting, and plot: provide an objective summary of the text.</p> <p><b>RL.8.</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>Reading for Literature: Craft and Structure</b></p>	<p><b>Novel Study</b> <i>Nothing But the Truth</i></p> <ul style="list-style-type: none"> <li>• Novel Unit in curriculum guide</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Prompt: How does perspective shape the truth?</b> After reading <i>Nothing But the Truth</i>, write a narrative about a personal experience in which different perspectives made it challenging to learn the truth. Interview a person whose perspective was different from your own and use both perspectives in your narrative.</li> </ul> <p><b>L2</b> Use point of view and organization strategies (e.g., as</p>	<p><b>Reading</b> <i>Nothing But the Truth</i> <b>Literature</b></p> <ul style="list-style-type: none"> <li>• Guided or Independent Reading</li> <li>• Anticipation Guide</li> <li>• Genre</li> <li>• Identifying Point of View</li> <li>• Cartoon Inferences</li> <li>• Making Inferences</li> <li>• Character Graphic Organizers</li> <li>• Literature Circle Role Sheets</li> <li>• Quotes – Figurative Language</li> </ul>

<ul style="list-style-type: none"> <li>Figurative language</li> <li>Writing process</li> </ul>		<p><b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings: analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RL.8.6</b> Analyze how differences in the points of view of the characters and audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><b>Writing: Text Types and Purposes</b></p> <p><b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters: organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and</li> </ol>	<p>in <i>Nothing But the Truth</i>) to develop your work.</p> <p><b>Write Source/eBook</b>  <a href="https://secure.greatsource.com/eservices/admin/glogin.do">https://secure.greatsource.com/eservices/admin/glogin.do</a></p> <ul style="list-style-type: none"> <li>The Writing Process pp. 7-25</li> <li>Writing A Phase Autobiography pp. 97-100</li> <li>Prewriting for Portfolio Writing pp. 101-106</li> <li>Write first draft of Portfolio Writing pp. 107-112</li> <li>Revise Portfolio Writing by Looking at Ideas and Organization pp. 113-117</li> <li>Revise Portfolio Writing by Looking at Voice, Word Choice, and Sentence Fluency pp. 118-120</li> <li>Edit Portfolio Writing pp. 125-128</li> <li>Evaluate and assess your revised and edited Portfolio Writing pp. 130-134</li> </ul> <p><b>Supplemental Sources for Portfolio Writing</b></p> <ul style="list-style-type: none"> <li><a href="#">Discovering Language Arts: Intermediate: Writing</a></li> </ul> <p><b>Textbook (hard copy or eBook)</b>  <i>Literature: Language and Literacy</i>  <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>Writing Workshop pp. 208-215</li> </ul> <p><i>Unit 1 Resources p. 229</i></p> <ul style="list-style-type: none"> <li>Prewriting: Gathering Details p. 229</li> </ul> <p><i>Graphic Organizers</i></p> <ul style="list-style-type: none"> <li>Rubric for Self-Assessment:</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Narrative</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Class Discussion</li> <li>Think Aloud</li> <li>Final Group Projects</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Vocabulary Activities</li> <li>Vocabulary Flash Cards</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Presentation Rubric</li> <li>Rubric for Self-Assessment</li> <li>Teaching Task Rubric (Narrative) in CCS Curriculum Guide Introduction.</li> </ul>
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		<p>events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>Writing: Production and Distribution of Writing</b></p> <p><b>W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>Writing: Research to Build and Present Knowledge</b></p> <p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>W.8.9</b> Draw evidence from literacy or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious words such as the Bible,</p>	<p>Autobiographical Essay (Personal Narrative)</p> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Rubrics for Self-Assessment: Autobiographical Essay pp. 222-223</li> </ul> <p><b>Technology</b></p> <p><i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Author Video: Writing Process</li> <li>• Author Video: Rewards of Writing</li> </ul>	
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		<p>including describing how the material is rendered new”).</p> <p><b>Writing: Range of Writing</b>  <b>W.8.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Speaking and Listening Strand: Comprehension and Collaboration</b>  <b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li><b>a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li><b>b.</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.</li> <li><b>c.</b> Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations and ideas.</li> <li><b>d.</b> Acknowledge new information expressed by others, and when warranted, qualify or justify their own</li> </ul>		
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		<p>views in light of the evidence presented.</p> <p><b>SL.8.3</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>Speaking and Listening: Presentation of Knowledge and Ideas</b></p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Language: Conventions of Standard English</b></p> <p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Language: Knowledge of Language</b></p> <p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p><b>Language: Vocabulary Acquisition and Use</b></p> <p><b>L.8.4</b> Determine or clarify the</p>		
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		<p>meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (definitions) of words with similar denotations (definitions).</p>		
<b>UNIT 2</b>				
<p><b>The Big Question:</b> <i>Can all conflicts be resolved?</i></p> <p><b>Model Selection:</b> “An Hour with Abuelo”</p> <p><b>Strands:</b> Reading for Literature; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Irony</li> <li>• Elements of short stories</li> <li>• Author’s insight</li> <li>• Characterization</li> <li>• Point of view</li> <li>• External and internal conflict</li> <li>• Informal writing</li> </ul>	<p><b>Week 8</b> <b>Periods: 2</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b></p> <p><b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.</p> <p><b>RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>Reading for Literature: Craft and Structure</b></p> <p><b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> The Big Question pp. 230-231 Introduction: Short Stories pp. 232-235 Model Selection: Short Story: Judith Ortiz Cofer Model Selection: Short Story “An Hour with Abuelo” pp. 237-242 After You Read p. 243</p> <p><i>Unit 2 Resources pp. 7-20</i></p> <ul style="list-style-type: none"> <li>• Vocabulary and Reading Warm-ups p. 7</li> <li>• Listening and Viewing p. 11</li> <li>• Learning About Short Stories p. 12</li> <li>• Model Selection: Short Story p. 13</li> <li>• Open-Book Test p. 14</li> </ul>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Guided or Independent Reading</li> <li>• Introduction</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write about the Big Question</li> <li>• Research the Author</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Think Aloud</li> <li>• Oral Presentation: audiocassette</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups</li> <li>• Vocabulary Knowledge</li> </ul>



		<p>through the use of dramatic irony) create such effects as suspense or humor.</p> <p><b>Writing: Range of Writing</b>  <b>W.8.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p><b>Speaking and Listening: Presentation of Knowledge and Ideas</b>  <b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>Language: Vocabulary Acquisition and Use</b>  <b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  <b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>• Selection Test A p. 17</li> <li>• Selection Test B p. 20</li> </ul> <p><i>Graphic Organizers</i></p> <ul style="list-style-type: none"> <li>• Graphic Organizer A p. 37</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Rating Chart p. 33</li> </ul> <p><i>Write Source/eBook</i>  <a href="https://secure.greatsource.com/eservices/admin/glogin.do">https://secure.greatsource.com/eservices/admin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Delivering Your Speech pp. 428-430</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Big Question Video</li> <li>• Introduction: Short Stories</li> <li>• Vocabulary Central</li> <li>• Illustrated Vocabulary Words</li> <li>• Interactive Vocabulary Games</li> <li>• Reading Skill</li> <li>• Literary Analysis</li> <li>• BQ Tunes</li> <li>• Meet the Author Video</li> <li>• Interactive Journals</li> <li>• Interactive Graphic Organizers</li> <li>• Selection Audio</li> <li>• Self-test</li> </ul>	<p>Rating Chart  <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Open-Book Test</li> <li>• Self-test</li> </ul>
<p><b>The Big Question:</b>  <i>Can all conflicts be resolved?</i></p> <p><b>Selection:</b>  “Who Can Replace a Man” (800L) OR “Tears of Autumn” (1160L)</p> <p><b>Writing Text Form:</b>  Description</p>	<p><b>Week 9</b>  <b>Periods: 5</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b>  <b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  <b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an</p>	<p><b>Textbook (hard copy or eBook)</b>  <i>Literature: Language and Literacy</i>  <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p> <ul style="list-style-type: none"> <li>• Time and Resource Manager pp. 244a-244d</li> <li>• Before You Read pp. 244-245  Compare And Contrast  Comparison Questions  Setting</li> <li>• Making Connections p. 246</li> </ul>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Guided or Independent Reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringer</li> <li>• Write about the Big Question</li> <li>• Research the Author</li> </ul>

<p><b>Strands:</b> Reading for Literature; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Greek, Latin and Anglo-Saxon roots, prefixes, and suffixes</li> <li>• Characters’ point of view</li> <li>• Setting</li> <li>• Verbs: action and linking</li> <li>• Sensory details</li> <li>• Connotation</li> <li>• Audience in writing</li> </ul>		<p>objective summary of the text.</p> <p><b>RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>Reading for Literature: Craft and Structure</b></p> <p><b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><b>Writing: Text Types and Purposes</b></p> <p><b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>d.</b> Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</p> <p><b>Writing: Research to Build and Present Knowledge</b></p> <p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection and research</p> <p><b>a.</b> Apply grade 8 Reading standards to</p>	<p><b>OR</b> p. 262</p> <ul style="list-style-type: none"> <li>• Meet the Author p. 247 <b>OR</b> p. 263</li> <li>• “Who Can Replace a Man” pp. 248-260 <b>OR</b> “Tears of Autumn” pp. 264-272</li> <li>• After You Read p. 261 <b>OR</b> p. 273 <ul style="list-style-type: none"> <li>• Compare And Contrast Setting Vocabulary</li> </ul> </li> <li>• Integrated Language Skills: Action and Linking Verbs p. 274</li> <li>• Integrated Language Skills: Description p. 275</li> <li>• Integrated Language Skills: Prewriting for Response to Literature p. 275</li> <li>• Integrated Language Skills: Oral Report p. 275</li> </ul> <p><b>Unit 2 Resources pp. 23-59</b></p> <ul style="list-style-type: none"> <li>• Vocabulary and Reading Warm-ups p. 23 <b>OR</b> 41</li> <li>• Writing about the Big Question p. 27 or 45</li> <li>• Reading: Asking Questions to Compare and Contrast p. 28 <b>OR</b> 46</li> <li>• Literary Analysis: Setting p. 29 <b>OR</b> 47</li> <li>• Vocabulary Builder p. 30 <b>OR</b> 48</li> <li>• Enrichment: Planning a Screen Play p.31 <b>OR</b> Documentary Film p. 49</li> <li>• Integrated Language Skills: Grammar p. 50</li> <li>• Integrated Language Skills: Support for Writing a Description p. 51</li> <li>• Integrated Language Skills:</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Think Aloud</li> <li>• Oral Report</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Action and Linking Verbs</li> <li>• Vocabulary Warm-ups</li> <li>• Vocabulary Knowledge Rating Chart</li> <li>• Word Form Chart</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Diagnostic Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Open-Book Test</li> <li>• Self-test</li> <li>• Rubrics for Descriptive Essay</li> <li>• Essay Scorer</li> </ul>
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**END OF NINE WEEK PERIOD**

\* This pacing guide is based on 52 minute periods and should be adjusted to fit alternative schedules.