Huntsville City Schools
2020 - 2021 Pacing Guide
8th Grade English Language Arts

Online Resources:

- EL Curriculum - https://curriculum.eleducation.org/
- Ellevation (link on Clever) - To access ELLevation you must be logged in using your school email and password
- Zinn Education - https://www.zinnedproject.org
- Teaching Tolerance – www.tolerance.org
- Facing History & Ourselves – www.facinghistory.org
- NewsELA - https://newsela.com
- ListenWise - https://listenwise.com/
- Lexile Determiner - https://lexile.com/educators/tools-to-support-reading-at-school/tools-to-determine-a-books-complexity/the-lexile-analyzer/
- Suggested 8th Grade Novel List - https://www.boredteachers.com/books/50-must-read-books-for-eighth-graders
- Project Gutenberg (free ebooks under public domain) – www.gutengerg.org
- Marzano's Vocabulary Acquisition process - https://www.teachthought.com/literacy/vocabulary-instructiona-strategies-marzanos-6-step-process/
- Writing Fix - http://writingfix.com/6_traits/conventions.htm
    - A great resource for finding activities and reinforcements for conventions and parts of speech. This can be used for independently, or whole group. This website will cater to your lower level learners.
- Achieve the core - https://achievethecore.org/
    - Free, ready-to-use classroom resources that support excellent, standards-aligned instruction for all students
- Daily Grammar Practice book - https://www.dgppublishing.com/
    - A teacher at your school should have a copy of the Daily Grammar Practice book. This is a great way to continue instruction of grammar skills throughout the entire year. The cost of this book is low and is highly recommended to keep in your teacher toolkit, if you are unable to find your school copy.
- Academic Vocabulary words for 8th graders - https://www.greatschools.org/gk/articles/academic-vocabulary-words-for-eighth-graders/
    - Throughout the entire year, students must be exposed to new vocabulary and spelling terms. Below is a website that will provide some examples of sixth grade words.
- NoRedInk - https://www.noredink.com/
    - A free online tool to aid in the development and continuation of grammar and writing skills through relevant tasks. The Free version is useful and can help struggling students, as well as advanced learners.
- Scythe by Neal Shusterman for Honors

Important Notes:

- Alabama Course of Study objectives are given by number
- The number of days listed are approximate and are padded to allow a little extra time for review and tests
- Standards below are listed by quarter and unit; however, standards should be taught throughout the entire year. In other words, once you teach a standard, students must be reassessed and practice the standard throughout the entire year.
- The resources listed for each section are effective. Teachers can still supplement with additional resources that may not be listed on this document.
- The five domains of ELA (Reading Literature, Reading Informational Texts, Writing, Speaking & Listening, and Language are integrated into one another and standards are taught throughout the year.)

Instructional Strategies:

ELLevation: Note: Be sure to check the "ELA Collection" for specific topic resources"

Build Background:

* Brainstorm Walk * I Notice, I Wonder

Clarify Input:

* "5 and 2" * Anchor Charts * Essential Questions * Guided Notes * "Teach! Teach!" * TPR

Fortify Output:

* Find Your Match * Clock Buddies * Think, Write, Pair Share * Which Corner?

Foster Interactions:

* "Don't Mention it" * Find the Fib

Develop Academic Language:

* 360 Words * Word Walls

Assess Language and Learning:

* Wordless Books * Whiteboard Checkpoints * Differentiated Question Prompts

ARI/Instructional Strategies (Alabama Reading Initiative)

ARI represents the Alabama Reading Initiative. Below are ARI/Instructional strategies that can be easily adapted to work well with mathematics. Some of the strategies can be interchangeable between before, during, and after in lesson planning. There are many instructional strategies that can be used in the classroom and you are not limited to these alone. If you have other ARI/Instructional strategies that work well for you and your students, use them to assist with academic growth and development. Have fun experimenting with different strategies to reach all students and address the different learning styles.

Suggested time period	ARI/Instructional Strategy	Explanation/How to use the strategy
Before:	Admit Slip	Purpose: 1) reflect on content of previous lesson or learned concept The admit-slip strategy requires students to write responses to questions you pose at the beginning of class. Admit slips help students reflect on what they have learned and express what or how they are thinking about the information. Admit slips easily incorporate writing into your content area classroom and require students to think critically.
	KWL	Purposes: 1) link prior knowledge to new information 2) generate questions to guide meaningful learning 3) create own meaning and learning from new text Procedure: 1. On the whiteboard, on a handout, or on students' individual clean sheets, three columns should be drawn. 2. Label Column 1 K, Column 2 W, Column 3 L. 3. Before reading, viewing or listening, students fill in the Know column with words, terms, or phrases from their background or prior knowledge. If the students are drawing on a topic previously learned, then the K column may be topic related. But if the topic is something brand-new, and they don't know anything much about it, you should use the K column to have them recalling a similar, analogous, or broader idea. 4. Then have students generate questions about what they might learn or want to learn about the topic, which might follow a quick glance at the topic headings, pictures, problems and charts that are found in the text or on a handout provided. This helps set their purpose for the lesson or concept and focuses their attention on key ideas. 5. After the math lesson and reading, students should fill in their new knowledge gained from the content. They can also clear up misperceptions about the topic which might have shown up in the Know column before they learned anything about the topic. This is the stage of metacognition: Does the student fully understand?
	Think Pair Share	Purposes: There are a variety of uses for this activity 1) Think. The teacher provokes students' thinking with a problem, question, prompt or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone…Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

	Quick Write	Purposes: 1) introduce a concept and connect this concept with prior knowledge or experiences and 2) allow students to discuss and learn from each other Procedure: 1. Introduce a single word, phrase, problem, or question to the class. 2. Students copy the concept on index cards or sheet of paper. 3. Students are given two to five minutes to write whatever comes to their minds relative to the concept. They may write freely using single words, phrases, sentences, etc. 4. After time is called, students may volunteer to share their thoughts on the subject.
	Turn and Talk/ Table Talk	Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading Procedure: 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the whiteboard or project overhead. 2. Each student has two minutes to read the question or statement, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Bell Ringer/Bell Work/Warm Up	Bell ringers are questions or tasks posted before students enter the classroom. They are to be completed before class starts, or, as the name suggests, as the bell rings. Bell ringers provide benefits to both the student and the teacher in all classroom settings ranging from elementary to high school. Bell ringers help to encourage promptness, organization, responsibility, spark prior knowledge, reinforce concepts, promote student engagement and so much more.
During:	Think Pair Share	Purposes: There are a variety of uses for this activity 1) Think. The teacher provokes students' thinking with a problem, question, prompt, or observation. The students should take a few moments just to THINK about the question and jot down their thoughts. 2) Pair with someone…Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. 3) Share. After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

	Turn and Talk/ Table Talk	Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading Procedure: 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the chalkboard. 2. Each student has two minutes to read the topic, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.
	Jot Notes	Jot Notes are basically lesson notes the students jot down before, during and after the lesson (in some cases) …The notes can be given in a variety of formats or structures…Example: chart format, graphic organizer, table format, guided notes, foldables, etc.…
	Quadrant Cards / Frayer Model	Purposes: 1) motivate students to engage in vocabulary study and expand vocabulary 2) Reinforce concepts etc.…. Procedure: Divide a sheet of paper into four parts Adapt to meet your students' needs…. whether you want to emphasize on vocabulary, connecting concepts, or organizing steps or procedures for graphing or solving etc.…
	Venn Diagram	Purpose: compare concepts Procedure: 1. Draw two circles overlapping. Each circle represents a concept. 2. Unique characteristics of the two ideas being compared are recorded in the outer of the two overlapping circles. Common characteristics are recorded where the circles overlap. 3. Teacher should model the strategy first.

	Charts/Foldables	Purposes: 1) engage with concept/lesson/text 2) construct graphic organizer/chart/foldable 3) self-monitor comprehension Procedure: 1. Create a Jot Chart, project on the whiteboard or produce a print copy for each student. The chart/matrix should be structured as follows. You can also use foldables to accomplish these tasks. o Main ideas/items for description or analysis are listed across the top of the chart. o Question/characteristics of the main concepts are listed down the left side of the chart. 2. Discuss the purpose of the chart with students before the assignment. Give an example of a completed chart to help clarify its functions. 3. Have students complete the chart or foldable as you go through the lesson or assign tasks to groups etc...As the teacher, you decide and adapt this to meet the needs of your students and what you want to accomplish from the task. 4. Discuss the students' findings and compile the results into a group chart. Stress the relationships between the data in the chart.
	Partner Learning	Purpose: 1) To engage students in the content and spark meaningful discussions 2) To encourage collaboration and improve knowledge among students 3) Promote socialization and boost self-esteem 4) Reinforce concepts taught through open questioning and answer sessions Procedure: The students are paired up and given a task to complete together; open discussions, sharing of ideas, writing, final product presentation, etc....
	Concept Map	Purpose: activate and organize knowledge about a specific topic Procedure: 1. Select the main idea or topic of discussion; write it on a chart, overhead, or whiteboard; and put a circle around it. 2. Have students brainstorm subtopics; knowledge related to the topic. Use lines to connect to the main topic. 3. Have students brainstorm specific vocabulary, ideas, mathematical knowledge related to each subtopic. Record these ideas beneath each subtopic. Add new knowledge to the concept map as learning progresses.
	Graphic Organizer	Purposes: 1) provide a visual model of the structure of lesson and 2) provide a format for organizing information and concepts Procedure: 1. Introduce the graphic organizer to the students. Demonstrate how it works by noting key concepts and ideas on the organizer. 2. Have groups of students practice using the graphic organizer with ideas from independently read mathematical text and/or mathematical information presented during lessons. Students can share their ideas with the class. 3. Choose an organizer that matches what you want to accomplish with your students for the topic or lesson.

	Jigsaw	Purposes: 1) engage with mathematical concept or text 2) self-monitor comprehension 3) integrate new information with prior knowledge 4) respond to mathematical concept or text through discussion Procedure: 1. Divide class into 4-6 member groups; each member becomes an expert on a different topic/concept assigned by teacher. 2. Members of the teams with the same topic meet in an expert group with a variety of resource materials and texts available to explore their topic. 3. The students prepare how they will teach the information to others. 4. Everyone returns to their jigsaw (home) teams to teach what they learned to the other members. It may be helpful to supply each student with a graphic organizer for note taking purposes. 5. Team members listen and take notes as their classmate teaches them
After:	Cooperative Learning/ Partner Learning/Practice	Cooperative learning is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn. Each group is given a task or assignment to complete. Often a record keeper and team leader are assigned to keep everyone on task. Collaboration and discussion are expected with a final assignment or project completed and submitted. Open discussions between the teacher and/or students can occur during class as well.
	Stations/ Carousels etc.…	Purposes: This strategy can fit almost any purpose developed. Procedure: 1. Teacher determines what topics/lessons will be placed on chart paper. 2. Chart paper is placed on walls around the room. 3. Teacher places students into groups of three- four. 4. Students begin at a designated chart. 5. They read the question or phrase, discuss with group, and respond directly on the chart or assigned task sheet. 6. After an allotted amount of time, students rotate to next chart. 7. Students read next question and records new response or discussion points. 8. Continue until each group has responded to each prompt. 9. Teacher shares information from charts and conversations heard while responding. ** This strategy can be modified by having the chart “carousel” to groups, rather than groups moving to chart.

	Exit slip	Purpose: 1) reflect on content of lesson The exit-slip strategy requires students to write responses to questions you pose at the end of class. Exit slips help students reflect on what they have learned and express what or how they are thinking about the new information. Exit slips easily incorporate writing into your content area classroom and require students to think critically. There are three categories of exit slips (Fisher & Frey, 2004): • Prompts that document learning, o Ex. Write one thing you learned today. o Ex. Discuss how today's lesson could be used in the real world. • Prompts that emphasize the process of learning, o Ex. I didn't understand… o Ex. Write one question you have about today's lesson. • Prompts to evaluate the effectiveness of instruction o Ex. Did you enjoy working in small groups today?
	Turn and Talk/Table Talk	Purposes: 1) activate prior knowledge, 2) build background knowledge, 3) encourage active listening, and 4) set a purpose for concept/lesson or reading Procedure: 1. Write a thought-provoking statement or question related to the subject of the upcoming lesson on the whiteboard or project overhead. 2. Each student has two minutes to read the question or statement, reflect, and write a response. 3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement. 4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.

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	Hands on Activity/ Graphs, charts, diagrams, etc.	Hand on activities are simply activities which students physically in some way connect with their learning…writing, drawing, graphing, demonstration through movement, use of manipulatives etc.… Hands-on activities are especially important in the classroom because it allows students to engage in kinesthetic learning. Educational studies have shown that kinesthetic learning, where a student performs some type of physical activity rather than just listening to a lecture, is the most popular type of learning with students - doing or working on something before, during, and/or after the lesson, helps them to gain a better understanding of the material. It allows students to experiment with trial and error, learn from their mistakes, and understand the potential gaps between theory and practice. It also encourages students to collaborate with their peers and share information from different perspectives.

Formatting:

- Honors or advanced material is highlighted in blue. Example: Advanced: Page 145 #75-86
- Remediation is highlighted in yellow. Example: Remediation: Small group on fractions

8th grade Honors English

Scythe by Neal Shusterman
https://classroom.walkerbooks.com.au/home/wp-content/uploads/2018/02/Scythe-Classroom-Ideas.pdf

Huntsville City Schools
2020 - 2021 Pacing Guide
8th Grade English Language Arts

First Semester
1st 9 – weeks (August 17 – October 23)
44 instructional days; 22 A-Days and 22 B-Days

Time Period	Unit Topic	Standards	Resources
1st 9-Weeks	Read for key ideas and details in literature and informational text. Following the standard conventions of English, write informational or explanatory texts by working through all the steps of the research process with support from peers and adults.	**Reading Literature** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RL.8.1] 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. [RL.8.2] 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. [RL.8.3]	https://www.huntsvillecityschools.org/departments/secondary-instruction/2020-summer-reading Writing Fix - http://writingfix.com/6_traits/conventions.htm **Poetry:** "Where I'm From" by George Ella Lyon "Jabberwocky" by Lewis Carroll "The Road Not Taken" by Robert Frost John Henry PEARSON **Short Stories:** * A Sound of Thunder (Bradbury) * The Third Wish * The Cop and the Anthem (O.Henry) * Who Can Replace a Man? (Aldiss) PEARSON * The Last Leaf (O.Henry) suggested * The Monkey's Paw **Fiction:** "Edna's Ruthie" from *The House on Mango Street* by Sandra Cisneros **Drama:** **PEARSON/MyPerspectives** Diary of Anne Frank: A Play **See A+College Ready:** Close Reading Terms, Conflict PowerPoint, and Freytag's Pyramid **Small Lab Resources:** Character Profile, Venn Diagrammer, Storyline, Spinner, Orderline & Memory Remediation: Students may need small group instruction over basic grammar and writing conventions (i.e., parts of speech and formatting). Advanced: Advanced Students should begin practicing using Daily Grammar Practice https://www.dgppublishing.com/

		Reading Information Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1] 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. [RI.8.2] Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]	**A+ College READY** Appendix for Writing Resources ACAP practice **Nonfiction** "The Cutting of My Long Hair" (Zitkala-Sa) "Fish Cheeks" (Tan) **PEARSON/MyPerspectives** Writing an Objective Summary **Assessment Skills:** Informational Text **Small Lab Resources:** Character Profile, Venn Diagrammer, Storyline, Spinner, Orderline & Memory

		Writing Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.8.2] a. 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. [W.8.2a] b. Develop the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and examples. [W.8.2b] c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. [W.8.2c] d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.8.2d] e. Establish and maintain a formal style. [W.8.2e]	**A+ College Ready** Guidelines for AEC Paragraphs (see Appendix) **PEARSON/MyPerspectives -Writing Process:** Write an informative text Writing to Sources Write an explanatory text Writing to Sources **Video: Informational Text** http://www.youtube.com/watch?v=XmzhagFzerg **Transition Words** http://www.smart-words.org/linking-words/transition-words.html **Graphic Organizers for Writing** https://www.google.com/search?q=explanatory+essay+graphic+organizer **How to Use Quotes in an Essay** https://owl.english.purdue.edu/owl/resource/747/03/ **Graphic Organizer for Peer Editing** http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf **LTF:** "Sentence Structure Basics"

		f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.8.2f] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [W.8.4] 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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) [W.8.5] 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. [W.8.6] Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10]	

		Speaking & Listening 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 others' ideas and expressing their own clearly. [SL.8.1] a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.8.1a] b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b] c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [SL.8.1c] d. Acknowledge new information expressed by others, and, when	Speaking and Listening Group Discussions How To - PEARSON/MyPerspectives Five Ways to Make Class Discussions More Exciting http://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin In-class Discussions http://www.uni.edu/reineke/guidelin.htm Cooperative Learning in Middle School https://www.asdk12.org/MiddleLink/Inter/mosaic/CooperativeLearning.pdf Cooperative Learning Strategies Socratic Circle Socratic Smackdown http://www.instituteofplay.org/work/projects/print-play-games-2/socratic-smackdown/ Placemat and Say Something Numbered Heads PMI http://www.myread.org/organisation.htm#thinkpairshare Creating Rubrics for Presentations How to Create Rubrics http://www.assessment.uconn.edu/docs/How_to_Create_Rubrics.pdf RUBISTAR http://rubistar.4teachers.org/index.php?screen=NewRubric Understanding Multimedia Learning http://www.brainpop.com/educators/community/wp-content/uploads/2014/02/120618_BrainPOP_White_Paper.pdf ABCs of Project Ideas http://www.ereadingworksheets.com/e-reading-worksheets/school-project-ideas/

		warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d] 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. [SL.8.2] 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. [SL.8.3] 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. [SL.8.4] Integrate multimedia and	

		visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5] Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) [SL.8.6]	

		Language Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1] a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. [L8.1a] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2] a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a] b. Use an ellipsis to indicate an omission. [L.8.2b] c. Spell correctly. [L.8.2c] 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. [L.8.4] a. Use context (e.g., the	**A+ College Ready** Infinitives **Quizlet** Prepositions **LTF lesson** identifying and writing prepositional phrases **Comma Chameleon** http://www.sheppardsoftware.com/grammar/punctuation.htm **PEARSON/MyPerspectives** -Multiple Meaning **Multiple Word Meaning Jeopardy** http://www.quia.com/cb/29778.html **Multiple Word/Phrase Meaning** http://www.spellingcity.com/multiple-meaning-words.html

		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. [L.8.4a] b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). [L.8.4b] c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.8.4c] d. 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). [L.8.4d] 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. [L.8.6]	

2nd 9 – weeks (October 26 – December 22)
38 instructional days; 19 A-Days and 19 B-Days

Time Period	Unit Topic	Standards	Resources
2nd 9-Weeks	Read for craft and structure in literature and informational text. After studying word nuances and their effect on the reader and conducting research to develop story, write and publish narratives. Present published story to the class using multimedia.	**Reading Literature** 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. [RL.8.4] 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. [RL.8.5]	**Poetry:** "The Raven" (Poe) "The Highwayman" (Noyes) "Because I could not stop for Death (Dickinson) "The Wreck of the Hesperus" (Longfellow) "O Captain! My Captain! (Whitman) **Short Stories:** "The Tell-Tale Heart (Poe) "The Lottery" (Jackson) "The Cask of Amontillado" (Poe) "The Black Cat" (Poe) "A Ghost Story" (Twain) "Tears of Autumn" (Uchida) **Fiction:** Dr. Jekyll and Mr. Hyde (Stevenson) The Legend of Sleepy Hollow (Irving) **Songs:** "The Highwayman" (McKennet) "Everywhere" (Fleetwood Mac) ***See Middle Grades Literacy Pathway for resources**

		Reading Information 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. [RI.8.4] 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. [RI.8.5] 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. [RI.8.6]	Nonfiction "White Chapel Road on a Saturday Night" From Harriet Tubman: Conductor on the Underground Railroad (Poetry) A+ College Ready Washington Irving Biography Analogies http://www.spellingcity.com/analogies.html

		Writing Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3] a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.8.3a] b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. [W.8.3b] c. 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. [W.8.3c] d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.8.3d] e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.8.3e] 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. [W.8.6] Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. [W.8.7]	A+ College Ready Newspaper Writing Write a Narrative Text- Unit 1 in Pearson/MyPerspectives

		Speaking & Listening Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5]	**Speaking and Listening Group Discussions How To -** PEARSON/MyPerspectives **Five Ways to Make Class Discussions More Exciting** http://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin **In-class Discussions** http://www.uni.edu/reineke/guidelin.htm **Cooperative Learning in Middle School** https://www.asdk12.org/MiddleLink/Inter/mosaic/CooperativeLearning.pdf **Cooperative Learning Strategies** Socratic Circle Socratic Smackdown http://www.instituteofplay.org/work/projects/print-play-games-2/socratic-smackdown/ Placemat and Say Something Numbered Heads PMI http://www.myread.org/organisation.htm#thinkpairshare **Creating Rubrics for Presentations** How to Create Rubrics RUBISTAR Understanding Multimedia Learning ABCs of Project Ideas

		Language Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5] a. Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a] b. Use the relationship between particular words to better understand each of the words. [L.8.5b] c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). [L.8.5c]	**Prentice Hall Writing Coach** (interactive student grammar center on PEARSON/MyPerspectives) Daily grammar usage and mechanics practice is recommended. What are Gerunds? Gerund: Teaching Video What are Participles? Participles and Participle Phrases What are Infinitives? Infinitives: Teaching Video **A+ College Ready** Gerund Lesson **E3** Analysis of a Text Using Active and Passive Voice Active Passive Voice teaching video Greek and Latin affixes and Roots Word Roots Dictionary Root Prefix/Suffix Chart Lists by Grade Level and Additional Activities **PEARSON/MyPerspectives** Assessment Skills: Writing and Language Conventions Multiple Meaning Multiple Word Meaning Jeopardy Multiple Word/Phrase Meaning Figurative Language Rap Song Figures of Speech Teaching Video Similes and Metaphors in Pop Music Hyperboles Denotation and Connotation Exercise Word Choice: Denotation and Connotation Captain English Episode: Denotation and Connotation

Second Semester

3rd 9 – weeks (January 4 – March 12)

48 instructional days; 24 A-Days and 24 B-Days

Time Period	Unit Topic	Standards	Resources
3rd 9-Weeks	Read for integration of knowledge and ideas in literature and informational text. Write clear and coherent arguments after conducting research. Clearly communicate arguments using academic vocabulary when speaking.	**Reading Literature** 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. [RL.8.6] 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. [RL.8.7]	**Fiction:** Ender's Game (Orson Scott Card) The Lion, the Witch, the Wardrobe (C.S. Lewis) **Drama** The Diary of Anne Frank (Pearson/MyPerspectives) **Videos**: Anne Frank: The Whole Story (120 Min) with Ben Kingsley Teaching Tolerance - One Survivor Remembers- from the National Holocaust Memorial Museum

		Reading Information Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. [RI.8.7] 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. [RI.8.8] 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. [RI.8.9]	**Non-Fiction:** Dancing to Connect a Global Tribe *Night* (Elie Wiesel) https://www.facinghistory.org/for-educators/educator-resources/resources/night-study-guide **Suggested 4-5 Week Unit**: • Elements of Drama in Pearson • Historical and political background information on what led up to WWII and the Holocaust. • Procedures of "Close Read", Pearson/ LTF • "From Anne Frank & Me" by Bennett- Pearson • Extended work: The Diary of Anne Frank (drama)- Pearson • Anne Frank Remembered by Miep Gies Pearson **Videos**: Anne Frank: The Whole Story (120 Min) with Ben Kingsley Teaching Tolerance One Survivor Remembers- from the National Holocaust Memorial Museum **Elie Wiesel Nobel Peace Prize Acceptance Speech** http://www.nobelprize.org/nobel_prizes/peace/laureates/1986/wiesel-acceptance.html **A+ College Ready** Dancing to Connect to A Global arguments and appeals **Pearson/MyPerspectives** The Trouble with Television (MacNeil) **E3** Close Reading Literary Techniques: Analyzing Appeals Through Advertising Appeals in Comic Strips and Ads Close Reading Literary Techniques: Understanding Appeals Close Reading Literary Techniques: Understanding Appeals Close Reading Literary Elements: Conflict and Theme Abstract Words with Thematic Ideas: Middle Grades Characterization and Non-Fiction: Sojourner Truth "Ain't I a Woman?"

		Writing Write arguments to support claims with clear reasons and relevant evidence. [W.8.1] a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. [W.8.1a] b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.8.1b] c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c] d. Establish and maintain a formal style. [W.8.1d] e. Provide a concluding statement or section that follows from and supports the argument presented. [W.8.1e] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.8.4] Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9] a. 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"). [W.8.9a] 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"). [W.8.9b]	Appendix for writing activities **ACAP** See Middle Grades Pathway – Writing Plan

		Speaking & Listening 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. [SL.8.2] 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. [SL.8.3] 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. [SL.8.4]	**Speaking and Listening Group Discussions How To -** PEARSON/MyPerspectives **Five Ways to Make Class Discussions More Exciting** http://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin **In-class Discussions** http://www.uni.edu/reineke/guidelin.htm **Cooperative Learning in Middle School** https://www.asdk12.org/MiddleLink/Inter/mosaic/CooperativeLearning.pdf **Cooperative Learning Strategies** Socratic Circle Socratic Smackdown http://www.instituteofplay.org/work/projects/print-play-games-2/socratic-smackdown/ Placemat and Say Something Numbered Heads PMI http://www.myread.org/organisation.htm#thinkpairshare **Creating Rubrics for Presentations** How to Create Rubrics RUBISTAR Understanding Multimedia Learning ABCs of Project Ideas

		Language 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. [L.8.6]	**Prentice Hall Writing Coach** (interactive student grammar center on PEARSON/MyPerspectives) Daily practice encouraged **A+ College Ready Appendix** **E3:** Active and Passive Voice (In connection with "BY the Waters of Babylon") Module 3 The Three Levels of Reading The Best Word for the Job **Capitalization ADD** **Comma Chameleon** http://www.sheppardsoftware.com/grammar/punctuation.htm **Hypens and Dashes** http://www.brainpop.com/english/grammar/hyphensanddashes/preview.weml **Video: Dashes, Hyphens, and Ellipses** http://www.youtube.com/watch?v=Blok6XaFuuY **Video: Use a Comma to Indicate a Pause or Break** http://www.youtube.com/watch?v=0Mkij-oHnAI **Video: Use an Ellipsis to Indicate a Pause or Break (4 total)** http://www.youtube.com/watch?v=jcu6z1IO-A8 **Use a Dash to Indicate a Pause or Break** http://www.youtube.com/watch?v=_PP4_F9dKdI **Use an Ellipsis to Indicate an Omission** http://www.youtube.com/watch?v=ntTaR0khmco

4th 9 – weeks (March 15 – May 28)
46 instructional days; 23 A-Days and 23 B-Days
+4 Exam Days

Time Period	Unit Topic	Standards	Resources
4th 9-Weeks	Range of Reading and Level of Text Complexity in Literature & Informational Text Write routinely over extended periods of time for a variety of tasks. Master grade level grammar rules that reflect advanced writing skills.	**Reading Literature** 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. [RL.8.9] 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. [RL.8.10]	**Poetry:** "When Icicles Hang by the Wall" (Shakespeare) "Ozymandias" (Shelley) **Pearson/MyPerspectives: Myths, Legends and Folk Tales** Coyote Steals the Sun and Moon (Conan Doyle) Why the Waves Have Whitecaps (Hurston) Brer Possum's Dilemma (Torrence) Paul Bunyan of the North Woods (Sandburg) **E3:** Annotation and Analysis of Author's Purpose "Riding is an Exercise of the Mind" PAT from Awareness of Mood to Analysis of Tone using "By the Waters of Babylon" Theme and point of view in "Ozymandias"

		Reading Information 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. [RI 8.6] Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. [RI 8.7] 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. [RI.8.8] 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. [RI.8.9] 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. [RI.8.10]	**Non-Fiction:** Dancing to Connect a Global Tribe *Night* (Elie Wiesel) https://www.facinghistory.org/for-educators/educator-resources/resources/night-study-guide **Suggested 4-5 Week Unit**: • Elements of Drama in Pearson • Historical and political background information on what led up to WWII and the Holocaust. • Procedures of "Close Read", Pearson/MyPerspectives • Extended work: The Diary of Anne Frank (drama) **Videos**: Anne Frank: The Whole Story (120 Min) with Ben Kingsley Teaching Tolerance One Survivor Remembers- from the National Holocaust Memorial Museum **Elie Wiesel Nobel Peace Prize Acceptance Speech** http://www.nobelprize.org/nobel_prizes/peace/laureates/1986/wiesel-acceptance.html **A+ College Ready** Dancing to Connect to A Global arguments and appeals **Pearson/MyPerspectives** The Trouble with Television (MacNeil) **E3** Close Reading Literary Techniques: Analyzing Appeals Through Advertising Appeals in Comic Strips and Ads Close Reading Literary Techniques: Understanding Appeals Close Reading Literary Techniques: Understanding Appeals Close Reading Literary Elements: Conflict and Theme Abstract Words with Thematic Ideas: Middle Grades Characterization and Non-Fiction: Sojourner Truth "Ain't I a Woman?"

		Writing 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"). [W.8.9a] Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10]	E3 Theme and POV “Ozymandias” (emphasis on writing portion) Cross Genre Lesson: Exploring a Thematic Idea in Informational and Literary Texts (suggested summative assessment: argument essay)

		Language Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1] a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. [L.8.1a] c. Form and use verbs in the active and passive voice. [L.8.1b] d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c] e. Recognize and correct inappropriate shifts in verb voice and mood.* [L.8.1d] Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3] a. 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). [L.8.3a]	**Prentice Hall Writing Coach** (interactive student grammar center on PEARSON/MyPerspectives) Daily practice encouraged **E3** Sentence Structure Basics Style and Voice Workshop