

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, Information and Conflict Resolution Unit

Big Questions: Can All Conflicts Be Resolved?, How Much Information Is Enough?

Fiction (3 selections)

- “Hamadi” **OR** “The Tell-Tale Heart”
- “The White Umbrella”
- “The Medicine Bag”

Nonfiction (7 selections)

Summary of “The Tell-Tale Heart” from *The Oxford Companion to American Literature*

Summary of the “The Tell-Tale Heart” from *Short Story Criticism*

“Thank You M’am” **OR** “The Story-Teller”

Advertisements:

1. “Pennsylvania Railroad”
2. “Amtrak”
3. “Jumpstart’s Read for the Record”
4. “City Harvest”

Conducting an Interview

“Making Tracks on Mars: A Journal Based on a Blog”

“Baseball” **OR** “from *Harriet Tubman: Conductor on the Underground Railroad*”

Novel/Nonfiction (1 selection)

Narrative of the Life of Frederick Douglass, an American Slave

Optional Informative/Explanatory Prompt:

After reading the novel, *Narrative of the Life of Frederick Douglass, an American Slave* and other sources, write an **informational /explanatory** essay that describes the effects of literacy on Frederick Douglass both as a slave and a free man. Cite examples from the text and at least two other sources as evidence to support your thesis (claim). Establish a strong **controlling idea** with a clearly developed **focus**.

**COLUMBUS CITY SCHOOLS
ELA GRADE 8**

INFORMATION AND CONFLICT RESOLUTION UNIT				
Unit/Topics	Periods	Strands: Topics Standard Statements	Textbook/Supplemental Materials	Assessments/ Assignments
<p>The Big Question: <i>Can all conflicts be resolved?</i></p> <p>Selection: “Hamadi” (830L) OR “The Tell-Tale Heart” (860L)</p> <p>Writing Text Form: Character Profile</p> <p>Standards: Reading for Literature; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Suffixes • Compare and Contrast • Characterization • Action and Linking Verbs • Oral Response • Citing Evidence for Text-Dependent Questions 	<p>Week 1 Periods: 5</p>	<p>Reading for Literature: Key Ideas and Details RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.3 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>Writing: Text Types and Purposes W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experience or events.</p> <p>Speaking and Listening: Presentation of Knowledge and Ideas SL.8.4 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>Language: Conventions of Standard English L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Time and Resource Manager pp. 276a-277b • Before You Read pp. 276-277 Compare and Contrast Perspective Chart Character Traits • Making Connections p. 278 OR p. 292 Meet the Author p. 279 OR p. 293 • “Hamadi” pp. 280-290 OR “The Tell-Tale Heart” pp. 294-302 • After You Read p. 291 OR p. 303 Compare and Contrast Character Traits • Integrated Language Skills pp. 304 – 306 • Test Practice: Compare and Contrast pp. 306-307 <p><i>Unit 2 Resources</i></p> <ul style="list-style-type: none"> • Vocabulary and Reading Warm-ups p. 62 OR p. 80 • Writing about the Big Question p. 66 OR p. 80 • Reading: Compare and Contrast p. 67 OR p. 85 • Literary Analysis: Character Traits p. 68 Vocabulary Builder p. 69 OR p. 87 • Enrichment: Using an Encyclopedia as a Resource p. 70 Enrichment: Designing a Set p. 88 • Grammar p. 89 • Support for Writing a Character 	<p>Reading</p> <ul style="list-style-type: none"> • Reading Warm-Ups Guided or Independent Reading • Using the Strategy: Perspective Chart • Reading Skill: Compare and Contrast • Literary Analysis: Character Traits Reading Check Questions • Critical Thinking Questions • Classroom Strategies and Teaching Routines Cards <p>Writing</p> <ul style="list-style-type: none"> • Write about the Big Question Bellingers Character Profile • Character Trait Chart <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Oral Response Class Discussion • Think Aloud <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Warm-Ups Verbs • Word Study • Vocabulary Development <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary

		<p>b. Form and use verbs in the active and passive voice.</p> <p>Language: Vocabulary Acquisition and Use L.8.4 Determine or clarify the 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>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>Profile p. 90</p> <ul style="list-style-type: none"> • Listening and Speaking p. 91 • Open-Book Test p. 71 or p. 92 • Selection Test A p. 74 or p. 95 • Selection Test B p. 77 or p. 98 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 8 • Graphic Organizers pp. 46-51 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 • Anticipation Guide p. 38 <p>Write Source / eEdition https://secure.greatsource.com/eservicesadmin/glogin.do</p> <ul style="list-style-type: none"> • Principal Parts of Verbs p. 485 <p>Technology <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Big Question Video • Get Connected Video • Background Video • Grammar Tutorial Video • Reading Skill • Literary Analysis Vocabulary • Central Illustrated • Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Meet the Author Video • Interactive Journals • Selection Audio • Self-test 	<ul style="list-style-type: none"> • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Selection Test A • Selection Test B • Open-Book Test • Self-test
<p>The Big Question: <i>Can all conflicts be resolved?</i></p> <p>Selections: Summary of “The Tell-Tale Heart” from <i>The Oxford Companion to American Literature</i></p>	<p>Week 2 Periods: 2</p>	<p>Reading for Informational Text: Integration of Knowledge and Ideas RI.8.7 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>Writing: Text Types and Purposes W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Informational Texts p. 308 Comparing Summaries • Summary of “The Tell-Tale Heart” from <i>The Oxford Companion to American Literature</i> p. 309 • Summary of “The Tell-Tale Heart” 	<p>Reading</p> <ul style="list-style-type: none"> • Guided or Independent Reading • Reading Skill: Comparing Summaries to Original Text <p>Writing</p> <ul style="list-style-type: none"> • Creating a Venn

<p>AND Summary of “The Tell-Tale Heart” from <i>Short Story Criticisms</i></p> <p>Writing Text Form: Expository Paragraph</p> <p>Standards: Reading for Informational Text; Writing</p> <p>Skills:</p> <ul style="list-style-type: none"> • Summarization • Compare and Contrast Literary Text Forms • Informational Writing 		<p>information through the selection, organization, and analysis of relevant content.</p>	<p>from <i>Short Story Criticisms</i> p. 310</p> <ul style="list-style-type: none"> • Vocabulary Development p. 310 • Test Practice: Informational Texts p. 311 <p>Comparing Informational Texts Timed Writing</p> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Graphic Organizer p. 219 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Venn Diagram pp. 92 -93 • Rubrics for Self-Assessment pp. 250 – 251 <p>Write Source / eEdition https://secure.greatsource.com/eservicesadmin/glogin.do</p> <ul style="list-style-type: none"> • Expository Paragraph pp. 157-160 • Venn Diagram p. 203 • Use Comparison-Contrast Order p. 537 	<p>Diagram</p> <ul style="list-style-type: none"> • Evaluation Writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class Discussion • Think Aloud <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Development <p>Assessments</p> <ul style="list-style-type: none"> • Timed Writing Guidelines (Teacher Edition)
<p>The Big Question: <i>Can all conflicts be resolved?</i></p> <p>Selection: “Thank You M’am” (850L) OR “The Story-Teller” (1110L)</p> <p>Writing Text Form: Personal Essay</p> <p>Standards: Reading for Literature; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Prefixes • Making Inferences • Theme • Tense and Mood 	<p>Weeks 2-3 Periods: 5</p>	<p>Reading for Literature: Key Ideas and Details RL.8.1 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>Reading for Literature: Craft and Structure RL.8.5 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>Writing: Text Types and Purposes W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Speaking and Listening: Comprehension and Collaboration SL.8.1. 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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Time and Resource Manager pp. 384a-384d • Before You Read pp. 384 -385 Make Inferences Inference Chart Theme • Making Connections p. 386 OR p. 394 • Meet the Author p. 387 OR p. 395 • “Thank You M’am” pp. 388-392 OR “The Story-Teller” pp. 396-402 • After You Read p. 393 OR p. 403 Make Inferences Theme • Integrated Language Skills: Tense and Mood of Verbs p. 404 • Integrated Language Skills: Personal Essay p. 405 • Integrated Language Skills: Panel 	<p>Reading</p> <ul style="list-style-type: none"> • Reading Warm-Ups • Guided or Independent Reading • Reading Skill: Make Inferences • Literary Analysis: Theme • Critical Thinking Questions <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Write about the Big Question • Personal Essay <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class Discussion • Panel Discussion <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Warm-Ups • Tense and Mood of

<p>of Verbs</p> <ul style="list-style-type: none"> • Oral Speaking • Citing Evidence for Text-Dependent Questions 		<p>that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>Language: Conventions of Standard English L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>Language: Vocabulary Acquisition and Use L.8.4 Determine or clarify the 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>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>Discussion p. 405</p> <ul style="list-style-type: none"> • Test Practice: Make Inferences pp. 406-407 <p><i>Unit 2 Resources</i></p> <ul style="list-style-type: none"> • Vocabulary and Reading Warm-ups p. 166 OR p. 184 • Writing about the Big Question p. 170 OR p. 188 • Reading: Identify the Connections to Make Inferences p. 171 OR p. 189 • Literary Analysis: Theme p. 172 OR p. 190 • Vocabulary Builder p. 173 OR p. 191 • Enrichment: Inflation p. 174 • Enrichment: Parks p. 192 • Grammar p. 193 • Support for Writing a Personal Essay p. 194 • Listening and Speaking p. 195 • Open-Book Test p. 175 OR p. 196 • Selection Test A p. 178 OR p. 199 • Selection Test B p. 181 OR p. 202 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 11 • Graphic Organizers pp. 63-67 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Descriptive Essay Rubric pp. 220–221 OR Autobiographical Narrative pp. 222–223 • Word Knowledge Rating Chart p. 33 • Vocab-o-Gram strategy p. 40 <p><i>Write Source /eEdition</i> https://secure.greatsource.com/eservicesadmin/glogin.do</p> <ul style="list-style-type: none"> • Use Verbs Effectively p. 482 • Tense pp. 482–483, pp. 720–726 • Listening Skills pp. 417-421 	<p>Verbs</p> <ul style="list-style-type: none"> • Word Study • Word Forms Chart <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Selection Test A • Selection Test B • Open-Book Test • Self-test • Rubrics for Writing
---	--	---	---	--

			<p>Technology <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Big Question Video • Get Connected Video • Background Video • Grammar Tutorial • Reading Skill • Literary Analysis • Vocabulary Central • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Meet the Author Video • Interactive Journals • Selection Audio • Self-test 	
<p>The Big Question: <i>Can all conflicts be resolved?</i></p> <p>Selections: Advertisements: “Pennsylvania Railroad,” “Amtrak,” “Jumpstart’s Read for the Record,” and “City Harvest”</p> <p>Writing Text Form: Argument* Writing *(Teacher edition labels the writing as persuasive appeal; however, the assignment piece requires claims and arguments, thereby classifying this as an argument. If students write an advertisement, require the use of counterclaim or argument.)</p> <p>Standards: Reading for Informational Text; Writing</p>	<p>Week 3 Periods: 1</p>	<p>Reading for Informational Text: Craft and Structure RI.8.4 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. Reading for Informational Text: Integration of Knowledge and Ideas RI.8.7 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>Writing: Text Types and Purposes W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Think Aloud: Model the Skill p. 408 • “Pennsylvania Railroad” p. 409 • “Amtrak” p. 410 • “Jumpstart’s Read For The Record” p. 411 • “City Harvest” p. 412 • Test Practice: Comparing Informational Texts p. 413 • Test Practice: Timed Writing p. 413 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Graphic Organizer: Cluster p. 215 <p>Write Source / eEdition https://secure.greatsource.com/eservicesadmin/glogin.do</p> <ul style="list-style-type: none"> • Gathering Reasons to Support Your Position p. 229 	<p>Reading</p> <ul style="list-style-type: none"> • Guided or Independent Reading • Test Practice: Comparing Informational Texts <p>Writing</p> <ul style="list-style-type: none"> • Advertisement <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class Discussion • Think Aloud <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Development <p>Assessments</p> <ul style="list-style-type: none"> • Timed Writing Guidelines

<p>Skills:</p> <ul style="list-style-type: none"> • Comparing Informational Texts • Writing Argument 				
<p>The Big Question: <i>Can all conflicts be resolved?</i></p> <p>Selection: “The White Umbrella” (610L) AND “The Medicine Bag” (920L)</p> <p>Writing Text Form: Comparison-Contrast Speech</p> <p>Standards: Reading for Literature; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Citing Evidence for Text-Dependent Questions • Theme • Symbolism 	<p>Weeks 3-4 Periods: 5</p>	<p>Reading for Literature: Key Ideas and Details RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of a text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>Reading for Informational Text: Craft and Structure RI.8.4 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>Speaking and Listening: Presentation of Knowledge and Ideas SL.8.4 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>Language: Vocabulary Acquisition and Use L.8.4 Determine or clarify the 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. 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>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Comparing Symbols p. 414 • Vocabulary p. 414 • Writing About the Big Question p. 415 • Meet the Authors p. 415 • “The White Umbrella” pp. 416-425 • Critical Thinking p. 425 • “The Medicine Bag” pp. 426–436 • Critical Thinking p. 436 • After You Read: p. 437 Comparing Symbols, Writing to Compare Symbols, Vocabulary • Applying the Big Question (End of Unit) pp. 446–447 <p><i>Unit 2 Resources</i></p> <ul style="list-style-type: none"> • Vocabulary and Reading Warm-ups p. 205 • Writing about the Big Question p. 209 • Literary Analysis: Comparing Symbols p. 210 • Vocabulary Builder p. 211 • Support for Writing to Compare Symbols p. 212 • Open-Book Test p. 213 • Selection Test A p. 216 • Selection Test B p. 219 • Applying the Big Question p. 4 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 12 • Graphic Organizers pp. 69-72, 223, 224 	<p>Reading</p> <ul style="list-style-type: none"> • Reading Warm-ups • Guided or Independent Reading • Reading Skill: Comparing Symbols Critical Thinking Questions <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Writing About the Big Question • BQ Write About It • Comparison of Symbolism <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Class Discussion • Think Aloud • BQ Talk About It (Speech) <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Warm-ups • Vocabulary Development • Word Form Chart <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Timed Writing Guidelines • Open-Book Test • Selection Test A

			<p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Anticipation Guide p. 38 • Word Form Chart p. 42 <p>Write Source / eEdition https://secure.greatsource.com/eservicesadmin/glogin.do</p> <ul style="list-style-type: none"> • Making Oral Presentations pp. 423 - 430 <p>Technology <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Vocabulary Central • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Interactive Journals • Selection Audio • Self-test 	<ul style="list-style-type: none"> • Selection Test B • Self-test
<p>The Big Question: <i>Can all conflicts be resolved?</i></p> <p>Selection: Communications Workshop: “Conducting an Interview”</p> <p>Writing Text Form: Writing Questions</p> <p>Standards: Writing; Speaking and Listening</p> <p>Skills</p> <ul style="list-style-type: none"> • Gather and Organize Information • Generating questions • Presenting Information 	<p>Weeks 4-5 Periods: 2</p>	<p>Writing: Research to Build and Present Knowledge W.8.7 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>Speaking and Listening: Comprehension and Collaboration SL.8.1. 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> <p>Speaking and Listening: Presentation of Knowledge and Ideas SL.8.4 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>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Communications Workshop: Preparing for Interview, Conducting Interview, and Activity p. 450 <p><i>Unit 2 Resources</i></p> <ul style="list-style-type: none"> • Conducting Interviews p. 226 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Speaking: Organizing and Delivering an Oral Summary Rubric p. 274 <p>Write Source / eEdition https://secure.greatsource.com/eservicesadmin/glogin.do</p> <ul style="list-style-type: none"> • Primary vs. Secondary Sources p. 364 • Making Oral Presentations pp. 423–430 • Writing Effective Paragraphs pp. 530–531 • Sensory Chart p. 549 • Show, Don’t Tell p. 557 	<p>Reading</p> <ul style="list-style-type: none"> • Guided or Independent Reading • Reading Skills: Comparing Symbols, Critical Thinking Questions <p>Writing</p> <ul style="list-style-type: none"> • Creating Questions • Summary Report <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Active Listening • Interview <p>Language</p> <ul style="list-style-type: none"> • Sensory Details • Word Choice <p>Assessment</p> <ul style="list-style-type: none"> • Speaking: Organizing and Delivering an Oral Summary Rubric

<p>The Big Question: <i>Can all conflicts be resolved?</i></p> <p>Selection - Novel Study: <i>Narrative of the Life of Frederick Douglass, an American Slave</i></p> <p>Writing Text Form: Informational/ Explanatory Writing</p> <p>Standards: Reading for Informational Text; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Primary and Secondary Sources Tone • Point of View • Central Idea • Figurative Language • Analyzing text • Summarization • Writing Process • Close Reading • Citing Evidence for Text-Dependent Questions 	<p>Weeks 5 - 8</p> <p>Periods: 15</p>	<p>Reading for Informational Text: Key Ideas and Details</p> <p>RI.8.1 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>RI.8.2 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>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>Reading for Informational Text: Craft and Structure</p> <p>RI.8.4 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>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Reading for Informational Text: Integration of Knowledge and Ideas</p> <p>RI.8.7 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>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>Reading for Informational Text: Range of Reading and Level of Text Complexity</p> <p>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>Writing: Text Types and Purposes</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and</p>	<p>Novel Study <i>Narrative of the Life of Frederick Douglass, an American Slave</i></p> <ul style="list-style-type: none"> • Novel Unit on Curriculum Guide website <p>Writing:</p> <ul style="list-style-type: none"> • Informational/Explanatory Rubric • Writing Prompt: After reading the novel, <i>Narrative of the Life of Frederick Douglass, an American Slave</i> and other sources, write an informational /explanatory essay that describes the effects of literacy on Frederick Douglass both as a slave and a free man. Cite examples from the text and at least two other sources as evidence to support your thesis (claim). Establish a strong controlling idea with a clearly developed focus. <p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Tone p. 598 <p>Write Source / eEdition https://secure.greatsource.com/eservicesadmin/glogin.do</p> <ul style="list-style-type: none"> • Six Traits of Writing pp. 301 – 311 • Revising for Word Choice pp. 308 – 309 • Editing for punctuation, capitalization, and spelling pp. 313 - 316 • Making Oral Presentations pp. 423 – 430. 	<p>Reading <i>Narrative of the Life of Frederick Douglass, an American Slave</i></p> <ul style="list-style-type: none"> • Close Reading • Independent Reading • Central Idea • Primary and Secondary Sources • Analysis of Text • Compare and Contrast • Figurative Language • Tone • Point of View • Summarization • K-W-L Chart <p>Writing</p> <ul style="list-style-type: none"> • Summarization Paragraphs • Text-Dependent Questions • Quick Writes • Writing Process • Essay <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Collaboration/groups • Oral presentation <p>Language</p> <ul style="list-style-type: none"> • Grammar • Capitalization • Punctuation <p>Assessment</p> <ul style="list-style-type: none"> • Informational / Explanatory Rubric
---	---	--	--	---

	<p>analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain a topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Writing: Production and Distribution of Writing</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.5 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>W.8.6 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>Writing: Research to Build and Present Knowledge</p> <p>W.8.7 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>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grade 8 reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>		
--	---	--	--

	<p>Writing: Range of Writing W.8.10 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>Speaking and Listening: Comprehension and Collaboration SL.8.1. 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> <p>a. 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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.8.3 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>Speaking and Listening: Presentation of Knowledge and Ideas SL.8.4 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>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Language: Conventions of Standard English L.8.1 Demonstrate command of the conventions of</p>		
--	---	--	--

		<p>standard English grammar and usage when writing or speaking.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>c. Spell correctly.</p> <p>Language: Vocabulary Acquisition and Use</p> <p>L.8.4 Determine or clarify the 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. 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>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Distinguish among connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p> <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
UNIT 3				
<p>The Big Question: <i>How Much Information Is Enough?</i></p> <p>Model Selection: “Making Tracks On</p>	<p>Week 9 Periods: 2</p>	<p>Reading for Informational Text: Key Ideas and Details</p> <p>RI.8.1 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>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> Introducing the Big Question pp. 460-461 Introduction: Types of Nonfiction 	<p>Reading</p> <ul style="list-style-type: none"> Guided or Independent Reading Critical Thinking Questions Reading Skill: Nonfiction

<p>Mars: A Journal Based on a Blog”</p> <p>Writing Text Form: Nonfiction Review</p> <p>Standards: Reading for Informational Text; Writing</p> <p>Skills:</p> <ul style="list-style-type: none"> • Text Structure • Author’s Tone • Voice • Types of Nonfiction • Citing Evidence for Text-Dependent Questions 	<p>Reading for Informational Text: Craft and Structure</p> <p>RI.8.4 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>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Reading for Informational Text: Integration of Knowledge and Ideas</p> <p>RI.8.7 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>Writing: Research to Build and Present Knowledge</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Language: Vocabulary Acquisition and Use</p> <p>L.8.4 Determine or clarify the 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>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>pp. 462–463</p> <ul style="list-style-type: none"> • Meet the Author p. 463 • Learning About Types of Nonfiction pp. 464-465 • Model Selection: Nonfiction p. 466 • Model Selection: “Making Tracks On Mars: A Journal Based on a Blog” pp. 467-472 • After You Read p. 473 Critical Thinking Nonfiction Review Research the Author <p><i>Unit 3 Resources</i></p> <ul style="list-style-type: none"> • BQ Tunes Lyrics “ Quality Over Quantity” p. ix • BQ Vocabulary – 1 p. 1 • BQ Vocabulary – 2 p. 2 • BQ Vocabulary – 3 p. 3 • Applying the Big Question p. 4 • Vocabulary and Reading Warm-ups p. 7 • Listening and Viewing p. 11 • Learning about Nonfiction p. 12 • Model Selection: Nonfiction p. 13 • Open-Book Test p. 14 • Selection Test A p. 17 • Selection Test B p. 20 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • After You Read A: A Nonfiction Review p. 74 • After You Read B: A Nonfiction Review p. 75 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 • KWL Chart p. 75 <p>Write Source / eEdition</p> <p>https://secure.greatsource.com/eservicesadmin/glogin.do</p> <ul style="list-style-type: none"> • Word Choice p. 41 • Tone and Connotation p. 106 	<p>Writing</p> <ul style="list-style-type: none"> • Quick Write • Brainstorming • Nonfiction Chart <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discussion <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Development <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessment</p> <ul style="list-style-type: none"> • Selection Test A • Selection Test B • Open-Book Test • Self-test
---	---	--	---

			Technology <i>Interactive Digital Pathway</i> <ul style="list-style-type: none"> • Big Question Video • Vocabulary Central • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Meet the Author Video • Interactive Journals • Selection Audio • Self-test 	
<p>The Big Question: <i>How Much Information Is Enough?</i></p> <p>Selection: “Baseball” (990L) OR “Harriet Tubman” (1030L)</p> <p>Writing Text Form: Biographical Sketch</p> <p>Standards: Reading for Informational Text; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Central Idea • Adjectives and Articles • Citing Evidence for Text-Dependent Questions 	<p>Week 9 Periods: 3</p>	<p>Reading for Informational Text: Key Ideas and Details</p> <p>RI.8.1 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>RI.8.2 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>Writing: Text Types and Purposes</p> <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Speaking and Listening: Presentation of Knowledge and Ideas</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Language: Conventions of Standard English</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Time and Resource Manager pp. 474a-474b • Before You Read pp. 474-475 Main Idea Narrative Essay Narrative Essay Chart • Making Connections p. 476 OR p. 484 • Meet the Author p. 477 OR p. 485 • “Baseball” pp. 478-482 OR “Harriet Tubman” pp. 486-496 • After You Read p. 483 OR p. 497 Main Idea Narrative Essay • Integrated Language Skills pp. 498-499 <p><i>Unit 3 Resources</i></p> <ul style="list-style-type: none"> • Vocabulary and Reading Warm-ups p. 23 or p. 41 • Writing about the Big Question p. 27 or p. 45 • Reading: Use Details to Identify Main Idea p. 28 or p. 46 • Literary Analysis: Narrative Essay p. 29 or p. 47 • Vocabulary Builder p. 30 or p. 48 • Enrichment: Outlining p. 31 • Enrichment: Defining by Example p. 49 • Grammar p. 50 	<p>Reading</p> <ul style="list-style-type: none"> • Reading Warm-Ups • Guided or Independent Reading • Reading Skill: Main Idea • Literary Analysis: Narrative Essay <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Quick Write • Writing About the Big Question • Critical Thinking Questions • Biographical Sketch <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discussion • Think Aloud • Skit <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Warm-Ups • Vocabulary Development • Word Study • Adjectives and Articles <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheet

			<ul style="list-style-type: none"> • Support for Writing a Biographical Sketch p. 51 • Listening and Speaking p. 52 • Open-Book Test p. 32 or p. 53 • Selection Test A p. 35 or p. 56 • Selection Test B p. 38 or p. 59 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 13 • Graphic Organizers pp. 76-81 <p><i>Professional Development Guide</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Chart p. 33 • Anticipation Guide p. 38 • Rubrics for Self-Assessment: Biography pp. 252-253 <p>Write Source / eEdition</p> <p>https://secure.greatsource.com/eservicesadmin/glogin.do</p> <ul style="list-style-type: none"> • Adjectives pp. 486-489, 732-735 • Articles p. 732.1 • Biographical Narrative pp. 135-142 <p>Technology</p> <p><i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> • Get Connected Video • Big Question Video • Meet the Author Video • Background Video • Vocabulary Central • Reading Skill • Literary Analysis • Grammar Tutorial • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Interactive Journals • Selection Audio • Self-test 	<p>Assessment</p> <ul style="list-style-type: none"> • Selection Test A • Selection Test B • Open-Book Test • Self-test • Rubrics for Self-Assessment: Biography
END OF NINE WEEK PERIOD				

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