

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, Similarities vs Differences Unit**

**Big Questions:** *Is it our differences or our similarities that matter most?, Are yesterday's heroes important today?*

### Fiction (5 selections)

“Water Names”

“Coyote Steals the Sun and Moon” **OR** “Why the Waves Have Whitecaps”

“Brer Possum’s Dilemma” and “John Henry” **OR** “Chicoria” and *from* “The People, Yes”

“An Episode of War” (*if chosen*)

### Nonfiction (7 selections)

“Florida Holocaust Museum”

“Local Holocaust Survivors and Liberators Attend Opening Event for Exhibition”

“Choice: A Tribute to Martin Luther King, Jr.” (*if chosen*)

“National Public Radio”

“Life Magazine Photo Essay”

“My Own True Name”

“Words to Sit In, Like Chairs”

### Dramatic Literature (3 selections) from “Anne Frank and Me”

*The Diary of Anne Frank Act I*

*The Diary of Anne Frank Act II*

### Poetry (1 selection)

La Poesia (Poetry)

### Optional Informative/Explanatory Prompt: Cause and Effect

Are yesterday's heroes important today? After reading the previous selections on historical figures and heroic events, write an essay that examines the causes of these events and explains the effects of these events in today's society. What conclusions or implications can you draw? Support your discussion with evidence from the texts.

**COLUMBUS CITY SCHOOLS  
ELA GRADE 8**

<b>SIMILARITIES VS DIFFERENCES 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 5</b>				
<p><b>The Big Question:</b> <i>Is it our differences or our similarities that matter most?</i></p> <p><b>Model Selection:</b> <i>from “Anne Frank and Me”</i></p> <p><b>Standards:</b> Reading for Literature; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <p style="padding-left: 20px;">Characterization</p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Elements of</li> <li>• Drama Dialogue</li> <li>• Academic</li> <li>• Vocabulary</li> <li>•</li> </ul> <p><i>*(See edmodo.com for Common Core exemplar lessons in the “Anthology Alignment Project” group folder. Use password: <b>pkx4sp</b> to join.)</i></p>	<p><b>Week 1 Periods: 3</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b> <b>RL.8.2</b> 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><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>Speaking and Listening: 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> <p><b>Language: Vocabulary Acquisition and Use</b> <b>L.8.6</b> 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>	<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>Introducing the Big Question pp. 802-803</li> <li>• Introduction: Drama pp. 804–805</li> <li>• Meet the Author p. 805</li> <li>• Learning About Drama pp. 806-807</li> <li>• Model Selection: Drama p. 466</li> <li>• Model Selection: <i>from “Anne Frank and Me”</i> pp. 809-812</li> <li>• After You Read p. 813</li> <li style="padding-left: 40px;">Critical Thinking</li> <li style="padding-left: 40px;">Drama Review</li> <li style="padding-left: 40px;">Research the Author</li> </ul> <p><i>Unit 5 Resources pp. 1-20</i></p> <ul style="list-style-type: none"> <li>BQ Tunes Lyrics p. vii</li> <li>• Big Question Vocabulary pp. 1-3</li> <li>• Applying the Big Question p. 4</li> <li>• Concept Map 1 p. 5</li> <li>• Vocabulary and Reading Warm-ups p. 7</li> <li>• Listening and Viewing p. 11</li> <li>• Learning About Drama p. 12</li> <li>• Model Selection: Drama p. 13</li> <li>• Open-Book Test p. 14</li> <li>• Selection Test A p. 17</li> <li>• Selection Test B p. 20</li> <li>•</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Graphic Organizers: After You Read A &amp; B pp. 147–148</li> <li>• Series of Events p. 219</li> </ul>	<p><b>Reading Literature/Informational Text</b></p> <ul style="list-style-type: none"> <li>• Guided or Independent Reading</li> <li>• Critical Thinking Questions Drama Characters</li> <li>• Theme</li> <li>•</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write about the Big Question</li> <li>• Writing a Paragraph</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Class Discussion</li> <li>Think Aloud</li> <li>•</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Development</li> <li>• Dialogue</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> <li>•</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Selection Test A</li> <li>Selection Test B</li> <li>•</li> <li>•</li> </ul>

			<p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Chart p. 33</li> <li>• KWL Chart p. 75</li> </ul> <p><b>Write Source /eEdition</b>  <a href="https://secure.greatsource.com/eservicesadmin/glogin.do">https://secure.greatsource.com/eservicesadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Dialogue p. 116</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Big Question Video</li> <li>• Drama Video</li> <li>• Get Connected Video</li> <li>• Vocabulary Central</li> <li>• Illustrated Vocabulary Words</li> <li>• Interactive Vocabulary Games</li> <li>• BQ Tunes</li> <li>• Meet the Author Video</li> <li>• Interactive Journals</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>
<p><b>The Big Question:</b>  <i>Is it our differences or our similarities that matter most?</i></p> <p><b>Selection:</b>  <i>The Diary of Anne Frank Act I</i></p> <p><b>Writing Text Form:</b>  Diary Entries from Character Perspective</p> <p><b>Standards:</b>  Reading for Literature; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Dialogue</li> <li>• Modifiers</li> </ul>	<p><b>Week 1 Periods: 2</b></p> <p><b>Week 2 Periods: 5</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b>  <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>  <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.  <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>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. 848a-848d</li> <li>• Before You Read pp. 848-849 Cause and Effect Connections Chart Dialogue</li> <li>• Making Connections p. 852</li> <li>• Meet the Author p. 853</li> <li>• <i>The Diary of Anne Frank Act I</i> pp. 854-912</li> <li>• After You Read p. 913 Cause and Effect Dialogue</li> <li>• Integrated Language Skills pp. 914-915</li> </ul> <p><i>Unit 5 Resources pp. 72-90</i></p> <ul style="list-style-type: none"> <li>• Skills Concept Map 2 p. 69</li> <li>• Vocabulary and Reading Warm-ups pp. 70 - 73</li> <li>• Writing about the Big Question p. 74</li> </ul>	<p><b>Reading Literature/Informational Text</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Guided or Independent Reading</li> <li>• Dialogue Analysis</li> <li>• Cause and Effect</li> <li>• Critical Thinking Questions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringers</li> <li>• Write about the Big Question</li> <li>• Diary Entries</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Think Aloud</li> <li>• Guided Tour</li> </ul>

<ul style="list-style-type: none"> <li>• Informal Writing</li> <li>• Informational Presentation</li> <li>• Greek, Latin and Anglo-Saxon roots, prefixes, and suffixes</li> </ul>	<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.</p> <p><b>Speaking and Listening: 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> <p><b>Speaking and Listening: Presentation of Knowledge and Ideas</b>  <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>  <b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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 <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.  <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).  <b>L.8.6</b> 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</p>	<ul style="list-style-type: none"> <li>• Reading: Using Background Information to Link Historical Causes with Effects p. 75</li> <li>• Literary Analysis: Dialogue p. 76</li> <li>• Vocabulary Builder p. 77</li> <li>• Enrichment: Designing a Memorial p. 78</li> <li>• Grammar p. 79</li> <li>• Support for Writing p. 80</li> <li>• Listening and Speaking p. 81</li> <li>• Open-Book Test p. 82</li> <li>• Selection Test A p. 85</li> <li>• Selection Test B p. 88</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Bellringers Weeks 27 and 28</li> <li>• Before You Read A &amp; B pp. 158–159</li> <li>• After You Read A &amp; B pp. 160–161</li> <li>• Series of Events p. 219</li> <li>• Timeline p. 222</li> <li>• Venn Diagram p. 224</li> <li>• Word Web p. 225</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Chart p. 33</li> <li>• Anticipation Guide p. 38</li> <li>• KWL Chart pp. 74–75</li> <li>• Word Form Chart p. 42</li> </ul> <p><i>Write Source / eEdition</i>  <a href="https://secure.greatsource.com/eservicesadmin/gslogin.do">https://secure.greatsource.com/eservicesadmin/gslogin.do</a></p> <ul style="list-style-type: none"> <li>• Diaries p. 434</li> <li>• Modifiers pp. 43, 185, 507, 561, 694.3</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Big Question Video</li> <li>• Get Connected Video</li> <li>• Background Video</li> <li>• Vocabulary Central</li> <li>• Reading Skill</li> <li>• Literary Analysis</li> <li>• Illustrated Vocabulary Words</li> <li>• Interactive Vocabulary Games</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups</li> <li>• Word Study</li> <li>• Dialogue</li> <li>• Modifiers</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheet</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>Essay Scorer</p>
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		comprehension or expression.	<ul style="list-style-type: none"> <li>• BQ Tunes</li> <li>• Meet the Authors Video</li> <li>• Skill Questions</li> <li>• Grammar Tutorial</li> <li>• Grammar Practice</li> <li>• Interactive Journals</li> <li>• Selection Audio</li> <li>• Self-test</li> </ul> <p><b>Essay Scorer</b></p> <ul style="list-style-type: none"> <li>• <i>Narrative: An Unforgettable Day</i></li> </ul>	
<p><b>The Big Question:</b> <i>Is it our differences or our similarities that matter most?</i></p> <p><b>Selection:</b> <i>The Diary of Anne Frank</i> Act II</p> <p><b>Writing Text Form:</b> Research Summaries</p> <p><b>Standards:</b> Reading for Literature; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Characterization</li> <li>• Cause and effect</li> <li>• Clauses</li> <li>• Evaluate Informational Sources</li> <li>• Greek, Latin and Anglo-Saxon roots, prefixes, and suffixes</li> <li>• Summarization</li> </ul>	<p><b>Week 3</b> <b>Periods:</b> <b>5</b></p> <p><b>Week 4</b> <b>Periods:</b> <b>2</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b> <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: Integration of Knowledge and Ideas</b> <b>RL.8.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choice made by the director or actors.</p> <p><b>Writing: Production and Distribution of Writing</b> <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>Writing: Research to Build and Present Knowledge</b> <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>Speaking and Listening: Comprehension and Collaboration</b> <b>SL.8.1.</b> Engage effectively in a range of</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. 916a-916d</li> <li>• Before You Read pp. 916-917 Cause and Effect Cause-and-Effect Charts Character’s Motivation</li> <li>• Making Connections p. 918</li> <li>• <i>The Diary of Anne Frank</i> Act II pp. 919-956</li> <li>• After You Read p. 957 Cause and Effect Character’s Motivation</li> <li>• Integrated Language Skills pp. 958-959</li> <li>• Test Practice: Cause and Effect pp. 960-961</li> </ul> <p><i>Unit 5 Resources pp. 91 -111</i></p> <ul style="list-style-type: none"> <li>• Vocabulary and Reading Warm-ups pp. 91-94</li> <li>• Writing about the Big Question p. 95</li> <li>• Reading: Ask Questions to Analyze Cause-and-Effect Relationships p. 96</li> <li>• Literary Analysis: Character Motivation p. 97</li> <li>• Vocabulary Builder p. 98</li> <li>• Enrichment: Analyzing Philosophies of Life p. 99</li> <li>• Grammar p.100</li> <li>• Support for Writing p. 101</li> <li>• Research and Technology p. 102</li> <li>• Open-Book Test p. 103</li> <li>• Selection Test A p. 106</li> <li>• Selection Test B p. 109</li> </ul>	<p><b>Reading Literature/Informational Text</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Guided or Independent Reading</li> <li>• Critical Thinking Questions</li> <li>• Character Motivation</li> <li>• Cause and Effect</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringers</li> <li>• Write about the Big Question</li> <li>• Research Summaries</li> </ul> <p><b>Speaking and Listening</b></p> <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>• Clauses</li> <li>• Affixes</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> </ul>

		<p>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><b>Speaking and Listening: Presentation of Knowledge and Ideas</b>  <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>  <b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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 <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.  <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><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Bellringers Weeks 28 and 29</li> <li>• Before You Read A &amp; B pp. 162-163</li> <li>• After You Read A &amp; B pp. 164-165</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Chart p. 33</li> <li>• Anticipation Guide pp. 36-38</li> <li>• KWL Chart pp. 74 – 75</li> <li>• Word Form Chart p. 42</li> </ul> <p><i>Write Source/eEdition</i>  <a href="https://secure.greatsource.com/eservicesadmin/gslogin.do">https://secure.greatsource.com/eservicesadmin/gslogin.do</a></p> <ul style="list-style-type: none"> <li>• Dependent Clauses pp. 498, 503, 517, 698.3</li> <li>• Subordinate Clauses p. 503</li> <li>• Independent Clauses pp. 498, 503, 515, 516, 517, 594.1, 698.2</li> <li>• Oral Presentation pp. 423–430</li> <li>• Cause and Effect p. 548</li> <li>• Primary vs. Secondary Sources p. 364</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Big Question Video</li> <li>• Get Connected Video</li> <li>• Reading Skill</li> <li>• Literary Analysis</li> <li>• Vocabulary Central</li> <li>• Grammar Tutorial</li> <li>• Grammar Practice</li> <li>• Illustrated Vocabulary Words</li> <li>• Interactive Vocabulary Games</li> <li>• BQ Tunes</li> <li>• Meet the Author Video</li> <li>• Interactive Journals</li> <li>• Selection Audio</li> <li>• Self-test</li> </ul>	<ul style="list-style-type: none"> <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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<p><b>The Big Question:</b> <i>Is it our differences or our similarities that matter most?</i></p> <p><b>Selections:</b></p> <ul style="list-style-type: none"> <li>• “Florida Holocaust Museum”</li> <li>• “Local Holocaust Survivors and Liberators Attend Opening Event for Exhibition”</li> </ul> <p><b>Writing Text Form:</b> Writing an Evaluation (Argument)</p> <p><b>Standards:</b> Reading for Informational Text; Writing; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Making a Claim</li> <li>• Academic Vocabulary</li> </ul>	<p><b>Week 4</b> <b>Periods:</b> <b>3</b></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>Writing: Text Types and Purposes</b> <b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Writing: Research to Build and Present Knowledge</b> <b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Language: Vocabulary Acquisition and Use</b> <b>L.8.6</b> 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>	<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. 962</li> <li>• “Florida Holocaust Museum” pp. 963-964</li> <li>• “Local Holocaust Survivors and Liberators Attend Opening Event for Exhibition” pp. 965-966</li> <li>• Test Practice: Informational Texts p. 967 Comparing Informational Texts Timed Writing</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Bellringers Week 30</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Word Form Chart p. 42</li> </ul> <p><b>Write Source/eEdition</b> <a href="https://secure.greatsource.com/eservicesadmin/glogin.do">https://secure.greatsource.com/eservicesadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Use Comparison-Contrast Order p. 537</li> <li>• Creating Unity in Writing p. 538</li> <li>• Develop Coherence p. 539</li> </ul> <p><b>Technology</b> <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Web Sites and Press Releases</li> </ul>	<p><b>Reading Literature/Informational Text</b></p> <ul style="list-style-type: none"> <li>• Guided or Independent Reading</li> <li>• Comparing Informational Sources</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast Paragraph</li> <li>• Timed Writing: Evaluation</li> </ul> <p><b>Speaking and Listening</b></p> <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>• Word Forms</li> <li>• Vocabulary Development</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>• Comparing Informational Texts (Teacher Edition)</li> <li>• Timed Writing Guidelines (Teacher Edition)</li> </ul>
<b>Unit 6</b>				
<p><b>The Big Question:</b> <i>Are yesterday’s heroes important today?</i></p> <p><b>Model Selection:</b> “Water Names”</p>	<p><b>Week 5</b> <b>Periods:</b> <b>3</b> <b>(OAA Week)</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b> <b>RL.8.2</b> 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</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>• Introducing the Big Question pp. 1008-1009</li> <li>• Introduction: Themes in American Stories pp. 1010–1013</li> </ul>	<p><b>Reading Literature/Informational Text</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Guided or Independent</li> </ul>

<p><b>Standards:</b> Reading for Literature; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Figurative Language</li> <li>• Theme</li> <li>• American Folk Tradition: Storytelling Techniques</li> <li>• Informal Presentation</li> <li>• Academic Vocabulary</li> </ul>		<p>plot; provide an objective summary of 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 meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>Speaking and Listening: 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> <p><b>Language: Vocabulary Acquisition and Use</b> <b>L.8.6</b> 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>	<ul style="list-style-type: none"> <li>• Meet the Author p. 1011</li> <li>• Learning About Themes in American Stories p. 1012</li> <li>• Model Selection: Author p. 1014</li> <li>• Model Selection: “Water Names” pp. 1015-1020</li> <li>• After You Read p. 1021 Critical Thinking Reviewing Themes in American Stories Research the Author</li> </ul> <p><i>Unit 6 Resources pp. 7-22</i></p> <ul style="list-style-type: none"> <li>• BQ Tunes Lyrics p. vii</li> <li>• Big Question Vocabulary pp. 1-3</li> <li>• Applying the Big Question p. 4</li> <li>• Concept Map 1 p. 5</li> <li>• Vocabulary and Reading Warm-ups p. 7</li> <li>• Listening and Viewing p. 11</li> <li>• Learning About Themes in American Stories p. 12</li> <li>• Model Selection p. 13</li> <li>• Open-Book Test p. 14</li> <li>• Selection Test A p. 17</li> <li>• Selection Test B p. 20</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• After You Read A p. 171</li> <li>• After You Read B p. 172</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Chart p. 33</li> <li>• Anticipation Guide p. 38</li> </ul> <p><b>Write Source/eEdition</b> <a href="https://secure.greatsource.com/eservicesadmin/glogin.do">https://secure.greatsource.com/eservicesadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Story Patterns p. 350</li> <li>• Plot and Plot Line p. 351</li> <li>• A Writer’s Resource pp. 544-574</li> </ul> <p><b>Technology</b> <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Big Question Video</li> <li>• Vocabulary Central</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Critical Thinking Questions</li> <li>• Storytelling/Oral Tradition</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing About the Big Question</li> <li>• Writing to Review Themes</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Think Aloud</li> <li>• Storytelling</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups</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>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Self-test</li> </ul>
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<p><b>The Big Question:</b> <i>Are yesterday's heroes important today?</i></p> <p><b>Selections:</b> "Coyote Steals the Sun and Moon" (870L) <b>OR</b> "Why the Waves Have Whitecaps" (820L)</p> <p><b>Writing Text Form:</b> Narrative: Myth</p> <p><b>Standards:</b> Reading for Literature; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Summarize</li> <li>• Myths</li> <li>• Themes</li> <li>• Sentence Structure</li> <li>• Oral Presentation</li> </ul>	<p><b>Week 5 Period: 1</b></p> <p><b>Week 6 Periods: 2</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 a text, including its relationship to the characters, setting, and plot; 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.</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. <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>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. 1022a-1022d</li> <li>• Before You Read pp. 1022-1023 Summarize Mythology Cultural Connections Chart</li> <li>• Making Connections p. 1024 <b>OR</b> p. 1030</li> <li>• Meet the Authors p. 1025 <b>OR</b> p. 1031</li> <li>• "Coyote Steals the Sun and Moon" pp.1026 – 1028 <b>OR</b> "Why the Waves Have Whitecaps" pp. 1032-1034</li> <li>• After You Read p. 1029 Summarize Mythology</li> <li>• Integrated Language Skills pp. 1036–1037</li> </ul> <p><i>Unit 6 Resources pp. 7-22</i></p> <ul style="list-style-type: none"> <li>• Vocabulary and Reading Warm-ups p. 23 <b>OR</b> p. 41</li> <li>• Writing about the Big Question p. 27 <b>OR</b> p. 45</li> <li>• Reading: Create a Summary p. 28 <b>OR</b> p. 46</li> <li>• Literary Analysis: Myth p. 29 <b>OR</b> p. 47</li> <li>• Vocabulary Builder p. 30 <b>OR</b> p. 48</li> <li>• Enrichment: Coyote the Trickster p. 31</li> <li>• Enrichment p. 49</li> <li>• Grammar p. 50</li> <li>• Support for Writing p. 51</li> <li>• Listening and Speaking p. 52</li> </ul>	<p><b>Reading Literature/Informational Text</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Skills Introduction</li> <li>• Guided or Independent Reading</li> <li>• Critical Thinking Questions</li> <li>• Summarize</li> <li>• Mythology</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringer/Warm-ups</li> <li>• Writing About the Big Question</li> <li>• Summarizing</li> <li>• Create a Myth</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Think Aloud</li> <li>• Presentation with Visuals</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>

		<p><b>Language: Conventions of Standard English</b>  <b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Language: Knowledge of Language</b>  <b>L.8.3</b> Use knowledge of language of language and its conventions when writing speaking, reading, or listening.</p> <p><b>Language: Vocabulary Acquisition and Use</b>  <b>L.8.6</b> 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>	<ul style="list-style-type: none"> <li>• Open-Book Test p. 32 <b>OR</b> p. 53</li> <li>• Selection Test A p. 35 <b>OR</b> p. 56</li> <li>• Selection Test B p. 38 <b>OR</b> p. 58</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Bellringers Week 31</li> <li>• After You Read A: Themes p. 171</li> <li>• After You Read B: Themes p. 172</li> <li>• Before You Read A: Literary Analysis p. 173</li> <li>• Before You Read B: Literary Analysis p. 174</li> <li>• Before You Read B: Myth p. 175</li> <li>• After You Read A: Summarizing p. 176 <b>OR</b> p. 178</li> <li>• After You Read B: Summarizing p. 177 <b>OR</b> p. 179</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Chart p. 33</li> <li>• Self –Assessment: Short Story pp. 226 - 227</li> </ul> <p><b>Write Source/eEdition</b>  <a href="https://secure.greatsource.com/eservicesadmin/glogin.do">https://secure.greatsource.com/eservicesadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Sentence Combining pp. 123, 141, 186, 310, 512 – 515</li> <li>• Prefixes pp. 562, 564-565</li> <li>• Suffixes pp. 562, 566</li> <li>• Roots pp. 562, 567–569</li> <li>• Summary Paragraph p. 375</li> <li>• Oral Presentations pp. 423-430</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Big Question Video</li> <li>• Oral Tradition Video</li> <li>• Oral Tradition Review</li> <li>• Get Connected Video</li> <li>• Background Video</li> <li>• Vocabulary Central</li> <li>• Grammar Tutorial</li> <li>• Grammar Practice</li> <li>• Reading Skill</li> <li>• Literary Analysis</li> <li>• Illustrated Vocabulary Words</li> </ul>	<ul style="list-style-type: none"> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Self-test</li> </ul>
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			<ul style="list-style-type: none"> <li>• Interactive Vocabulary Games</li> <li>• BQ Tunes</li> <li>• Meet the Authors Video</li> <li>• Interactive Journals</li> <li>• Selection Audio</li> <li>• Self-test</li> </ul>	
<p><b>The Big Question:</b> <i>Are yesterday's heroes important today?</i></p> <p><b>Selections:</b></p> <ul style="list-style-type: none"> <li>• "Brer Possum's Dilemma" (800L) <b>AND</b> "John Henry" <b>OR</b> "Chicoria" (1020L) <b>AND</b> <i>from</i> "The People, Yes"</li> </ul> <p><b>Writing Text Form:</b> Informational: Critical Analysis</p> <p><b>Standards:</b> Reading for Literature; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analogies</li> <li>• Summarize</li> <li>• Oral Tradition: Dialect and Idioms</li> <li>• Critical Analysis</li> <li>• Storytelling</li> <li>• Using Commas</li> <li>• Suffixes</li> </ul>	<p><b>Week 6 Periods: 3</b></p> <p><b>Week 7 Periods: 2</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 a text, including its relationship to the characters, setting, and plot; provide an objective summary of 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 meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>Reading for Literature: Integration of Knowledge and Ideas</b> <b>RL.8.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choice made by the director or actors.</p> <p><b>Writing: Text Types and Purposes</b> <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</b></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. 1038a-1038b</li> <li>• Before You Read pp. 1038-1039 Summarize Oral Tradition Oral Tradition Chart</li> <li>• Making Connections p. 1040 <b>OR</b> p. 1050</li> <li>• Meet the Author p. 1041 <b>OR</b> p. 1051</li> <li>• "Brer Possum's Dilemma" pp. 1042-1044 <b>AND</b> "John Henry" pp. 1045 - 1048 <b>OR</b> "Chicoria" pp.1052 -1054 <b>AND</b> <i>from</i> "The People, Yes" pp. 1055-1058</li> <li>• After You Read p. 1049 <b>OR</b> p. 1059 Summarize Oral Tradition</li> <li>• Integrated Language Skills pp. 1060-1061</li> <li>• Test Practice: Summarize pp. 1062-1063</li> </ul> <p><i>Unit 6 Resources pp. 60-96</i></p> <ul style="list-style-type: none"> <li>• Vocabulary and Reading Warm-ups p. 60 <b>OR</b> p. 80</li> <li>• Writing about the Big Question p. 64 <b>OR</b> p. 82</li> <li>• Reading: Using a Graphic to Summarize Literature p. 65 <b>OR</b> p. 83</li> <li>• Literary Analysis: Oral Tradition p. 66 <b>OR</b> p. 84</li> <li>• Vocabulary Builder p.67 <b>OR</b> p. 85</li> <li>• Enrichment: John Henry p. 68</li> <li>• Enrichment: Chicoria p. 86</li> <li>• Grammar p.87</li> <li>• Support for Writing p. 88</li> <li>• Listening and Speaking p. 89</li> <li>• Open-Book Test p. 90</li> </ul>	<p><b>Reading Literature/Informational Text</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Skills Introduction</li> <li>• Guided or Independent Reading</li> <li>• Critical Thinking Questions</li> <li>• Figurative Language</li> <li>• Summarize</li> <li>• Oral Tradition</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringer/Warm-ups</li> <li>• Writing About the Big Question</li> <li>• Summarizing</li> <li>• Critical Analysis</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Think Aloud</li> <li>• Storytelling</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Warm-ups</li> <li>• Analogy</li> <li>• Suffixes</li> <li>• Commas</li> <li>• Dialect</li> <li>• Idioms</li> </ul>

	<p><b>Knowledge</b>  <b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening: Presentation of Knowledge and Ideas.</b>  <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>  <b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>a.</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<ul style="list-style-type: none"> <li>• Selection Test A p. 93</li> <li>• Selection Test B p. 96</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Bellringers Week 32</li> <li>• Before You Read A p. 180 <b>OR</b> p. 181</li> <li>• Before You Read B p. 182</li> <li>• After You Read (Brer/John Henry) A p. 183</li> <li>• After You Read (Brer/John Henry) B p. 184</li> <li>• After You Read (Chicoria/From) A p. 185</li> <li>• After You Read (Chicoria/From) B p. 186</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Chart p. 33</li> <li>• Rubric for Self-Assessment pp. 240-241</li> <li>• Listening and Speaking Rubrics pp. 267-276</li> </ul> <p><b>Write Source / eEdition</b>  <a href="https://secure.greatsource.com/eservicesadmin/glogin.do">https://secure.greatsource.com/eservicesadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Commas pp. 582–590</li> <li>• Analyzing p. 455</li> </ul> <p><b>Technology</b>  <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Big Question Video</li> <li>• Get Connected Video</li> <li>• Background Video</li> <li>• Vocabulary Central</li> <li>• Reading Skill</li> <li>• Literary Analysis</li> <li>• Grammar Tutorial</li> <li>• Grammar Practice</li> <li>• Illustrated Vocabulary Words</li> <li>• Interactive Vocabulary Games</li> <li>• Vocabulary Flashcards</li> <li>• BQ Tunes</li> <li>• Meet the Author Video</li> <li>• Interactive Journals</li> <li>• Selection Audio</li> <li>• Self-test</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>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Self-test</li> </ul>
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<p><b>The Big Question:</b> <i>Are yesterday's heroes important today?</i></p> <p><b>Selections:</b> "Choice: A Tribute to Martin Luther King, Jr." <b>OR</b> "An Episode of War"</p> <p><b>Writing Text Form:</b> Newspaper Article</p> <p><b>Standards:</b> Reading for Literature <b>or</b> Reading for Informational Text; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Purpose for Reading</li> <li>• Author's Influence</li> <li>• Theme</li> <li>• Capitalization</li> <li>• Newspaper Article</li> <li>• Quotes and Citations</li> <li>• Vocabulary: roots</li> </ul>	<p><b>Week 7</b> <b>Periods:</b> <b>3</b></p> <p><b>Week 8</b> <b>Periods:</b> <b>1</b></p>	<p><b>Reading for Literature or Informational Text: Key Ideas and Details</b></p> <p><b>RL.8.1 or RI.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. ("Choice: A Tribute to Martin Luther King, Jr." – Informational Text and "An Episode of War" – Literature)</p> <p><b>RL.8.2</b> 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. ("An Episode of War" – Literature)</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>Speaking and Listening: Comprehension and Collaboration</b></p> <p><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> <p><b>Language: Conventions of Standard English</b></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: Vocabulary Acquisition and Use</b></p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words 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. 1110a-1110d</li> <li>• Before You Read pp. 1110-1111 Purpose for Reading Reading Rate Chart Author's Influences</li> <li>• Making Connections p. 1112 <b>OR</b> p. 1120</li> <li>• Meet the Author p. 1113 <b>OR</b> p. 1121</li> <li>• "Choice: A Tribute to Martin Luther King, Jr." pp. 1114-1118 <b>OR</b> "An Episode of War" pp. 1122-1128</li> <li>• Critical Thinking p. 1118 <b>OR</b> p. 1128</li> <li>• After You Read pp. 1119 -1120 <b>OR</b> pp. 1129-1130 Purpose for Reading Author's Influences</li> <li>• Integrated Language Skills pp. 1130-1131</li> <li>• Test Practice: Purpose for Reading pp. 1132 - 1133</li> </ul> <p><i>Unit 6 Resources pp. 162-197</i></p> <ul style="list-style-type: none"> <li>• Vocabulary and Reading Warm-ups p. 162 <b>OR</b> p. 180</li> <li>• Writing about the Big Question p. 166 <b>OR</b> p. 184</li> <li>• Reading: Set a Purpose for Reading and Adjust Your Reading Rate p. 167 <b>OR</b> p. 185</li> <li>• Literary Analysis: Author's Influences p. 168 <b>OR</b> p. 186</li> <li>• Vocabulary Builder p.169 <b>OR</b> p. 187</li> <li>• Enrichment: "Choice: A Tribute..." p. 170</li> <li>• Enrichment: "An Episode of War" p. 188</li> <li>• Grammar p.189</li> <li>• Support for Writing p. 190</li> <li>• Listening and Speaking p. 191</li> <li>• Open-Book Test p. 171 <b>OR</b> p. 192</li> <li>• Selection Test A p. 174 <b>OR</b> p. 195</li> <li>• Selection Test B p. 177 <b>OR</b> p.198</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Bellringers Week 35</li> </ul>	<p><b>Reading Literature/Informational Text</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Guided or Independent Reading</li> <li>• Skills Introduction</li> <li>• Purpose for Reading</li> <li>• Author's Influence</li> <li>• Critical Thinking Questions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringer/Warm-ups</li> <li>• Writing About the Big Question</li> <li>• Newspaper Article</li> <li>• Critical Analysis</li> </ul> <p><b>Speaking and Listening</b></p> <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>• Capitalization</li> <li>• Quotations</li> <li>• Citations</li> <li>• Roots</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>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Self-test</li> </ul>
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		<p>phrases based on <i>grade 8 reading and content</i>, 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>• Before You Read A: “Choice: A Tribute...” p. 199</li> <li>• Before You Read A: “An Episode of War” p. 200</li> <li>• Before You Read B: “Choice: A Tribute...” / “An Episode of War” p. 201</li> <li>• After You Read A: “Choice: A Tribute...” p. 202</li> <li>• After You Read A: “Choice: A Tribute...” p. 203</li> <li>• After You Read A: “An Episode of War” p. 204</li> <li>• After You Read B: “An Episode of War” p. 205</li> <li>• Series of Events Chain p. 219</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Chart p. 33</li> <li>• KWL Chart pp. 74-75</li> </ul> <p><b>Write Source/eEdition</b></p> <p><a href="https://secure.greatsource.com/eservicesadmin/glogin.do">https://secure.greatsource.com/eservicesadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Capitalization pp. 618–626</li> <li>• Newspapers: Citing p. 392, p. 403</li> </ul> <p><b>Technology</b></p> <p><i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Big Question Video</li> <li>• Get Connected Video</li> <li>• Background Video</li> <li>• Vocabulary Central</li> <li>• Grammar Tutorial</li> <li>• Grammar Practice</li> <li>• Reading Skill</li> <li>• Literary Analysis</li> <li>• Illustrated Vocabulary Words</li> <li>• Interactive Vocabulary Games</li> <li>• BQ Tunes</li> <li>• Meet the Author Video</li> <li>• Interactive Journals</li> <li>• Selection Audio</li> <li>• Self-test</li> </ul>	
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<p><b>The Big Question:</b> <i>Are yesterday's heroes important today?</i></p> <p><b>Selections:</b> "National Public Radio" <b>AND</b> "Life Magazine Photo Essay" <b>AND</b> "Life Magazine Political Cartoon"</p> <p><b>Writing Text Form:</b> Compare/Contrast Essay</p> <p><b>Standards:</b> Reading for Informational Text; Writing; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Text Structure</li> <li>• Text Features</li> <li>• Compare and Contrast</li> <li>• Academic Vocabulary</li> </ul>	<p><b>Week 8</b> <b>Periods:</b> <b>4</b></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>Writing: Text Types and Purposes</b> <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>Language: Vocabulary Acquisition and Use</b> <b>L.8.6</b> 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>	<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. 1134</li> <li>• "National Public Radio" pp. 1135-1138</li> <li>• "Life Magazine Photo Essay" pp. 1139-1140</li> <li>• "Life Magazine Political Cartoon" p. 1140</li> <li>• Test Practice: Informational Texts p. 1141</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Venn Diagram p. 224</li> </ul> <p><b>Write Source/eEdition</b> <a href="https://secure.greatsource.com/eservicesadmin/glogin.do">https://secure.greatsource.com/eservicesadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Expository Paragraph pp. 157-160</li> <li>• Evaluating Information p. 457</li> <li>• Compare/Contrast Diagram p. 203</li> </ul> <p><b>Technology</b> <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Central from Unit 6</li> </ul>	<p><b>Reading Literature/Informational Text</b></p> <ul style="list-style-type: none"> <li>• Skills Introduction</li> <li>• Guided or Independent Reading</li> <li>• Evaluate the Text Structure</li> <li>• Questioning</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Timed Essay: Comparing Effectiveness of Sources</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Think Aloud</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</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>• Timed Writing Guidelines in Teacher Edition</li> </ul>
<p><b>The Big Question:</b> <i>Are yesterday's heroes important today?</i></p> <p><b>Selections:</b> <i>The Writing is connected to the four previous reading passages:</i> "A Tribute to Martin Luther King, Jr." <b>OR</b> "An Episode of War," "National Public Radio,"</p>	<p><b>Week 9</b> <b>Periods:</b> <b>5</b></p>	<p><b>Writing: Text Types and Purposes</b> <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>a.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Prompt:</b> <i>Are yesterday's heroes important today?</i> After reading the previous selections on historical figures and heroic events, write an essay that examines the causes of these events and explains the effects of these events in today's society. What conclusions or implications can you draw? Support your discussion with evidence from the texts. (<b>Informational / Explanatory -- Cause-Effect</b>)</li> </ul>	<p><b>Reading Literature/Informational Text</b></p> <ul style="list-style-type: none"> <li>• Writing Workshop</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Prewriting strategies</li> <li>• K-W-L Chart</li> <li>• Drafting strategies</li> <li>• Revising strategies</li> <li>• Editing and</li> </ul>

<p>“Life Magazine Photo Essay,” AND “Life Magazine Political Cartoon”</p> <p><b>Writing Text Form:</b> <i>Informational/Explanatory</i></p> <p><b>Standards:</b> Writing; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Run-on Sentences</li> <li>• Sentence</li> <li>• Fragments</li> <li>• Conjunctions</li> </ul>		<p>comprehension.</p> <p><b>b.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>c.</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> Establish and maintain a formal style.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</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.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>b.</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</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>• Writing Workshop: Cause and Effect Essay pp. 1156 – 1162</li> </ul> <p><i>Unit 6 Resources pp. 218 – 219</i></p> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Rubrics for Self-Assessment: Cause and Effect Essay pp. 238 - 239</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Rubrics for Self-Assessment: Cause and Effect Essay p. 210</li> </ul> <p><b>Write Source/eEdition</b> <a href="https://secure.greatsource.com/eservicesadmin/glogin.do">https://secure.greatsource.com/eservicesadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Understanding Organization pp. 38 - 39</li> <li>• Graphic Organizers p. 548</li> <li>• Expository Writing pp. 161 - 204</li> <li>• Prewriting pp. 165 - 170</li> <li>• Writing pp. 171 - 176</li> <li>• Revising pp. 177 - 188</li> <li>• Editing pp. 189 - 192</li> <li>• Publishing p. 193</li> <li>• Assessment pp. 194 – 198</li> <li>• Expand Sentences with Coordinating Conjunctions p.498</li> </ul> <p><b>Technology</b> <i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• See it! DVD: Lan Samantha Chang</li> </ul> <p>CCS Curriculum Guide Introduction</p> <ul style="list-style-type: none"> <li>• Teaching Task Rubric: Informational/ Explanatory</li> </ul>	<p>proofreading</p> <p><b>Speaking and Listening</b></p> <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>• Revising Run-on sentences</li> <li>• Sentence fragments</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Rubric for self-assessment</li> <li>• Teaching Task Rubric: Informational/ Explanatory</li> </ul>
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		<p>sufficient; recognize when irrelevant evidence is introduced.”)</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>Language: Conventions of Standard English</b>  <b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>b.</b> Form and use verbs in the active and passive voice.  <b>L.8.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>a.</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  <b>c.</b> Spell correctly.</p>		
<p><b>The Big Question:</b>  <i>Are yesterday’s heroes important today?</i></p> <p><b>Selections:</b>  “Poetry” <b>AND</b>  “My Own True Name” (860L) <b>AND</b>  “Words to Sit In, Like Chairs” (970L)</p> <p><b>Writing Text Form:</b>  Compare and Contrast essay</p> <p><b>Standards:</b>  Reading for Literature;  Writing</p>	<p><b>Week 10</b>  <b>Periods:</b>  <b>3</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b>  <b>RL.8.2</b> 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><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.</p> <p><b>Writing: Research to Build and Present Knowledge</b>  <b>W.8.9</b> Draw evidence from literary 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>• Comparing Literary Works p. 1142</li> <li>• Meet the Authors p. 1143</li> <li>• “Poetry” pp. 1144-1147</li> <li>• “My Own True Name” pp. 1148-1151</li> <li>• “Words to Sit In, Like Chairs” pp. 1152-1154</li> <li>• Critical Thinking pp. 1147, 1151, 1154</li> <li>• After You Read p. 1155</li> </ul> <p><i>Unit 6 Resources pp. 201 -217</i></p> <ul style="list-style-type: none"> <li>• Vocabulary and Reading Warm-ups p. 201</li> <li>• Writing about the Big Question p. 205</li> <li>• Literary Analysis: Comparing Works on a Similar Theme p. 206</li> <li>• Vocabulary Builder p. 207</li> <li>• Support for Writing to Compare Literary Works p. 208</li> </ul>	<p><b>Reading Literature/Informational Text</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Guided or Independent Reading</li> <li>• Skills Introduction</li> <li>• Critical Thinking Questions</li> <li>• Comparing Works on Similar Themes</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringer/Warm-ups</li> <li>• Writing About the Big Question</li> <li>• Writing to Compare</li> </ul>

<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Theme</li> <li>• Informational Writing</li> </ul>		<p>informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>• Open-Book Test p. 209</li> <li>• Selection Test A p. 212</li> <li>• Selection Test B p. 215</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Bellringers Week 36</li> <li>• WEB Graphic Organizer p. 225</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Chart p. 33</li> <li>• Word Form Chart p. 42</li> <li>• KWL Chart pp. 74-75</li> </ul> <p><i>Write Source/eEdition</i></p> <p><a href="https://secure.greatsource.com/eservicesadmin/glogin.do">https://secure.greatsource.com/eservicesadmin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Comparison-Contrast Essay pp. 199-204</li> <li>• Using a Comparison-Contrast Chart p. 447</li> <li>• Comparison-Contrast Order p. 537</li> </ul> <p><b>Technology</b></p> <p><i>Interactive Digital Pathway</i></p> <ul style="list-style-type: none"> <li>• Big Question Video</li> <li>• Get Connected Video</li> <li>• Reading Skill</li> <li>• Literary Analysis</li> <li>• Vocabulary Central</li> <li>• Illustrated Vocabulary Words</li> <li>• Interactive Vocabulary Games</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>Approaches to Theme</p> <p><b>Speaking and Listening</b></p> <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 Development</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>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Self-test</li> </ul>
<b>END OF NINE WEEK PERIOD</b>				

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