Grade 8 Curriculum Map

GRADE-LEVEL UNIT & PERFORMANCE TASK OVERVIEW

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Theme	Rites of Passage	Resilience	Taking a Stand	Human Intelligence	Pushing Boundaries
Essential Question	What are some milestones on the path to growing up?	What do stories of resilience teach us about the human spirit?	How do we decide what matters to us?	In what different ways can people be intelligent?	What inspires people to invent?
Performance Task: Writing	Personal Narrative	Informational Essay	Argument	Research Paper	Short Story
Performance Task: Speaking & Listening	Present a Nonfiction Narrative	Present an Oral Report	Deliver an Oral Argument	Give and Follow Instructions	Conduct a Debate
Performance-Based Assessment	Personal Narrative	Informational Essay	Argument	Research Paper	Short Story

GRADE-LEVEL TABLE OF CONTENTS

UNIT 1	Selection Title	Author	Genre	Lexile
Unit Theme	Rites of Passage			
Essential Question	What are some milestones on the path to growing up?			
Performance Task Mode	Personal Narrative			
Mentor Text	Friends Forever?		Personal Narrative	830

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	Selection Title	Author	Genre	Lexile
Whole-Class Learning	The Medicine Bag	Virginia Driving Hawk Sneve	Short Story	920
	The Banana Tree	James Berry	Adventure Story	810
	L'Amour, Maybe Not	Shruti Ganguly	Personal Narrative	1060
Peer-Group Learning	*from* La Princesa Mileidy Dominguez	Rubén Degollado	Realistic Short Story	970
	Media Connection: Quinceañera: Not a Word for a Party! What Does It Really Mean?		Media: Video	
	Embarrassed? Blame Your Brain	Jennifer Connor-Smith	Informative Article	960
	First-Day Fly	Jason Reynolds	Realistic Short Story	890
	Compare Within Genre: Bird	Liz Berry	Lyric Poetry	NP
	Compare Within Genre: Ode to Teachers	Pat Mora	Lyric Poetry	NP
Independent Learning	Border Folk	David Bowles	Poem	NP
	The Winter Hibiscus	Minfong Ho	Short Story	990
	The Agony of Acne	Oscar Rickett	Personal Narrative	1070
	The Bat Mitzvah Turns 100	Deena Prichep	Feature Article	1160
UNIT 2	**Selection Title**	**Author**	**Genre**	**Lexile**
Unit Theme	Resilience			
Essential Question	What do stories of resilience teach us about the human spirit?			
Performance Task Mode	Informational Essay			
Mentor Text	The Grand Mosque of Paris		Informational Text	1000
Whole-Class Learning	The Diary of Anne Frank, Act I & Act II	Frances Goodrich and Albert Hackett	Drama	NP
	from Acceptance Speech for the Nobel Peace Prize	Elie Wiesel	Speech	770
Peer-Group Learning	Compare: Letter to a Young Refugee	Andrew Lam	Essay	990
	Compare: Refuge	JJ Bola	Media: Spoken-Word Poetry	n/a
	A Movement's Soul	Susan Hurley-Glowa and Cynthia Levinson	Feature Article	1040
	Media Connection: *from* The March		Media: Video	n/a

	Selection Title	Author	Genre	Lexile
Independent Learning	*from* Anne Frank: The Diary of a Young Girl	Anne Frank	Diary	990
	Poetry Collection: "Hope" is the thing with feathers	Emily Dickinson	Poem	NP
	Poetry Collection: Things We Carry on the Sea	Wang Ping	Poem	NP
	Surviving	Marie Lu	Memoir	1060
	After Fleeing Genocide, Gilbert Tuhabonye Now Leads Austin's Running Community	Sarah Davis	Interview	810
UNIT 3	**Selection Title**	**Author**	**Genre**	**Lexile**
Theme	Taking a Stand			
Essential Question	How do we decide what matters to us?			
Performance Task Mode	Argument			
Mentor Text	Junk-Food Tax: A Well-Intentioned but Bad Idea		Argument	1020
Whole-Class Learning	The Setting Sun and the Rolling World	Charles Mungoshi	Short Story	800
	Comparing: Brain and Body Benefits: The Case for Playing Video Games	Libby A. Rosenberg	Argumentative Essay	1070
	Comparing: I Make Video Games. I Won't Let My Daughters Play Them	William Siu	Opinion Piece	1020
Peer-Group Learning	Comparing: Briar Rose	The Brothers Grimm	Fantasy: Traditional Fairy Tale	860
	Comparing: Awake	Tanith Lee	Fantasy: Modern Retelling	880
	Words Do Not Pay	Chief Joseph	Persuasive Speech	830
Independent Learning	Translating Grandfather's House	E. J. Vega	Lyric Poetry	NP
	The Scholarship Jacket	Marta Salinas	Short Story	740
	In Her Own Words: Truth at All Costs	Marie Colvin	Persuasive Speech	1040
	from Rolling Warrior: The Incredible, Sometimes Awkward, True Story of a Rebel Girl on Wheels Who Helped Spark a Revolution	Judith Neumann and Kristen Joiner	Memoir	620
UNIT 4	**Selection Title**	**Author**	**Genre**	**Lexile**
Theme	Human Intelligence			

Essential Question	In what different ways can people be intelligent?			
Performance Task Mode	Research Paper			
Mentor Text	The Human Brain		Informative Text	1100
Whole-Class Learning	Compare: Flowers for Algernon	Daniel Keyes	Science Fiction	830
	Compare: *from* Flowers for Algernon	David Rogers	Dramatic Scene	NP
Peer-Group Learning	*from* Blue Nines and Red Words from Born on a Blue Day	Daniel Tammet	Memoir	1200
	Compare: Gut Math		Science Feature	1040
	Compare: The Theory of Multiple Intelligences	Howard Gardner	Media: Infographic	n/a
	Is Bilingualism a Superpower?	PBS	Media: Video	n/a
Independent Learning	Inside the Reading Mind	Carrie M. Cannella	Science Feature	990
	Why is Emotional Intelligence Important for Teens?	Divya Parekh	Blog	1120
	The More You Know, the Smarter You Are?	Jim Vega	Informational Essay	1190
	from The Future of the Mind	Michio Kaku	Informational Essay	1190
UNIT 5	**Selection Title**	**Author**	**Genre**	**Lexile**
Theme	Pushing Boundaries			
Essential Question	What inspires people to invent?			
Performance Task Mode	Short Story			
Mentor Text	A Real Inventor		Formal Research Paper	870
Whole-Class Learning	Compare: Nikola Tesla: Greatest Inventor of All?	Vicky Baez	Biographical Profile	890
	Compare: *from* The Invention of Everything Else	Samantha Hunt	Historical Fiction	880
	from Eureka! Poems About Inventors	Joyce Sidman	Narrative Poetry	NP
Peer-Group Learning	The Fun They Had	Isaac Asimov	Science Fiction	750
	Welcome to Origami City	Nick D'Alto	Technology Feature	990
	Media Connection: Buildings That Can Change Over Time		Media: Video	n/a
	Icarus and Daedalus	retold by Josephine Preston Peabody	Myth	1100

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

	Literature Connection: Portrait of Icarus as a Country on Fire		Art	n/a
Independent Learning	Fermented Cow Dung Air Freshener Wins Two Students Top Science Prize	Kimberley Mok	Technology Feature	1460
	This High Schooler Invented a Low-Cost, Mind-Controlled Prosthetic Arm	Margaret Osborne	News Feature	1230
	To Fly *from* Space Chronicles	Neil DeGrasse Tyson	Essay	1220
	from The Time Machine	H. G. Wells	Novel Excerpt	830
	Striking Buildings by Zaha Hadid	Hannah Martin and Nick Mafi	Photo Gallery	n/a

UNIT 1 OVERVIEW

THEME Rites of Passage	ESSENTIAL QUESTION *What are some milestones on the path to growing up?*

RELEVANCE AND AGENCY
Throughout this unit, students consider how the journey to adulthood is marked by life-changing events and observations. They identify milestones, determine which they deem most important, and discuss events that have changed their understanding of themselves or someone they know. Across the unit, students read texts that feature diverse rites of passage and milestones from different cultures, and they learn to affirm the ways that the path to adulthood is experienced by different individuals and communities.

UNIT GOALS	PERFORMANCE TASKS
- Read selections that express different points of view about milestones on the path to growing up and develop my own perspective. - Understand and use academic vocabulary words related to narrative nonfiction. - Recognize elements of different genres, especially short stories, realistic fiction, poetry, and informational articles. - Read a selection of my choice independently and make meaningful connections to other texts. - Write a focused, well- organized personal narrative. - Prepare and present a nonfiction narrative.	**Mid-Unit Performance Tasks** - Write a **personal narrative** that answers this question: What event changed your understanding of yourself, or of someone you know? - Work on your own to write a **nonfiction narrative,** and then deliver it as part of a group presentation. Use the following prompt to guide you as you develop your narrative: How does a challenge turn into a rite of passage? **End-of-Unit Performance-Based Assessments** - Write a **nonfiction narrative** that reflects your new understanding of the Essential Question: What are some milestones on the path to growing up? **Develop Your Perspective: Unit Projects** Students choose how to demonstrate their learning through: - Write a poem about a rite of passage that is celebrated either in your culture or specifically in your family. - Create a board game that depicts a path from childhood to adulthood. - With a small group, hold a discussion about the following questions: What are the positive and negative aspects of growing up? Have you experienced any of them? Do you think these experiences are universal?

UNIT STANDARDS

READING LITERATURE RL.1; RL.2; RL.3; RL.4; RL.5; RL.6; RL.10
READING INFORMATIONAL TEXT RI.2; RI.3; RI.4; RI.10
WRITING W.2.a; W.2.b; W.2.c; W.2.d; W.2.e; W.3; W.3.a; W.3.b; W.3.c; W.3.d; W.3.e; W.4; W.5; W.6; W.7; W.8; W.9; W.10
SPEAKING & LISTENING SL.1; SL.1.a; SL.1.b; SL.1.c; SL.4; SL.5; SL.6

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

LANGUAGE	L.1; L.1.a; L.1.b; L.1.c; L.1.d; L.2; L.2.a; L.2.b; L.2.c; L.3.a; L.4; L.4.a; L.4.b; L.4.c; L.4.d; L.5; L.5.a; L.5.b; L.6

UNIT 2 OVERVIEW

THEME	**ESSENTIAL QUESTION**
Resilience	*What do stories of resilience teach us about the human spirit?*

RELEVANCE AND AGENCY

Students begin this unit by listing the qualities of a resilient person. Then, as they work through the unit, they read about many people who have displayed resilience. They explore resilience across cultures and experiences, learning about Anne Frank, Andrew Lam, and JJ Bola, among others. Among the many modes students use to convey their perspectives, students co-develop an oral report and create song lyrics related to the unit theme.

UNIT GOALS	**PERFORMANCE TASKS**
- Read selections that offer multiple perspectives on resilience and develop my own point of view. - Understand and use academic vocabulary words related to informational texts. - Recognize elements of different genres, especially dramas, speeches, essays, and feature articles. - Read a selection of my choice independently and make connections to other texts. - Write a thoughtful, fact- based informational essay. - Complete Timed Writing tasks with confidence. - Prepare and deliver an oral report.	**Mid-Unit Performance Tasks** - Write an **informational essay** in which you answer the following question: In what ways do the experiences of Anne Frank and her family show the power of hope? - You have read and viewed different selections related to resilience. With your group, develop and deliver an **oral report** that addresses this question: How do the selections you've studied contribute to your understanding of the ways in which we build resilience? **End-of-Unit Performance-Based Assessments** - Write an **informational essay** in which you explain how the selections in this unit help you answer the Essential Question: What do stories of resilience teach us about the human spirit? **Develop Your Perspective: Unit Projects** Students choose how to demonstrate their learning through: - Write song lyrics related to the unit theme. Include at least two verses and a chorus and consider what instruments or sound effects might enhance your song's meaning, tone, and message. - Create a brochure for a museum exhibit based on the theme of resilience. - With a small group, create and record a podcast episode about resilience.

UNIT STANDARDS

READING LITERATURE RL.1; RL.2; RL.3; RL.6; RL.7; RL.10
READING INFORMATIONAL TEXT RI.1; RI.2; RI.3; RI.4; RI.5; RI.6; RI.7; RI.10
WRITING W.1.b; W.1.e; W.2; W.2.a; W.2.b; W.2.c; W.2.d; W.2.e; W.2.f; W.4; W.5; W.6; W.7; W.9; W.9.b; W.10
SPEAKING & LISTENING SL.1; SL.1.a; SL.1.b; SL.1.c; SL.1.d; SL.2; SL.4; SL.5
LANGUAGE L.1.b; L.1.c; L.1.d; L.2; L.3.a; L.4; L.4.a; L.4.b; L.4.d; L.5; L.5.b; L.6

UNIT 3 OVERVIEW

THEME Taking a Stand	ESSENTIAL QUESTION *How do we decide what matters to us?*

RELEVANCE AND AGENCY
In this unit students read across texts and develop their own perspective on questions including: What social or community problem do you think needs greater attention? When does it become necessary to take a stand? How do we decide what matters to us? Students read about people who take a stand for something that matters deeply to them. They communicate their knowledge and perspective using authentic tasks such as developing a public service announcement and creating a poster for an organized demonstration.

UNIT GOALS
- Read selections that express different points of view about taking a stand and develop my own perspective.
- Understand and use academic vocabulary words related to argument.
- Recognize elements of different genres, especially arguments, fantasy, and short stories.
- Read a selection of my choice independently and make meaningful connections to other texts.
- Write a focused, well- organized editorial.
- Prepare and deliver an oral argument.

PERFORMANCE TASKS

Mid-Unit Performance Tasks

- Write an **editorial** that answers this question: What social or community problem do you think needs greater attention? Base your editorial on your own observations and experiences.

- You have read different selections about people who face circumstances that require difficult choices. With your group, develop and deliver an **oral argument** that addresses this question: When does it become necessary to take a stand?

End-of-Unit Performance-Based Assessments

- Write an **argumentative essay** in which you state and defend a claim in response to the Essential Question: *How do we decide what matters to us?*

Develop Your Perspective: Unit Projects

Students choose how to demonstrate their learning through:

- Write a list of the top five things you would change in the world if you could

	- Imagine that you are in charge of organizing a demonstration or rally around an issue that matters to you. Create a poster or flyer for the event using at least one quotation from the unit texts, your own words, and visual elements, such as photographs or drawings. - With a small group, write and record a public service announcement about a school or community issue that matters to you. Your PSA should have a clear and concise message that educates and motivates your audience.

UNIT STANDARDS

READING LITERATURE RL.1; RL.2; RL.3; RL.4; RL.5; RL.6; RL.7; RL.9; RL.10
READING INFORMATIONAL TEXT RI.1; RI.2; RI.3; RI.4; RI.5; RI.6; RI.8; RI.9; RI.10
WRITING W.1; W.1.a; W.1.b; W.1.c; W.1.d; W.6; W.7; W.8; W.9; W.9.a; W.9.b; W.10
SPEAKING & LISTENING SL.1; SL.1.b; SL.1.c; SL.1.d; SL.2; SL.3; SL.5
LANGUAGE L.1; L.1.a; L.1.c; L.1.d; L.2; L.2.b; L.3; L.4; L.4.a; L.4.b; L.4.c; L.4.d; L.5.b; L.6

UNIT 4 OVERVIEW

THEME Human Intelligence	**ESSENTIAL QUESTION** *In what different ways can people be intelligent?*
RELEVANCE AND AGENCY At the start of this unit, students consider what the words human intelligence suggest to them and they learn about the various ways the brain works. While reading texts throughout the unit, students talk about the benefits of working on a team with different kinds of thinkers and they lift up the perspectives of individuals with diverse ways of displaying human intelligence. Students learn about multiple intelligences and bilingual brains, and they explore how people understand and appreciate individuals different from themselves.	
UNIT GOALS - Read selections that give perspectives on human intelligence and reflect on what I learn. - Understand and use academic vocabulary words related to research. - Recognize elements of different genres, especially science fiction, science features, and video. - Read a text of my choice independently and make meaningful connections to other texts. - Write a well-documented and focused research paper. - Conduct a research-based discussion.	**PERFORMANCE TASKS** **Mid-Unit Performance Tasks** - Write a **research paper** in which you answer a focused research question about the following broad topic: a specific discovery that demonstrated the power of the human mind and changed the world. - With your group, research how to create a mind-stimulating game or puzzle**.** Then, teach the rest of your class how to do so, using **instructions** to guide them step by step. **End-of-Unit Performance-Based Assessments**

- Write a **research paper** that expresses an answer to the Essential Question: *In what different ways can people be intelligent?*

Develop Your Perspective: Unit Projects

Students choose how to demonstrate their learning through:

- Write a poem about human intelligence.
- Design an infographic summarizing what you learned about human intelligence from this unit and why that information might interest others.
- With a small group, prepare and present a slideshow about types of human intelligence. Use Howard Gardner's multiple intelligences or come up with your own categories.

UNIT STANDARDS

READING LITERATURE RL.1; RL.2; RL.3; RL.4; RL.5; RL.6; RL.7; RL.9; RL.10
READING INFORMATIONAL TEXT RI.2; RI.3; RI.4; RI.5; RI.6; RI.7; RI.10
WRITING W.1; W.1.b; W.1.d; W.1.e; W.2; W.2.a; W.2.c; W.2.d; W.4; W.5; W.6; W.7; W.8; W.9; W.9.a; W.9.b; W.10
SPEAKING & LISTENING SL.1; SL.1.a; SL.1.b; SL.1.d; SL.2; SL.4; SL.5
LANGUAGE L.1; L.2; L.2.c; L.3; L.4; L.4.a; L.4.b; L.4.c; L.4.d; L.5; L.5.b; L.5.c; L.6

UNIT 5 OVERVIEW

THEME	ESSENTIAL QUESTION
Pushing Boundaries	*What inspires people to invent?*

RELEVANCE AND AGENCY
At the start of the unit, students discuss what the phrase pushing boundaries suggests to them. As they work through the unit, students read many examples of how people push boundaries by making discoveries that can change the world. Students learn about recent inventions, such as smartphones, social media, and hybrid or electric cars. They discuss how these inventions all started out as someone's inspired idea and they consider what kind of work went into inventions that many of us take for granted. To authentically apply what they are learning, students write a letter of complaint related to the poor quality of a purchased item and they research and teach peers about an invention of their choosing.

UNIT GOALS	PERFORMANCE TASKS
- Understand and use academic vocabulary words related to fiction. - Recognize elements of different genres, especially historical fiction, poetry, science fiction, and mythology. - Read a selection of my choice independently and make meaningful connections to other texts.	**Mid-Unit Performance Tasks** Write a **short story** that centers on this idea: an imaginary invention that has unexpected consequences.

- Write a focused, well-organized short story.
- Complete Timed Writing tasks with confidence.
- Give and follow instructions.

- With your group, research the process for completing an easy and fun project related to science and invention. Then, give **instructions** to teach the rest of your class how to complete the task.

End-of-Unit Performance-Based Assessments

- Write a **short story** about an invention that changes the way people live. Use a real or fictional invention mentioned in this unit—or come up with one of your own. Work to have your story shed light on the Essential Question: *What inspires people to invent?*

Develop Your Perspective: Unit Projects

Students choose how to demonstrate their learning through:

- Write an ode, a poem expressing gratitude or tribute, to a product or technology that you rely on in your everyday life.
- Create a print advertisement to promote one of the inventions mentioned in the unit.
- In a small group, hold an informal debate about this question: Are inventions realized through inspiration or perspiration?

UNIT STANDARDS

READING LITERATURE RL.1; RL.2; RL.3; RL.4; RL.5; RL.9; RL.10
READING INFORMATIONAL TEXT RI.1; RI.2; RI.3; RI.4; RI.5; RI.6; RI.9; RI.10
WRITING W.1; W.1.a; W.1.c; W.2; W.2.e; W.2.f; W.3; W.3.a; W.3.b; W.3.c; W.3.d; W.3.e; W.4; W.5; W.6; W.7; W.9; W.9.a; W.10
SPEAKING & LISTENING SL.1; SL.1.a; SL.1.b; SL.1.d; SL.2; SL.3; SL.4; SL.5; SL.6
LANGUAGE L.1; L.2; L.2.a; L.2.c; L.3; L.4; L.4.a; L.4.b; L.4.c; L.5; L.5.a; L.5.b; L.5.c; L.6

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

UNIT-BY-UNIT LESSON DETAIL

Grade 8, Unit 1: Rites of Passage ESSENTIAL QUESTION: What are some milestones on the path to growing up?				
	UNIT INTRODUCTION MENTOR TEXT: Friends Forever? Personal Narrative 830L	The Medicine Bag by Virginia Driving Hawk Sneve Realistic Fiction 920L	The Banana Tree by James Berry Adventure Story 810L	L'Amour, Maybe Not by Shruti Ganguly Personal Narrative 1060L	PERFORMANCE TASK: Writing
Recommended Pacing	2 days	5 days	5 days	4 days	2 days
Lesson Objectives	-Summary -IceBreaker -QuickWrite	PREPARE TO READ/READ • Identify characteristics of short stories. • Read and comprehend grade-level literature independently and proficiently. • Acquire and use grade-appropriate words and phrases. BUILD INSIGHT • Cite textual evidence that supports the text. • Provide an objective summary. ANALYZE AND INTERPRET • Determine a theme or central idea of a text and analyze its development. • Analyze dialogue or events. • Conduct short research projects. STUDY LANGUAGE AND CRAFT • Form and use verbs in the active and passive voice. • Recognize and correct inappropriate shifts in verb voice. • Verify the meaning of a word or phrase.	PREPARE TO READ/READ • Analyze how dialogue or events propel the action, reveal character, or provoke a decision. • Read and comprehend literary fiction. • Acquire and use grade-appropriate words and phrases. BUILD INSIGHT • Cite text evidence to support analysis. • Write an objective summary of the text. ANALYZE AND INTERPRET • Analyze how dialogue or events propel the action, reveal character, or provoke a decision. • Conduct a short research project. • Gather and evaluate information from multiple sources. STUDY LANGUAGE AND CRAFT • Determine the meaning of words and phrases as they create or affect tone.	PREPARE TO READ/READ • Analyze the impact of word choice on tone. • Read and comprehend literary nonfiction. • Demonstrate understanding of figurative language, word relationships, and nuances. • Acquire and use grade-appropriate words and phrases. BUILD INSIGHT • Determine a central idea of a text; write an objective summary of a text. ANALYZE AND INTERPRET • Determine the meaning of words and phrases as used in a text. • Demonstrate understanding of figurative language, word relationships, and nuances. • Interpret figures of speech in context. STUDY LANGUAGE AND CRAFT • Use punctuation to indicate a pause or break.	-Write a Personal Narrative

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

		• Use the relationship between words to better understand them. SHARE IDEAS • Write narratives. • Establish context and point of view; introduce a narrator and/or characters; organize an event sequence. • Use appropriate eye contact, volume, and pronunciation. • Adapt speech to a variety of contexts. • Recognize and correct inappropriate shifts in verb voice and mood.	• Recognize and use the Latin root -ped-. • Interpret figures of speech in context. SHARE IDEAS • Develop a topic with facts, definitions, details, quotations and examples. • Use appropriate and varied transitions. • Establish and maintain a formal style. • Apply grade 8 Reading standards to literature. • Present claims and findings with evidence, reasoning, and details; use appropriate eye contact, volume, and pronunciation. • Use multimedia and visuals.	• Clarify the meaning of unknown and multiple-meaning words. • Use an ellipsis to indicate an omission. SHARE IDEAS • Use precise, descriptive, and sensory words to enhance writing. • Use appropriate eye contact, volume, and pronunciation. • Use an ellipsis to indicate an omission.	

Skills and Standards	RI.2; W.10; SL.1; L.4.b; L.6	PREPARE TO READ/READ -Learn About Genre: Short Story RL.3; RL.10 -Concept Vocabulary L.6 -Reading Strategy: Make Connections BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis RL.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research W.7 -Character and Theme RL.2; RL.3 STUDY LANGUAGE AND CRAFT -Concept Vocabulary L.5.b -Word Study: Animal Words L.4.d -Verbs in Active and Passive Voice L.1; L.1.b; L.1.d SHARE IDEAS -Retelling W.3; W.3.a; W.3.d; L.1.d -Monologue SL.6	PREPARE TO READ/READ -Learn About Genre: Adventure Story RL.3; RL.10 -Concept Vocabulary L.6 -Reading Strategy: Make Predictions BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis RL.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7; W.8 -Characters and Conflict RL.3 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Latin Root -ped- L.4.b -Figurative Language and Tone RL.4; L.5.a SHARE IDEAS -Writing: Letter to the Author W.2.b; W.2.c; W.2.e; W.9.a -Speaking and Listening: Instructions SL.4; SL.5	PREPARE TO READ/READ -Learn About Genre: Personal Narrative RI.4; RI.10; L.5; L.5.a -Concept Vocabulary L.6 -Reading Strategy: Create Mental Images BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis RI. 2 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend -Language and Tone RI.4; L.5; L.5.a STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Multiple-Meaning Words L.4 -Dashes and Ellipses L.2.a; L.2.b SHARE IDEAS -Writing: Story Scene W.3.d; L.2.a -Speaking and Listening: Pep Talk SL.4; SL.6	W.3; W.4; W.10
Assessments	Language Checkpoint	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Character and Theme RL.2; RL.3 -Exit Ticket: Animal Words L.4.d -Exit Ticket: Verbs in Active and Passive Voice L.1.b; L.1.d	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Characters and Conflict RL.3 -Exit Ticket: Latin Root -ped- L.4.b -Exit Ticket: Figurative Language and Tone RL.4; L.5.a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Language and Tone RI.4; L.5; L.5.a -Exit Ticket: Multiple-Meaning Words L.4 -Exit Ticket: Dashes and Ellipses L.2.a; L.2.b	n/a

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

Unit 1 Continued	WRITER'S HANDBOOK: Personal Narrative	from La Princesa Mileidy Dominguez by Ruben Degollado Realistic Fiction 970L	Embarrassed? Blame Your Brain by Jennifer Connor-Smith Informational Article 960L	First-Day Fly by Jason Reynolds Realistic Short Story 890L	Bird by Liz Berry Ode to Teachers by Pat Mora Lyric Poetry NP
Recommended Pacing	2 days	6 days	4 days	4 days	4 days
Lesson Objectives	-Planning and Prewriting -Drafting -Revising -Editing -Publishing and Presenting	PREPARE TO READ/READ • Analyze effects created by different points of view. • Read and comprehend literature. • Determine or clarify the meaning of unknown and multiple-meaning words. BUILD INSIGHT • Cite textual evidence to support analysis. • Provide an objective summary of the text. • Engage effectively in a range of collaborative discussions. ANALYZE AND INTERPRET • Analyze how incidents in a story propel action. • Analyze how differences in points of view create suspense or humor. STUDY LANGUAGE AND CRAFT • Analyze the impact of word choice on tone. • Consult general and specialized reference materials. SHARE IDEAS • Conduct short research reports.	PREPARE TO READ/READ • Read and comprehend literary nonfiction. • Determine or clarify the meaning of unknown and multiple-meaning words. • Use context clues to determine word meanings. BUILD INSIGHT • Provide an objective summary of the text. • Determine the meaning of words and phrases as they are used in a text. ANALYZE AND INTERPRET • Analyze how a text makes connections among individuals, ideas, or events. STUDY LANGUAGE AND CRAFT • Explain the function of verbals. • Use Greek or Latin affixes and roots as clues to the meaning of a word. SHARE IDEAS • Introduce a topic, previewing what is to follow, and organize information into categories. • Gather relevant information from various sources.	PREPARE TO READ/READ • Determine the theme of a text. • Read and comprehend literary texts. • Consult reference materials to determine pronunciation and word meanings. BUILD INSIGHT • Cite text evidence to support analysis and inference. • Analyze the impact of word choice on meaning. ANALYZE AND INTERPRET • Determine the theme and analyze its development. STUDY LANGUAGE AND CRAFT • Analyze how dialogue or events reveal character. • Determine the meaning of unknown and multiple-meaning words. • Use Greek or Latin affixes and roots to determine a word's meaning. SHARE IDEAS • Write a narrative.	PREPARE TO READ/READ • Compare and contrast literary texts. • Read and comprehend poetry. • Consult print resources to determine pronunciation and word meanings. BUILD INSIGHT • Cite textual evidence to support analysis of texts. • Pose questions that connect ideas of several speakers and respond to questions of others. ANALYZE AND INTERPRET • Compare and contrast two poems. STUDY LANGUAGE AND CRAFT • 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. • Determine or clarify the meaning of multiple-meaning words.

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

		• Gather information from print and digital sources, using search terms.			• Use context clues to unlock word meanings. TEST PRACTICE • Analyze how lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. • Draw evidence from literary texts. • Write for a specific task.
Skills and Standards	W.3; W.3.a; W.3.b; W.3.c; W.3.d; W.3.e; W.4; W.5; W.6; W.10; L.1.b; L.1.c; L.2; L.2.c ADDITIONAL CITATION: PAGE 71 **WRITING** 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	PREPARE TO READ/READ -Learn About Genre: Realistic Fiction RL.6; RL.10 -Concept Vocabulary L.4; L.4.a -Reading Strategy: Make Predictions BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis and Discussion RL.1; SL.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Narrator and Point of View RL.3; RL.6 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Loanwords L.4.c -Word Choice and Tone RL.4 SHARE IDEAS -Research: Informational Report W.7; W.8	PREPARE TO READ/READ -Learn About Genre: Informational Article RI.10 -Concept Vocabulary L.4; L.4.a -Reading Strategy: Generate Questions BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis and Discussion RI.4L L.5.a -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Informational Text Features RI.2; RI.3 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Latin Root: -trans- L.4.b -Participles and Infinitives L.1.a SHARE IDEAS -Research: Informational Report W.2.a; W.8	PREPARE TO READ/READ -Learn About Genre: Short Story RL.2; RL.10 -Concept Vocabulary L.4.c -Reading Strategy: Make Connections BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis and Discussion RL.1; RL.4 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Theme RL.2 STUDY LANGUAGE AND CRAFT -Concept Vocabulary L.4 -Word Study: Greek Root: -meter- L.4.b -Author's Craft: Character and Characterization RL.3 SHARE IDEAS	PREPARE TO READ/READ -Learn About Genre: Lyric Poetry RL.5; RL.10 -Concept Vocabulary L.4.c -Reading Strategy: Create Mental Images BUILD INSIGHT -First Thoughts -Comprehension -Analysis and Discussion RL.1; SL.1.c -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Poetic Structure RL.5 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Multiple-Meaning Words L.4; L.4.a -Connotations and Tone RL.4 -Implied and Extended Metaphor RL.4; L.5; L.5.a

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

			ADDITIONAL CITATION: PAGE 108 **WRITING** 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	-Writing: Interior Monologue W.3; W.3.b	TEST PRACTICE -Comparing Poetry W.9; W.10
Assessments	n/a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Research: Informational Report W.7; W.8 -Exit Ticket: Loanwords L.4.c -Exit Ticket: Word Choice and Tone RL.4	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Informational Text Features RI.3 -Exit Ticket: Latin Root: -trans- L.4.b -Exit Ticket: Participles and Infinitives L.1.a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Theme RL.2 -Exit Ticket: Greek Root: -meter- L.4.b -Exit Ticket: Character and Characterization RL.3	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Poetic Structure RL.5 -Exit Ticket: Multiple-Meaning Words L.4; L.4.a -Exit Ticket: Connotations and Tone RL.4 -Exit Ticket: Implied and Extended Metaphor RL.4
Unit 1 Continued	PERFORMANCE TASK: Speaking and Listening				
Recommended Pacing	2 days				
Lesson Objectives	Present a Nonfiction Narrative				
Skills and Standards	W.3.a; W.5; SL.4; L.1				
Assessments	n/a				
Unit 1 Independent Learning Texts					

Unit 1 Continued	Border Folk by David Bowles Poetry NP	The Winter Hibiscus by Minfong Ho Short Story 990L	The Agony of Acne by Oscar Rickett Feature Article 1070L	The Bat Mitzvah Turns 100 by Deena Prichep Feature Article 1160L	
Recommended Pacing		2 days			
Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	
Unit 1 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST		
Recommended Pacing	2 days	2 days	1 day		
Lesson Objectives	Throughout this unit, students read multiple perspectives about the milestones on the path to growing up. Now, they take some time to reflect on the texts they explored and to express their own ideas. -Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects	In this unit, students read about the milestones on the path to growing up. They also practiced writing a nonfiction narrative. Now, they will apply what they have learned by writing a nonfiction narrative. -Write a Nonfiction Narrative			
Skills and Standards	W.4; W.9; SL.1	W.3a; W.3d; L.2			

Grade 8, Unit 2: Resilience
ESSENTIAL QUESTION: What do stories of resilience teach us about the human spirit?

	UNIT INTRODUCTION MENTOR TEXT: The Grand Mosque of Paris Informational Text 1000L	The Diary of Anne Frank, Act I by Frances Goodrich and Albert Hackett Drama NP	The Diary of Anne Frank, Act II by Frances Goodrich and Albert Hackett Drama NP	from Acceptance Speech for the Nobel Peace Prize by Elie Wiesel Speech 770L	PERFORMANCE TASK: Writing
Recommended Pacing	2 days	8 days	6 days	4 days	2 days

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

| Lesson Objectives | -Summary
-Icebreaker
-QuickWrite | PREPARE TO READ/READ
• Analyze how dialogue affects a drama.
• Read literature proficiently.
• Use academic and domain-specific words accurately.

BUILD INSIGHT
• Cite evidence to support analysis.
• Provide a summary of a text.

ANALYZE AND INTERPRET
• Analyze how dialogue affects a drama.
• Analyze how points of view create effects.
• Conduct research projects.

STUDY LANGUAGE AND CRAFT
• Use Greek or Latin affixes to determine word meaning.
• Demonstrate understanding of nuances in word meaning.
• Understand the relationship between words. | PREPARE TO READ/READ
• Read literature proficiently.
• Use academic and domain-specific words accurately.

BUILD INSIGHT
• Cite evidence to support analysis.
• Provide a summary of a text.

ANALYZE AND INTERPRET
• Cite evidence to support analysis.
• Analyze how dialogue affects a drama.
• Conduct research projects.

STUDY LANGUAGE AND CRAFT
• Analyze how differences in point of view affect a text.
• Use Latin affixes to determine word meaning.
• Verify preliminary determination of word meaning.

SHARE IDEAS
• Analyze how a filmed version of a drama compares to the original.
• Support claims with reasoning and evidence.
• Provide a concluding statement.
• Use appropriate eye contact, volume, and pronunciation. | PREPARE TO READ/READ
• Analyze the impact of word choices on meaning and tone.
• Read and comprehend literary nonfiction.
• Use academic and domain-specific words and phrases accurately.

BUILD INSIGHT
• Analyze how a text makes connections.
• Determine an author's purpose in a text.

ANALYZE AND INTERPRET
• Analyze the impact of specific word choices on meaning and tone.
• Conduct research projects.

STUDY LANGUAGE AND CRAFT
• Demonstrate understanding of word relationships.
• Use word relationships to better understand words.

SHARE IDEAS
• Pose and respond to questions.
• Acknowledge new information expressed by others. | -Write an Informational Essay |
| **Skills and Standards** | RI.2, W.10, SL.1, L.4.b, L.6 | PREPARE TO READ/READ
-Learn About Genre: Drama RL.3; RL.10
-Concept Vocabulary L.6
-Reading Strategy: Create Mental Images | PREPARE TO READ/READ
-Concept Vocabulary L.6
-Reading Strategy: Generate Questions RL.10

BUILD INSIGHT | PREPARE TO READ/READ
-Learn About Genre: Speech RI.4; RI.10
-Concept Vocabulary L.6
-Reading Strategy: Reread | W.2; W.4; W.10 |

		BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis RL.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7 -Dramatic Speeches RL.3; RL.6 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Latin Suffix: -ion L.4.b -Language and Mood L.5; L.5.b	-First Thoughts -Summary RL.2 -Analysis RL.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7 -Dramatic Speeches and Character RL.1; RL.3 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Nuances L.5 -Dramatic Irony RL.6 SHARE IDEAS -Writing: Drama Review RL.7; W.1.b; W.1.e -Speaking and Listening: Dramatic Reading SL.4	BUILD INSIGHT -First Thoughts -Summary -Analysis RI.6 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7 -Rhetorical Devices RI.4 STUDY LANGUAGE AND CRAFT -Concept Vocabulary L.5; L.5.b -Word Study: Word Families L.5; L.5.b SHARE IDEAS -Speaking and Listening: Group Discussion SL.1.c; SL.1.d ADDITIONAL CITATION: PAGE 256 **READING INFORMATIONAL TEXT** Determine the meaning of words and phrases as they are used in a text	
Assessments	Language Checkpoint	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Dramatic Speeches RL.3; RL.6 -Exit Ticket: Latin Suffix: -ion L.4.b -Exit Ticket: Language and Mood L.5; L.5.b	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Dramatic Speeches and Character RL.1; RL.3 -Exit Ticket: Dramatic Speeches and Character RL.1; RL.3 -Exit Ticket: Dramatic Irony RL.6	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Rhetorical Devices RI.4 -Exit Ticket: Word Families L.5; L.5.b	n/a
Unit 2 continued	WRITER'S HANDBOOK: Informational Essay	Letter to a Young Refugee by Andrew Lam Essay 990L	Refuge by JJ Bola Spoken-Word Poetry Media	A Movement's Soul by Susan Hurley-Glowa and Cynthia Levinson Feature Article 1040L	PERFORMANCE TASK: Speaking and Listening

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

Recommended Pacing	2 days	3 days	3 days	4 days	2 days
Lesson Objectives	-Planning and Prewriting -Drafting -Revising -Editing -Publishing and Presenting	PREPARE TO READ/READ • Determine a central idea of a text. • Determine an author's purpose. • Read and comprehend literary nonfiction. • Use context as a clue to word meaning. BUILD INSIGHT • Determine the meaning of words as used in a text. • Analyze the structure of a text. • Use word relationships to better understand words. ANALYZE AND INTERPRET • Determine a central idea of a text. • Determine an author's purpose. • Form and use indicative and imperative verbs. • Recognize and correct shifts in verb voice and mood.	PREPARE TO VIEW/VIEW • Use academic and domain-specific words accurately. BUILD INSIGHT • Use academic and domain-specific words accurately. • Analyze the purpose of information presented in diverse media and formats. TEST PRACTICE • Evaluate using different mediums to present a topic. • Write for a specific purpose.	PREPARE TO READ/READ • Determine the central idea of a text. • Read literary nonfiction proficiently. • Determine the meaning of unknown words. • Use word relationships to better understand words. BUILD INSIGHT • Provide an objective summary of the text. • Analyze the interactions in a text. ANALYZE AND INTERPRET • Determine the central idea of a text. • Use Latin roots to determine word meaning. • Use academic and domain-specific words accurately. STUDY LANGUAGE AND CRAFT • Organize ideas, concepts, and information. • Establish and maintain a formal style. • Form active and passive verbs. • Correct inappropriate shifts in verb voice. • Use verbs in active and passive voice.	-Present an Oral Report
Skills and Standards	W.2; W.2.a; W.2.b; W.2.c; W.2.e; W.2.f; W.5; W.6; L.2 ADDITIONAL CITATION: PAGE 277 **WRITING**	PREPARE TO READ/READ -Compare Across Genres: Narrative Essay and Spoken-Word Poetry RI.2; RI.6 ; RI.10	PREPARE TO VIEW/VIEW -Media Vocabulary L.6 -Listening Strategy: Listen Actively SL.2	PREPARE TO READ/READ -Learn About Genre: Feature Articles RI.2; RI.10 -Concept Vocabulary L.4; L.5.b	W.5; SL.1.b; SL.4

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

	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	-Concept Vocabulary L.4.a -Reading Strategy: Reread BUILD INSIGHT -First Thoughts -Analysis and Discussion RI.5 -Exploring the Essential Question -Close Read -Concept Vocabulary RI.4 -Word Study: Word Families L.5.b ANALYZE AND INTERPRET -Author's Purpose and Message RI.2; RI.6 -Verb Moods: Indicative and Imperative L.1.c; L.1.d	BUILD INSIGHT -First Thoughts -Summary -Analysis and Discussion L.6; SL.2 -Exploring the Essential Question -Close Review -Media Vocabulary L.6 TEST PRACTICE -Compare: Nonfiction and Media RI.7; W.10	-Reading Strategy: Generate Questions BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis and Discussion RI.3; W.9.b -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Central Idea and Supporting Details RI.2 STUDY LANGUAGE AND CRAFT -Concept Vocabulary L.6 -Word Study: Latin Root: -equa- / -equi- L.4.b; L.4.d -Verbs in Active and Passive Voice. L.1.b; L.1.d; L.3.a SHARE IDEAS -Writing: Encyclopedia Entry W.2.a; W.2.e ADDITIONAL CITIATION: PAGE 306 **LANGUAGE** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
Assessments	n/a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Word Study: Word Families L.5.b	n/a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Central Idea and Supporting Details RI.2	n/a

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

		-Exit Ticket: Author's Purpose and Message RI.2; RI.6 -Exit Ticket: Verb Moods: Indicative and Imperative L.1.c; L.1.d		-Exit Ticket: Word Study: Latin Root: -equa- / -equi- L.4.b -Exit Ticket: Verbs in Active and Passive Voice. L.1.b; L.1.d; L.3.a	
		Unit 2 Independent Learning Texts			
Unit 2 continued	from Anne Frank: The Diary of a Young Girl by Anne Frank Diary 990L	"Hope" is the thing with feathers by Emily Dickinson Things We Carry on the Sea by Wang Ping Poetry NP	Surviving by Marie Lu Memoir 1060L	After Fleeing Genocide, Gilbert Tuhabonye Now Leads Austin's Running Community by Sarah Davis Interview 810L	
Recommended Pacing	2 days				
Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	
Unit 2 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST		
Recommended Pacing	2 days	2 days	1 day		
Lesson Objectives	In this unit, students encountered many different perspectives about what stories of resilience teach us about the human spirit. Now, they will take some time to reflect on the texts they explored. -Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects	In this unit, students read multiple perspectives about what stories of resilience teach us about the human spirit. They also practiced writing an informational essay. Now, they will write an informational essay that reflects their new understanding of the Essential Question. -Write an Informational Essay			
Skills and Standards	W.4; W.9; SL.1; SL.5	W.2a; W.2b; W.2c; W.2d			

	UNIT INTRODUCTION MENTOR TEXT: Junk-Food Tax: A Well-Intentioned, but Bad Idea Argument 1020L	The Setting Sun and the Rolling World by Charles Mungoshi Short Story 800L	Brain and Body Benefits: The Case for Playing Video Games by Libby A. Rosenberg Argumentative Essay 1070L	I Make Video Games. I Won't Let My Daughters Play Them. by William Siu Opinion Piece 1020L	PERFORMANCE TASK: Writing
Recommended Pacing	2 days	5 days	4 days	5 days	2 days
Lesson Objectives	-Summary -Icebreaker -QuickWrite	PREPARE TO READ/READ • Cite evidence from a text. • Read and comprehend informational texts. • Use academic and domain-specific words accurately. BUILD INSIGHT • Write an objective summary of a text. • Determine connotative meaning of words. ANALYZE AND INTERPRET • Analyze how points of view affect a text. • Conduct short research projects. • Gather relevant information from sources. STUDY LANGUAGE AND CRAFT • Form and use different verb moods. • Recognize and correct shifts in verb moods.	PREPARE TO READ/READ • Evaluate the argument and claims in a text. • Read and comprehend literary nonfiction. • Clarify the meaning of unknown words. • Use context to determine word meaning. BUILD INSIGHT • Analyze how a text makes connections between ideas. ANALYZE AND INTERPRET • Determine an author's purpose. • Evaluate the argument and claims in a text. • Conduct short research projects. • Gather relevant information from multiple sources. STUDY LANGUAGE AND CRAFT • Explain the functions of gerunds. • Use common Latin roots.	PREPARE TO READ/READ • Use academic and domain-specific words accurately. BUILD INSIGHT • Cite textual evidence to support analysis. • Write an objective summary of a text. ANALYZE AND INTERPRET • Analyze the impact of specific word choices. • Evaluate the argument and claims in a text. STUDY LANGUAGE AND CRAFT • Determine the meaning of words and phrases as they are used in text. • Use common Greek roots. TEST PRACTICE • Evaluate the argument and claims in a text. • Analyze texts with conflicting information on the same topic.	-Write an Argument: Editorial

Grade 8, Unit 3: Taking a Stand
ESSENTIAL QUESTION: How do we decide what matters to us?

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

		• Determine the meaning of words and phrases as they are used in text. • Use common Greek roots.		• Write arguments to support claims.	
Skills and Standards	RI.2; W.10; SL.1; L.4.b; L.6	PREPARE TO READ/READ -Learn About Genre: Short Stories -Concept Vocabulary L.6 -Reading Strategy: Make Inferences RL.1 BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis RL.4 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7; W.8 -Narrative Point of View RL.6 STUDY LANGUAGE AND CRAFT -Concept Vocabulary L.6 -Word Study: Greek Root: -psych- L.4.b -Verb Moods L.1.c; L.1.d	PREPARE TO READ/READ -Compare Within Genre: Argumentative Essay and Opinion Piece RI.8; RI.10 -Concept Vocabulary L.4 -Reading Strategy: Make Connections BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis RI.3 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7; W.8 -Characteristics and Structures of Arguments RI.6; RI.8 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Latin Root: -vis- L.4.b -Gerunds L.1; L.1.a	PREPARE TO READ/READ -Concept Vocabulary L.6 -Reading Strategy: Paraphrase BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis RI.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend -Characteristics and Structures of Arguments RI.4; RI.8 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Greek Root: -path- L.4.b; L.4.d -Rhetorical Devices RI.4 TEST PRACTICE -Argumentative Essay RI.8; RI.9; W.1; W.9.b	W.1; W.4; W.10
Assessments	Language Checkpoint	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Narrative Point of View RL.6 -Exit Ticket: Greek Root: -psych- L.4.b -Exit Ticket: Verb Moods L.1.c; L.1.d	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Characteristics and Structures of Arguments RI.6; RI.8 -Exit Ticket: Latin Root: -vis- L.4.b -Exit Ticket: Gerunds L.1.a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Characteristics and Structures of Arguments RI.4; RI.8 -Exit Ticket: Greek Root: -path- L.4.b -Exit Ticket: Rhetorical Devices RI.4	n/a

Unit 3 continued	WRITER'S HANDBOOK: Argument Editorial	Briar Rose by The Brothers Grimm Fantasy: Traditional Fairy Tale 860L	Awake by Tanith Lee Fantasy: Modern Retelling 880L	Words Do Not Pay by Chief Joseph Persuasive Speech 830L	PERFORMANCE TASK: Speaking and Listening
Recommended Pacing	2 days	4 days	5 days	4 days	2 days
Lesson Objectives	-Planning and Prewriting -Drafting -Revising -Editing -Publishing and Presenting	PREPARE TO READ/READ • Read and comprehend literature. • Consult reference sources to find word meaning. BUILD INSIGHT • Provide a summary of a text. • Analyze how much a filmed version of a story follows the original text. ANALYZE AND INTERPRET • Analyze how incidents in a story affect plot development. STUDY LANGUAGE AND CRAFT • Use language conventions when writing. • Use word relationships to better understand words.	PREPARE TO READ/READ • Use context clues to determine word meaning. BUILD INSIGHT • Provide a summary of the text. ANALYZE AND INTERPRET • Compare and contrast the elements of two texts. • Analyze how modern works of fiction draw on traditional themes. STUDY LANGUAGE AND CRAFT • Analyze how points of view create different effects. • Determine the meaning of multiple-meaning words. TEST PRACTICE • Analyze how modern works of fiction draw on traditional themes. • Write routinely over time for specific purposes.	PREPARE TO READ/READ • Analyze the impact of word choice on meaning and tone. • Read and comprehend literary nonfiction. • Use context clues to determine word meaning. • Verify the preliminary determination of word meaning. BUILD INSIGHT • Cite textual evidence. ANALYZE AND INTERPRET • Analyze the impact of word choice on meaning and tone. • Analyze the structure of a specific paragraph. STUDY LANGUAGE AND CRAFT • Demonstrate command of English conventions. • Use language conventions when writing. • Use academic and domain-specific words accurately. SHARE IDEAS • Conduct short research projects to answer a question. • Gather relevant information from multiple sources.	-Deliver an Oral Argument

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

| Skills and Standards | W.1; W.1.a; W.1.b; W.1.c; W.1.d; W.5; W.6; W.10; L.1; L.2

ADDITIONAL CITATION: PAGE 375
WRITING
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 | PREPARE TO READ/READ
-Compare Within Genres: Traditional Fairy Tales and Modern Retelling RL.10
-Concept Vocabulary L.4.c
-Reading Strategy: Make Predictions

BUILD INSIGHT
-First Thoughts RL.7
-Summary RL.2
-Analysis and Discussion
-Exploring the Essential Question

ANALYZE AND INTERPRET
-Close Read
-Linear Plot Development RL.3

STUDY LANGUAGE AND CRAFT
-Concept Vocabulary
-Word Study: Compound Words L.5.b
-Pronoun-Antecedent Agreement L.3 | PREPARE TO READ/READ
-Concept Vocabulary L.4.a
-Reading Strategy: Make Predictions

BUILD INSIGHT
-First Thoughts
-Summary RL.2
-Analysis and Discussion
-Exploring the Essential Question

ANALYZE AND INTERPRET
-Close Read
-Non-Linear Plot Development RL.5; RL.9

STUDY LANGUAGE AND CRAFT
-Concept Vocabulary
-Word Study: Multiple-Meaning Words L.4
-Situational Irony RL.6

TEST PRACTICE
-Comparing Fiction RL.5; RL.9; W.9.a | PREPARE TO READ/READ
-Learn About Genre: Persuasive Speech RI.4; RI.10
-Concept Vocabulary L.4.a; L.4.d
-Reading Strategy: Make Connections

BUILD INSIGHT
-First Thoughts
-Comprehension
-Analysis and Discussion RI.1
-Exploring the Essential Question

ANALYZE AND INTERPRET
-Close Read
-Persuasive Techniques and Word Choice: Emotional Appeals RI.4; RI.5

STUDY LANGUAGE AND CRAFT
-Concept Vocabulary
-Word Study: Old English prefix: mis- L.6
-Parallelism L.1; L.2.b; L.3

SHARE IDEAS
-Research Report W.7; W.8 | SL.2; SL.3; SL.4 |
| **Assessments** | n/a | SELECTION TEST
-Comprehension and Vocabulary

EXIT TICKETS
-Exit Ticket: Linear Plot Development RL.3
-Exit Ticket: Compound Words L.5.b
-Exit Ticket: Pronoun- Antecedent Agreement L.3 | SELECTION TEST
-Comprehension and Vocabulary

EXIT TICKETS
-Exit Ticket: Non-Linear Plot Development RL.5; RL.9
-Exit Ticket: Multiple-Meaning Words L.4
-Exit Ticket: Situational Irony RL.6 | SELECTION TEST
-Comprehension and Vocabulary

EXIT TICKETS
-Exit Ticket: Persuasive Techniques and Word Choice: Emotional Appeals RI.4 ; RI.5
-Exit Ticket: Old English prefix: mis- L.6
-Exit Ticket: Parallelism L.1; L.3 | n/a |

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

Unit 3 Independent Learning Texts				
Unit 3 continued	Translating Grandfather's House by E. J. Vega Lyric Poem NP	The Scholarship Jacket by Marta Salinas Short Story 740L	In Her Own Words: Truth at All Costs by Marie Colvin Persuasive Speech 1040L	from Rolling Warrior: The Incredible, Sometimes Awkward, True Story of a Rebel Girl on Wheels Who Helped Spark a Revolution by Judith Heumann with Kristen Joiner Memoir 620L	
Recommended Pacing	2 days				
Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	
Unit 3 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST		
Recommended Pacing	2 days	2 days	1 day		
Lesson Objectives	In this unit, students encountered many different perspectives on how we decide what matters to us. Now, they will take some time to reflect on the texts they explored. -Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects	In this unit, students read multiple perspectives about how we decide what matters to us. They also practiced writing an argumentative essay. Now, they will write an argumentative essay that reflects their new understanding of the Essential Question.			
Skills and Standards	W.9; SL.1; SL.5	W.1; W.1.a; W.1.b; W.1.c; W.1d			

Grade 8, Unit 4: Human Intelligence ESSENTIAL QUESTION: In what different ways can people be intelligent?				
	UNIT INTRODUCTION MENTOR TEXT: The Human Brain	Flowers for Algernon by Daniel Keyes	from Flowers for Algernon by David Rogers	PERFORMANCE TASK: Writing	WRITER'S HANDBOOK: Research Paper

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

	Informational Essay 1100L	Science Fiction 830L	Dramatic Scene NP		
Recommended Pacing	2 days	8 days	3 days	2 days	2 days
Lesson Objectives	-Summary -Icebreaker -QuickWrite	PREPARE TO READ/READ • Analyze how incidents in a story propel the action. • Read and comprehend literature. • Acquire and use academic and domain-specific words accurately. BUILD INSIGHT • Cite textual evidence to support analysis. • Analyze the impact of allusions to other texts. • Analyze how a modern work of fiction draws on works from the past. ANALYZE AND INTERPRET • Analyze how incidents in a story propel the action. • Analyze the impact of word choice. • Conduct short research projects. • Gather relevant information from multiple sources. STUDY LANGUAGE AND CRAFT • Determine the theme of a text. • Analyze how differences in point of view affect a text. • Distinguish among the connotations of words with similar denotations.	PREPARE TO READ/READ • Read and comprehend literature. • Acquire and use academic and domain -specific words accurately. BUILD INSIGHT • Write a summary of a text. ANALYZE AND INTERPRET • Conduct short research projects. STUDY LANGUAGE AND CRAFT • Clarify the meaning of multiple-meaning words. • Use context clues to determine word meaning. SHARE IDEAS • Engage in collaborative discussions. • Delineate a speaker's argument and claims. TEST PRACTICE • Compare and contrast the structure of two texts. • Draw textual evidence to support analysis.	-Write a Research Paper	-Planning and Prewriting -Drafting -Revising -Editing -Publishing and Presenting

Skills and Standards	RI.2; W.10; L.4.b; L.6	PREPARE TO READ/READ -Compare Across Genres: Science Fiction and Dramatic Scene RL.3 -Concept Vocabulary L.6 -Reading Strategy: Make Predictions RL.10 BUILD INSIGHT -First Thoughts -Summary -Analysis RL.1; RL.4; RL.9 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7; W.8 -Character, Conflict, and Resolution RL.3; RL.4 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Denotation and Connotation RL.4; L.5.c -Narrative Point of View and Theme RL.2; RL.6	PREPARE TO READ/READ -Concept Vocabulary L.6 -Reading Strategy: Paraphrase RL.10 BUILD INSIGHT -First Thoughts -Comprehension -Analysis RL.2 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend RL.7; W.7 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Multiple-Meaning Words L.4; L.4.a SHARE IDEAS -Speaking and Listening: Dramatic Reading SL.1 TEST PRACTICE -Timed Writing: Comparison-and-Contrast Essay RL.5; W.9; W.9.a	W.2; W.4; W.10	W.2; W.2.a; W.2.c; W.2.d; W.4; W.6; W.7; W.8 ADDITIONAL CITATION: PAGE 493 **WRITING** 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
Assessments	Language Checkpoint	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Character, Conflict, and Resolution RL.3; RL.4 -Exit Ticket: Denotation and Connotation L.5.c -Exit Ticket: Narrative Point of View and Theme RL.2; RL.6	SELECTION TESTS -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Multiple-Meaning Words L.4; L.4.a	n/a	n/a

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

Unit 4 continued	from Blue Nines and Red Words by Daniel Tammet Memoir 1200L	Gut Math Science Feature 1040L	The Theory of Multiple Intelligences by Howard Gardner Infographic Media	Is Bilingualism a Superpower? PBS Video Media	PERFORMANCE TASK: Speaking and Listening
Recommended Pacing	4 days	3 days	3 days	2 days	2 days
Lesson Objectives	PREPARE TO READ/READ • Determine the central idea of a text. • Determine the author's purpose of a text. • Read and comprehend literary nonfiction. • Clarify the meaning of unknown words. • Use word relationships to understand words. BUILD INSIGHT • Prepare for discussions. • Acknowledge new information expressed by others. ANALYZE AND INTERPRET • Determine the central idea of a text. • Analyze the structure of a paragraph in a text. STUDY LANGUAGE AND CRAFT • Determine the figurative meaning of words. • Use Latin affixes to determine word meanings. • Verify preliminary definitions. • Demonstrate understanding of figurative language. SHARE IDEAS	PREPARE TO READ/READ • Analyze how a text makes connections. • Read and comprehend literary nonfiction. • Consult reference materials to clarify word meaning. BUILD INSIGHT • Provide an objective summary of a text. ANALYZE AND INTERPRET • Determine the central idea of a text. • Analyze how a text makes connections. STUDY LANGUAGE AND CRAFT • Demonstrate command of standard English conventions. • Use Latin roots to determine word meaning. • Verify preliminary definitions.	PREPARE TO VIEW/VIEW • Use academic and domain-specific words accurately. BUILD INSIGHT • Analyze how a text makes connections. • Evaluate using different mediums to present a topic. ANALYZE AND INTERPRET • Evaluate using different mediums to present a topic. TEST PRACTICE • Evaluate using different mediums to present. • Write informational/explanatory texts. • Apply reading standards to literary nonfiction.	PREPARE TO VIEW/VIEW • Use academic and domain-specific words accurately. BUILD INSIGHT • Analyze the purpose of information presented in diverse media and formats. SHARE IDEAS • Write arguments to support claims. • Support claims with reasoning and evidence. • Establish a formal style. • Provide a conclusion.	-Give and Follow Instructions

	• Write informative/explanatory texts. • Develop and strengthen writing.				
Skills and Standards	PREPARE TO READ/READ -Learn About Genre: Memoir RI.2; RI.6; RI.10 -Concept Vocabulary L.4; L.5.b -Reading Strategy: Paraphrase BUILD INSIGHT -First Thoughts -Summary -Analysis and Discussion SL.1.a; SL.1.d -Exploring the Essential Question ANALYZE AND INTERPRET -Concept Vocabulary -Author's Purpose and Central Idea RI.2; RI.5 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Latin Suffix: -ical L.4.b; L.4.d -Sensory Details and Figurative Language RI.4; L.5 SHARE IDEAS -Research: Informational Report W.2; W.5	PREPARE TO READ/READ -Compare Across Genres: Science Feature and Infographic RI.10 -Concept Vocabulary L.4.c -Reading Strategy: Make Predictions BUILD INSIGHT -First Thoughts -Summary RI.2 -Analysis and Discussion -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Informational Text Features RI.2; RI.3 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Latin Root: -nat- L.4.b; L.4.d -Punctuation: Parentheses L.2	PREPARE TO VIEW/VIEW -Media Vocabulary L.6 -Reading Strategy: Make Predictions BUILD INSIGHT -First Thoughts -Comprehension -Analysis and Discussion RI.3; RI.7 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Review -Inquiry and Research: Research and Extend -Media Vocabulary RI.7 TEST PRACTICE -Timed Writing: Comparison-and-Contrast Essay RI.7; W.2; W.9.b	PREPARE TO VIEW/VIEW -Media Vocabulary L.6 -Listening Strategy: Listen Actively BUILD INSIGHT -First Thoughts -Comprehension -Analysis and Discussion SL.2 -Exploring the Essential Question -Close Review SHARE IDEAS -Media Vocabulary -Speaking and Listening: Group Discussion W.1; W.1.b; W.1.d; W.1.e	W.5; SL.4; SL.5; L.1; L.3
Assessments	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Author's Purpose and Central Idea RI.2; RI.5	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Informational Text Features RI.2; RI.3	n/a for Media	n/a for Media	

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

	-Exit Ticket: Latin Suffix: -ical L.4.b; L.4.d -Exit Ticket: Sensory Details and Figurative Language RI.4; L.5	-Exit Ticket: Latin Root: -nat- L.4.b; L.4.d -Exit Ticket: Punctuation: Parentheses L.2		
		Unit 4 Independent Learning Texts		
Unit 4 continued	Inside the Reading Mind by Carrie M. Cannella Science Feature 990L	Why Is Emotional Intelligence Important for Teens? by Divya Parekh Blog 1120L	The More You Know, the Smarter You Are? by Jim Vega Informational Essay 1190L	from The Future of the Mind by Michio Kaku Informational Essay 1190L
Recommended Pacing		2 days		
Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary
Unit 4 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST	
Recommended Pacing	2 days	2 days	1 day	
Lesson Objectives	Throughout this unit, students encountered many different perspectives on human intelligence. Now, students take some time to reflect on the texts they explored and to express their own ideas. -Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects	In this unit, students read about human intelligence from different perspectives. They also practiced presenting research. Now, they will apply what they have learned.		
Skills and Standards	W.4, W.9	W.2, W.7, W.8, L.2.b, L.3		

Grade 8, Unit 5: Pushing Boundaries
ESSENTIAL QUESTION: What inspires people to invent?

	UNIT INTRODUCTION MENTOR TEXT: A Real Inventor Short Story 870L	Nikola Tesla: The Greatest Inventor of All? by Vicky Baez Biographical Profile 890L	from The Invention of Everything Else by Samantha Hunt Historical Fiction 880L	from Eureka! Poems About Inventors by Joyce Sidman Narrative Poetry NP	PERFORMANCE TASK: Writing
Recommended Pacing	2 days	4 days	5 days	4 days	2 days
Lesson Objectives	-Summary -Icebreaker -QuickWrite	PREPARE TO READ/READ • Read and comprehend literature. • Read and comprehend literary nonfiction. • Acquire and use academic and domain-specific vocabulary. BUILD INSIGHT • Cite textual evidence to support analysis. • Analyze how a text makes connections. ANALYZE AND INTERPRET • Analyze the structure of a text. • Conduct short research projects. STUDY LANGUAGE AND CRAFT • Determine the meaning of words as used in a text. • Use punctuation to indicate a pause or break. • Consult reference materials to clarify word meaning. SHARE IDEAS • Use transitions when writing. • Provide a logical conclusion. • Produce writing appropriate to the task.	PREPARE TO READ/READ • Acquire and use academic and domain-specific vocabulary. BUILD INSIGHT • Cite textual evidence to support analysis. • Analyze how dialogue and events reveal aspects of a character. ANALYZE AND INTERPRET • Analyze how dialogue and events reveal aspects of a character. STUDY LANGUAGE AND CRAFT • Determine the figurative meaning of words. • Demonstrate understanding of figurative language. • Interpret figures of speech in context. • Distinguish among connotations of words with similar denotations. TEST PRACTICE • Compare the structure of two texts. • Analyze two texts with conflicting information. • Write informative/explanatory texts.	PREPARE TO READ/READ • Analyze the impact of word choice on tone. • Read and comprehend poetry. • Acquire and use academic and domain- specific vocabulary. BUILD INSIGHT • Cite textual evidence to support analysis. ANALYZE AND INTERPRET • Analyze the impact of word choice on tone. • Conduct short research projects. STUDY LANGUAGE AND CRAFT • Clarify the meaning of multiple-meaning words. • Use word relationships to better understand words. SHARE IDEAS • Write narratives using effective techniques. • Use precise words, descriptive details, and sensory language to convey experiences.	-Write a Short Story

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

Skills and Standards	RL.2; W.10; SL.1.d; L.4.b; L.6	PREPARE TO READ/READ -Compare Across Genres: Biographical Profile and Historical Fiction RL.10; RI.10 -Concept Vocabulary L.6 -Reading Strategy: Generate Questions BUILD INSIGHT -First Thoughts -Comprehension -Analysis RI.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7 -Linear Narrative Structure RI.3; RI.5 STUDY LANGUAGE AND CRAFT -Concept Vocabulary RI.4 -Word Study: Technical Meanings RI.4 -Commas and Semicolons L.2.a SHARE IDEAS -Writing: Memorial W.3.c; W.3.d; W.3.e	PREPARE TO READ/READ -Concept Vocabulary L.6 -Reading Strategy: Make Connections BUILD INSIGHT -First Thoughts -Summary -Analysis RL.1 -Explore the Essential Question ANALYZE AND INTERPRET -Close Read RL.3 -Inquiry and Research: Research and Extend -Non-Linear Narrative Structures RL.3 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Denotation and Connotation RL.4; L.5.c -Comparative and Superlative Forms of Adjectives and Adverbs L.1 -Figurative Language RL.4; L.5; L.5.a TEST PRACTICE -Writing: Comparison-and-Contrast Essay RL.5; RI.9; W.2	PREPARE TO READ/READ -Learn About Genre: Narrative Poetry RL.4; RL.10 -Concept Vocabulary L.6 -Reading Strategy: Make Inferences BUILD INSIGHT -First Thoughts -Comprehension -Analysis RL.1 -Explore the Essential Question ANALYZE AND INTERPRET -Close Read -Inquiry and Research: Research and Extend W.7 -Sound Devices in Poetry RL.4 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Multiple-Meaning Words L.4; L.5.b SHARE IDEAS -Writing: Narrative Poem W.3.d	W.3; W4; W.10
Assessments	Language Checkpoint	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Linear Narrative Structure RI.5 -Exit Ticket: Technical Meanings RI.4; L.4.c -Exit Ticket: Commas and Semicolons L.2.a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Non-Linear Narrative Structures RL.3 -Exit Ticket: Denotation and Connotation RL.4; L.5.c -Exit Ticket: Figurative Language RL.4; L.5; L.5.a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Sound Devices in Poetry RL.4 -Exit Ticket: Multiple-Meaning Words L.4; L.5.b	n/a

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

Unit 5 continued	WRITER'S HANDBOOK: Short Story	The Fun They Had by Isaac Asimov Science Fiction 750L	Welcome to Origami City by Nick D'Alto Technology Feature 990L	Icarus and Daedalus retold by Josephine Preston Peabody Myth 1100L	PERFORMANCE TASK: Speaking and Listening
Recommended Pacing	2 days	4 days	4 days	4 days	2 days

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

| Lesson Objectives | -Planning and Prewriting
-Drafting
-Revising
-Editing
-Publishing and Presenting | PREPARE TO READ/READ
• Cite textual evidence to support inferences.
• Analyze how a theme affects the characters, setting, and plot.
• Read and comprehend literature.
• Use context to determine word meaning.

BUILD INSIGHT
• Cite textual evidence to support analysis.
• Write an objective summary of a text.

ANALYZE AND INTERPRET
• Analyze how a theme affects the characters, setting, and plot.

STUDY LANGUAGE AND CRAFT
• Use knowledge of language conventions.
• Distinguish among connotations of a word with similar denotations.

SHARE IDEAS
• Write arguments to support claims.
• Introduce claims and logically organize reasons.
• Develop and strengthen writing. | • Read and comprehend literary nonfiction.
• Determine the meaning of unknown words.
• Use word relationships to better understand words.

BUILD INSIGHT
• Write an objective summary of a text.

ANALYZE AND INTERPRET
• Analyze how a text makes connections among ideas.
• Determine an author's purpose.

STUDY LANGUAGE AND CRAFT
• Determine connotative word meaning.
• Use Latin affixes to determine word meaning.

SHARE IDEAS
• Analyze the purpose of information presented in diverse media.
• Integrate multimedia into presentations. | PREPARE TO READ/READ
• Determine the theme of a text.
• Read and comprehend literature.
• Consult digital reference materials.

BUILD INSIGHT
• Cite textual evidence to support analysis.

ANALYZE AND INTERPRET
• Determine the theme of a text.

STUDY LANGUAGE AND CRAFT
• Analyze the impact of word choice on meaning and tone.
• Demonstrate understanding of nuances in word meaning.
• Distinguish among word connotations with similar denotations.

SHARE IDEAS
• Compare and contrast the structure of two texts.
• Analyze how a modern work of fiction draws on myths.
• Establish and maintain a formal style.
• Provide a concluding statement.
• Adapt speech to a variety of tasks. | -Give and Follow Instructions |
| **Skills and Standards** | W.3; W.3.a; W.3.b; W.3.c; W.3.d; W.6; L.1; L.2; L.2.c

ADDITIONAL CITATION: PAGE 608
WRITING | PREPARE TO READ/READ
-Learn About Genre: Science Fiction RL.2; RL.10
-Concept Vocabulary L.4.a | PREPARE TO READ/READ
-Learn About Genre: Technology Feature RI.10
-Concept Vocabulary L.4; L.5.b | PREPARE TO READ/READ
-Learn About Genre: Myth RL.2
-Concept Vocabulary L.4.c
-Reading Strategy: Make Connections RL.10 | SL.4; SL.5; L.6 |

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

	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	-Reading Strategy: Make Inferences RL.1 BUILD INSIGHT -First Thoughts -Summary RL.2 -Analysis and Discussion RL.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Character, Setting, and Plot Development RL.2 STUDY LANGUAGE AND CRAFT -Concept Vocabulary RL.4 -Word Study: Denotation and Connotation RL.4; L.5.c -Subject-Verb Agreement in Complex Sentences L.3 SHARE IDEAS -Writing: Persuasive Letter W.1; W.1.a; W.1.c; W.5	-Reading Strategy: Generate Questions BUILD INSIGHT -First Thoughts -Comprehension RI.2 -Analysis and Discussion -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read RI.1 -Informational Text Features RI.3, RI.6 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Latin Prefix: con- L.4.b -Language and Tone RI.4 SHARE IDEAS -Speaking and Listening: Multimedia Presentation SL.2; SL.3; SL.5	BUILD INSIGHT -First Thoughts -Analysis and Discussion RL.1 -Exploring the Essential Question ANALYZE AND INTERPRET -Close Read -Myths and Themes RL.2 STUDY LANGUAGE AND CRAFT -Concept Vocabulary -Word Study: Nuances in Meaning L.5; L.5.c -Imagery RL.4 SHARE IDEAS -Writing: Letter of Complaint W.2.e; W.2.f; W.9.a -Speaking and Listening: Critique RL.5; RL.9; SL.6	
Assessments	n/a	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Character, Setting, and Plot Development RL.2 -Exit Ticket: Denotation and Connotation L.5.c -Exit Ticket: Subject-Verb Agreement in Complex Sentences L.3	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Informational Text Features RI.3, RI.6 -Exit Ticket: Latin Prefix: con- L.4.b -Exit Ticket: Language and Tone RI.4	SELECTION TEST -Comprehension and Vocabulary EXIT TICKETS -Exit Ticket: Cultural Values and Theme RL.2 -Exit Ticket: Nuances in Meaning L.5; L.5.c -Exit Ticket: Imagery RL.4	n/a
Unit 5 Independent Learning Texts
Unit 5 continued	Fermented Cow Dung Air Freshener Wins Two Students Top Science Prize	This High Schooler Invented a Low-Cost, Mind-Controlled Prosthetic Arm	To Fly from Space Chronicles by Neil deGrasse Tyson Historical Essay	from The Time Machine by H. G. Wells Science Fiction	Striking Buildings by Zaha Hadid

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment

	by Kimberley Mok Technology Feature 1460L	by Margaret Osborne Feature Article 1230L	1220L	830L	by Hannah Martin and Nick Mafi Media: Photo Gallery
Recommended Pacing			2 days		
Assessments	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	SELECTION TEST -Comprehension and Vocabulary	
Unit 5 continued	REFLECT AND RESPOND	PERFORMANCE-BASED ASSESSMENT	UNIT TEST		
Recommended Pacing	2 days	2 days	1 day		
Lesson Objectives	Throughout this unit, students encountered many different perspectives on pushing boundaries. Now, they take some time to reflect on the texts they explored and to express your own ideas. -Reflect on Your Unit Goals -Reflect on the Texts -Develop Your Perspective: Unit Projects	In this unit, students met characters and real people who pushed the boundaries of invention. You also practiced writing short stories. Now apply what you have learned.			
Skills and Standards	W.4, W.9	W.3, W.3a			

Color Key: Whole-Class Learning, Peer-Group Learning, Independent Learning, Assessment