



## 8th Grade ELA Scope and Sequence

COURSE OVERVIEW & TIMING		
This section is designed to help you see the flow of the units/topics across the entire school year.		
Unit		Unit Length
Unit 1:	College 101 / Instructional Routines TM 61 (Red Section)**	1 <sup>st</sup> Quarter (40 days)
Unit 2:	Survivor	2 <sup>nd</sup> Quarter (25 days)
Unit 3:	The Power of Art	2 <sup>nd</sup> Quarter (20 days)
Unit 4:	Designing the Future	3 <sup>rd</sup> Quarter ( 25 days)
Unit 5:	Space Invaders	3 <sup>rd</sup> Quarter (25 days)
Unit 6:	Children of War	4 <sup>th</sup> Quarter (22 days)
Unit 7:	Do the Right Thing	4 <sup>th</sup> Quarter (20 days)

**\*\*Please note:** The 1<sup>st</sup> quarter will give the teacher time to teach and model Instructional Routines (T61 –red section) and complete any pre-assessments. The Instructional Routines are researched, step-by-step procedures, implementation support, and connections to the Common Core State Standards.

**Key:**

- Reading Standards for Informational Text **(RI)**
- Reading Standards for Literature **(RL)**
- Writing Standards **(W)**
- Speaking and Listening Standards **(SL)**
- Language Standards **(L)**

OVERALL COURSE TIMING	
This section is designed to help you compare the number of available instructional days to the number of days accounted for in the Scope and Sequence.	
	Course Length
Total number of instructional days in school year:	177
Total number of instructional days for all units included in the Scope and Sequence:	177

First Quarter	<b>Unit 1: College 101 (Personal Essay, News Article &amp; Magazine Excerpt)</b> <i>In this unit, Scholars examine how teens set themselves apart to get into colleges, and consider what will be necessary for success as higher education evolves to meet the future. Scholars will cite textual evidence, analyze central idea, learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i>	Resources
UNIT 1 STANDARDS		
40 Days	<p><b>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. (Assessed) (CCSS.RH.8.1) (CCSS.RST.8.1)</p> <p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (Assessed) (CCSS.RH.8.2) (CCSS.RST.8.2)</p> <p><b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Assessed) (CCSS.RH.8.4) (CCSS.RST.8.4)</p> <p><b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (Assessed) (CCSS.RH.8.5) (CCSS.RST.8.5)</p> <p><b>RI.8.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (Assessed) (CCSS.RH.8.6) (CCSS.RST.8.6)</p> <p><b>RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6 – 8 text complexity band independently and proficiently.</p>	Smart Board Code X – Student Edition Code X – Assessment Guide Code X – Teacher's Guide Website: <b>U.S. Department of Education</b> (Find resources that will assist you in applying to and paying for colleges, universities, and vocational or career schools) optional Chrome Books for research & writing (class set) Book: <b>The Tequila Worm</b> by Viola Canlaes (optional) for oral or independent reading Level 1 Book: <b>We Beat the Street</b> by Dr. Sampson Davis (optional) for oral or independent reading Level 2 Book: <b>Yes We Can</b> by Garen Thomas (optional) for oral or independent reading Level 3. Read 180 Unit 7 <b>Alien Invaders</b> (22 Days) Website: <a href="http://www.bls.gov/k12/">http://www.bls.gov/k12/</a> (Presented by the Bureau of Labor Statistics, this website offers information on a variety of careers for middle and high school students.)  Review the 10 Instructional Routines TM 61 (Red Tab)
Spiraling	<p><b>WRITING STANDARDS:</b></p> <p><b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence. (Assessed)</p> <p><b>a.</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS.WHST.8.1)</p> <p><b>b.</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>d.</b> Establish and maintain a formal style.</p> <p><b>e.</b> Provide a concluding statement or section that follows from and supports the argument presented.</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. (Assessed) (CCSS.WHST.8.4)</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. (Assessed) (CCSS.WHST.8.5)</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. (Assessed) (CCSS.WHST.8.6)</p> <p><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. (Assessed)</p> <p><b>SPEAKING AND LISTENING STANDARDS:</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 grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on the preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details, use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>LANGUAGE STANDARDS:</b></p> <p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed)</p> <p><b>a.</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed)</p> <p><b>c.</b> Spell correctly.</p> <p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (Assessed)</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS.RH.8.4) (CCSS.RST.8.4)</p> <p><b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Assessed)</p> <p><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</p>	

	expression. (Assessed)	
Essential Question	What does it take to achieve success in today's world of higher education?	

Second Quarter	<b>Unit2: Survivor</b> <i>In this unit, Scholars discover how authors develop characters with the strength to survive extreme environments. This unit focuses on textual evidence, central idea/theme, plot/resolution, and author's points of view of different characters. Scholars will learn how to determine meaning of words, and phrases, analyze theme, setting, and plot of particular text. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i>	Resources
UNIT 2 STANDARDS		
25 Days	<p><b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed)</p> <p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (Assessed)</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. (Assessed)</p> <p><b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Assessed)</p> <p><b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (Assessed)</p> <p><b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (Assessed)</p> <p><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 choices made by the director or actors. (Assessed)</p> <p><b>RL.8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (Assessed)</p> <p><b>RL.8.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>	Smart Board Code X – Student Edition Code X – Assessment Guide Code X – Teacher's Guide Chrome Books for research & writing (class set) Book: <b>Shackleton's Stowaway</b> by Victoria McKernan (optional) for oral or Independent reading Level 1 Book: <b>Hatchet</b> by Gary Paulsen (optional) for oral or Independent reading Level 2 Book: <b>Out of the Dust</b> by Karen Hesse (optional) for oral or Independent reading Level 3 Movie: <b>Life of Pi</b> (A young man who survives a disaster at sea is hurtled into an epic journey of adventure and discovery. While cast away, he forms an unexpected connection with another survivor: a fearsome Bengal tiger) Review the 10 Instructional Routines TM 61 (Red Tab)
Spiraling	<p><b>WRITING STANDARDS:</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. (Assessed) (CCSS.WHST.8.2)</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 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>W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS.WHST.8.4)</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. (Assessed) (CCSS.WHST.8.5)</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. (Assessed) (CCSS.WHST.8.6)</p> <p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. (Assessed) (CCSS.WHST.8.9)</p> <p><b>a.</b> Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). (Assessed)</p> <p><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. (Assessed)</p> <p><b>SPEAKING AND LISTENING STANDARDS:</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 grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p>	

	<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on the preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details, use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>LANGUAGE STANDARDS:</b></p> <p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed)</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed)</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>c. Spell correctly.</p> <p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (Assessed) (CCSS.RH.4) (CCSS.RST.8.4)</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Assessed)</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p><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. (Assessed)</p>	
Essential Question	<i>What inspires the will to survive in an extreme environment?</i>	

<b>Second Quarter</b> <b>Unit 3: The Power of Art (Letters, short story, &amp; poem)</b> <i>Letters and a short story show the power of art as a means for connecting with other people creatively. This unit focuses on textual evidence, central idea/theme, plot/resolution, and author's points of view of different characters. Scholars will learn how to determine meaning of words, and phrases, analyze theme, setting, and plot of particular text. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i>		Resources
UNIT 3 STANDARDS		
20 Days	<p><b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed)</p> <p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (Assessed)</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. (Assessed)</p> <p><b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Assessed)</p> <p><b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (Assessed)</p> <p><b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (Assessed)</p> <p><b>RL.8.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p><b>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. (Assessed) (CCSS.RH.8.1) (CCSS.RST.8.1)</p> <p><b>RI.8.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (Assessed) (CCSS.RH.8.6) (CCSS.RST.8.6)</p> <p><b>RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS.RH.8.8) (CCSS.RST.7.8)</p> <p><b>RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6 – 8 text complexity band independently and proficiently.</p>	Smart Board Code X – Student Edition Code X – Assessment Guide Code X – Teacher's Guide Website: <b>Poets.org</b> (Search for classic and contemporary poets to find biographical information and selected works - optional) Chrome Books for research & writing (class set) Book: <b>Down a Dark Hallway</b> by Lois Duncan (optional) for oral or Independent reading Level 1 Book: <b>Bronx Masquerade</b> by Nikki Grimes (optional) for oral
Spiraling	<p><b>WRITING STANDARDS:</b></p> <p><b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence. (Assessed)</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and</p>	

	<p>organize the reasons and evidence logically. (CCSS.WHST.8.1)</p> <p><b>b.</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>d.</b> Establish and maintain a formal style.</p> <p><b>e.</b> Provide a concluding statement or section that follows from and supports the argument presented.</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. (Assessed) (CCSS.WHST.8.4)</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. (Assessed) (CCSS.WHST.8.5)</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. (Assessed) (CCSS.WHST.8.6)</p> <p><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. (Assessed)</p> <p><b>SPEAKING AND LISTENING STANDARDS:</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 grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on the preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>d.</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>LANGUAGE STANDARDS:</b></p> <p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed)</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed)</p> <p><b>b.</b> Use an ellipsis to indicate an omission. (Assessed)</p> <p><b>c.</b> Spell correctly.</p> <p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (Assessed) (CCSS.RH.8.4) (CCSS.RST.8.4)</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (Assessed)</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p><b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Assessed)</p> <p><b>a.</b> Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p><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. (Assessed)</p>	<p>or Independent reading Level 2</p> <p>Book: <b>Drums, Girls, and Dangerous Pie</b> by Jordan Sonnenlick (optional) for oral</p> <p>or Independent reading Level 3</p> <p>Read180 <b>Turning Points</b> (21 Days)</p> <p>Review the 10 Instructional Routines TM 61 (Red Tab)</p>
<b>Essential Question</b>	<i>How does art influence your everyday life?</i>	

Third Quarter	<p><b>Unit 4: Designing the Future (Magazine &amp; Science articles and Biography Excerpt)</b></p> <p><i>In this unit, magazine articles and a book excerpt describe the qualities that make a winning technology team. Scholars will cite textual evidence, analyze central idea, learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i></p>	Resources
	<b>UNIT 4 STANDARDS</b>	
<b>25 Days</b>	<p><b>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. (Assessed) (CCSS.RH.8.1) (CCSS.RST.8.1)</p> <p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (Assessed) (CCSS.RH.8.2) (CCSS.RST.8.2)</p> <p><b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events</p>	<p>Smart Board</p> <p>Code X – Student Edition</p> <p>Code X – Assessment Guide</p>



	<p>(e.g., through comparisons, analogies, or categories). (Assessed) (CCSS.RH.8.3) (CCSS.RST.8.3)</p> <p><b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS.RH.8.5) (CCSS.RST.8.5)</p> <p><b>RI.8.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (Assessed) (CCSS.RH.8.6) (CCSS.RST.8.6)</p> <p><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. (CCSS.RH.8.7) (CCSS.RST.7.7)</p> <p><b>RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, recognize when irrelevant evidence is introduced. (Assessed) (CCSS.RH.8.8) (CCSS.RST.7.8)</p> <p><b>RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (Assessed) (CCSS.RH.8.9) (CCSS.RST.7.9)</p> <p><b>RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6 – 8 text complexity band independently and proficiently.</p>	<p>Code X –</p> <p>Teacher's Guide</p> <p>Website: <b>Nova</b></p> <p>(Browse the archives by selecting the topic "Technology.")</p> <p>Learn how new technologies are being developed and used ) - optional</p> <p>Chrome Books for research &amp; writing (class set)</p> <p>Book: <b>Eva</b> by Peter Dickinson (optional) for oral or Independent reading Level 1</p> <p>Book: <b>The Ear, the Eye, and the Arm</b> by Nancy Farmer (optional) for oral or Independent reading Level 2</p> <p>Book: <b>The Hunger Games</b> by Suzanne Collins (optional) for oral or Independent reading Level 3</p> <p><b>Make Lemonade</b></p> <p>By: Virginia Euwer Wolff (15 Days)</p> <p>Review the 10 Instructional Routines TM 61 (Red Tab)</p>
Spiraling	<p><b>WRITING STANDARDS:</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. (Assessed) (CCSS.WHST.8.2)</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 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>W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS.WHST.8.4)</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. (Assessed) (CCSS.WHST.8.5)</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. (Assessed) (CCSS.WHST.8.6)</p> <p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS.WHST.8.7)</p> <p><b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS.WHST.8.8)</p> <p><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. (Assessed)</p> <p><b>SPEAKING AND LISTENING STANDARDS:</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 grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on the preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>c.</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p><b>d.</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>SL.8.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>LANGUAGE STANDARDS:</b></p> <p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed)</p> <p><b>c.</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed).</p> <p><b>c.</b> Spell correctly.</p> <p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (Assessed)</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	

	<p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p><b>c.</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>d.</b> 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).</p> <p><b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Assessed)</p> <p><b>a.</b> Interpret figures of speech (e.g. verbal irony, puns) in context. (Assessed)</p> <p><b>b.</b> Use the relationship between particular words to better understand each of the words.</p> <p><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. (Assessed)</p>	
<b>Essential Questions</b>	What makes a good team worth more than the sum of its individual parts?	

Fourth Quarter	Unit 5: Space Invaders (Graphic Short Story, Novel Excerpt, & Short Story) <i>In this unit, science fiction stories show us how characters react when faced with aliens on the attack. This unit focuses on textual evidence, central idea/theme, plot/resolution, and author's points of view of different characters. Scholars will learn how to determine meaning of words, and phrases, analyze theme, setting, and plot of particular text. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i>	Resources
	UNIT 5 STANDARDS	
25 Days	<p><b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed)</p> <p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (Assessed)</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. (Assessed)</p> <p><b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Assessed)</p> <p><b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (Assessed)</p> <p><b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (Assessed)</p> <p><b>RL.8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (Assessed)</p> <p><b>RL.8.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>	<p>Smart Board</p> <p>Code X – Student Edition</p> <p>Code X – Assessment Guide</p> <p>Code X – Teacher's Guide</p> <p>Website: <b>Mars Exploration Program</b> (Learn more about NASA's program to explore Mars, and search for more information about the planet). - optional</p> <p>Chrome Books for research &amp; writing (class set)</p> <p>Book: <b>The Last Universe</b> by William Sleator (optional) for oral or Independent reading Level 1</p> <p>Book: <b>Laika</b> by Nick Abadzis (optional) for oral or Independent reading Level 2</p> <p>Book: <b>Ender's Game</b> by Orson Scott Card (optional) for oral or Independent reading Level 3</p> <p>Review the 10 Instructional Routines TM 61 (Red Tab)</p> <p>Read180 <b>The Streets of Harlem</b> (23 Days)</p>
Spiraling	<p><b>WRITING STANDARDS:</b></p> <p><b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence. (Assessed) (CCSS.WHST.8.1)</p> <p><b>a.</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>b.</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>d.</b> Establish and maintain a formal style.</p> <p><b>e.</b> Provide a concluding statement or section that follows from and supports the argument presented.</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. (Assessed) (CCSS.WHST.8.2)</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 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>W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS.WHST.8.4)</p> <p><b>W.8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by</p>	

	<p>planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Assessed) (CCSS.WHST.8.5)</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. (Assessed) (CCSS.WHST.8.6)</p> <p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS.WHST.8.7)</p> <p><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. (Assessed)</p> <p><b>SPEAKING AND LISTENING STANDARDS:</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 grade 8 topics, texts, and issues, building on other’s ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on the preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>LANGUAGE STANDARDS:</b></p> <p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed)</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed).</p> <p><b>c.</b> Spell correctly.</p> <p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (Assessed)</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p><b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Assessed)</p> <p><b>b.</b> Use the relationship between particular words to better understand each of the words.</p> <p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <p><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. (Assessed)</p>	
<b>Essential Question</b>	<i>How does science fiction capture society’s fears?</i>	

Fourth Quarter	<p><b>Unit 6: Children of War ( Book Review &amp; Memoir Excerpts)</b></p> <p><i>A book review and memoirs show that children who grow up in violence can sometimes become adults who seek only understanding and peace. Scholars will cite textual evidence, analyze central idea, learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i></p>	Resources
	<b>UNIT 6 STANDARDS</b>	
<b>22 Days</b>	<p><b>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.(Assessed) (CCSS.RH.8.1) (CCSS.RST.8.1)</p> <p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (Assessed) (CCSS.RH.8.2) (CCSS.RST.8.2)</p> <p><b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (Assessed) (CCSS.RH.8.3) (CCSS.RST.8.3)</p> <p><b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. .(Assessed)</p> <p><b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. .(Assessed) (CCSS.RH.8.5) (CCSS.RST.8.5)</p> <p><b>RI.8.6</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (Assessed) (CCSS.RH.8.6) (CCSS.RST.8.6)</p> <p><b>RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (Assessed) (CCSS.RH.8.9) (CCSS.RST.7.9)</p>	<p>Smart Board</p> <p>Code X – Student Edition</p> <p>Code X – Assessment Guide</p> <p>Code X – Teacher’s Guide</p> <p>Films/TV: <b><i>Time of Fear</i></b> (PBS Home Video, 2005) Watch interviews to learn more about the experiences of the thousands of Japanese</p>



	<p><b>RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6 – 8 text complexity band independently and proficiently.</p>	<p>Americans forced into relocation camps during World War II. - optional Chrome Books for research &amp; writing (class set)</p> <p>Book: <i>The False Prince</i> by Jennifer Nielsen (optional) for oral or Independent reading Level 1</p> <p>Book: <i>Maus: A Survivor's Tale, Part I</i> by Art Spiegelman (optional) for oral or Independent reading Level 2</p> <p>Book: <i>In the Time of Butterflies</i> by Julia Alvarez (optional) for oral or Independent reading Level 3</p> <p><i>Endangered</i> By Eliot Schreier (Novel Guides located in CodeX manual)</p> <p>Review the 10 Instructional Routines TM 61 (Red Tab)</p>
Spiraling	<p><b>WRITING STANDARDS:</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. (Assessed) (CCSS.WHST.8.2)</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 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>W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed) (CCSS.WHST.8.4)</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. (Assessed) (CCSS.WHST.8.5)</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. (Assessed) (CCSS.WHST.8.6)</p> <p><b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS.WHST.8.8)</p> <p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. (Assessed) (CCSS.WHST.8.9)</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 sufficient; recognize when irrelevant evidence is introduced").</p> <p><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. (Assessed)</p> <p><b>SPEAKING AND LISTENING STANDARDS:</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 grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on the preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>c.</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p><b>d.</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>LANGUAGE STANDARDS:</b></p> <p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed)</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed).</p> <p><b>c.</b> Spell correctly.</p> <p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (Assessed)</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>c.</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>d.</b> 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).</p> <p><b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Assessed)</p> <p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <p><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. (Assessed)</p>	

Essential Question	How do childhood experiences influence our lives?	
Fourth Quarter	<b>Unit 7: Do the Right Thing (Books, Memoir, Interview Excerpts)</b> <i>Book excerpts share the stories of individuals who grew up on the front lines of the Civil Rights Movement and demonstrated the strength of character needed to change the world. Scholars will cite textual evidence, analyze central idea, learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</i>	Resources
UNIT 7 STANDARDS		
20 Days	<p><b>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. (Assessed) (CCSS.RH.8.1) (CCSS.RST.8.1)</p> <p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (Assessed) (CCSS.RH.8.2) (CCSS.RST.8.2)</p> <p><b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (Assessed) (CCSS.RH.8.3) (CCSS.RST.8.3)</p> <p><b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Assessed)</p> <p><b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (Assessed) (CCSS.RH.8.5) (CCSS.RST.8.5)</p> <p><b>RI.8.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (Assessed) (CCSS.RH.8.6) (CCSS.RST.8.6)</p> <p><b>RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (Assessed) (CCSS.RH.8.9) (CCSS.RST.7.9)</p> <p><b>RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6 – 8 text complexity band independently and proficiently.</p>	Smart Board Code X – Student Edition Code X – Assessment Guide Code X – Teacher's Guide Films/TV: <b>Freedom Writers</b> (Paramount, 2007; PG-13) A teacher gives students in a racially divided school what they have always needed: a voice. - optional Chrome Books for research & writing (class set) Book: <b>Stuck in Neutral</b> by Terry Trueman (optional) for oral or Independent reading Level 1 Book: <b>The Giver</b> by Lois Lowry (optional) for oral or Independent reading Level 2 Book: <b>The Book Thief</b> by Markus Zusak (optional) for oral or Independent reading Level 3 Review the 10 Instructional Routines TM 61 (Red Tab)
Spiraling	<p><b>WRITING STANDARDS:</b></p> <p><b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Assessed)</p> <p><b>a.</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>b.</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p><b>c.</b> Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p><b>d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>e.</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</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. (Assessed) (CCSS.WHST.8.4)</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. (Assessed) (CCSS.WHST.8.5)</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. (Assessed) (CCSS.WHST.8.6)</p> <p><b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS.WHST.8.8)</p> <p><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. (Assessed)</p> <p><b>SPEAKING AND LISTENING STANDARDS:</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 grade 8 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on the preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>c.</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p><b>d.</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL.8.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and</p>	

	<p>relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>SL.8.6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>LANGUAGE STANDARDS:</b></p> <p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed).</p> <p><b>c.</b> Spell correctly.</p> <p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (Assessed)</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <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, and secede).</p> <p><b>d.</b> 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).</p> <p><b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Assessed)</p> <p><b>b.</b> Use the relationship between particular words to better understand each of the words.</p> <p><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. (Assessed)</p>	
<b>Essential Question</b>	<i>What does a difficult situation reveal about character?</i>	