

Strand	Skill Focus	8 ELA Standards
Literature	<p>Read and understand</p> <p>Recognize</p> <ul style="list-style-type: none"> <li>• Plot Elements</li> <li>• Conflict</li> <li>• Methods of Characterization</li> <li>• Theme</li> </ul>	<p><b>CC.1.3.8.A</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. E08.A-K.1.1.2</p> <p><b>CC.1.3.8.B</b> - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.A-K.1.1.1</p> <p><b>CC.1.3.8.C</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. E08.A-K.1.1.3</p> <p><b>CC.1.3.8.D</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. E08.A-C.2.1.1</p> <p><b>CC.1.3.8.E</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. E08.A-C.2.1.2</p> <p><b>CC.1.3.8.F</b> - Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. E08.A-C.2.1.3, E08.A-V.4.1.1, E08.A-V.4.1.2</p> <p><b>CC.1.3.8.G</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 directors or actors.</p> <p><b>CC.1.3.8.H</b> - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. E08.A-C.3.1.1</p> <p><b>CC.1.3.8.J</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. E08.A-V.4.1.1 E08.A-V.4.1.2</p> <p><b>CC.1.3.8.K</b> - Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p><b>CC.1.4.8.S</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6</p>

Strand	Skill Focus	8 ELA Standards
Non-Fiction	Read and understand, interpret	<p><b>CC.1.2.8.A</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. E08.B-K.1.1.2</p> <p><b>CC.1.2.8.B</b> - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.B-K.1.1.1</p> <p><b>CC.1.2.8.C</b> - Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-K.1.1.3</p> <p><b>CC.1.2.8.D</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. E08.B-C.2.1.1</p> <p><b>CC.1.2.8.E</b> - Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept. E08.B-C.2.1.2</p> <p><b>CC.1.2.8.F</b> - Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. E08.B-V.4.1.1 E08.B-V.4.1.2, E08.B-C.2.1.3</p> <p><b>CC.1.2.8.G</b> - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><b>CC.1.2.8.H</b> - Evaluate an author’s argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. E08.B-C.3.1.1</p> <p><b>CC.1.2.8.I</b> - Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. E08.B-C.3.1.2</p> <p><b>CC.1.2.8.J</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. E08.B-V.4.1.1 E08.B-V.4.1.2</p> <p><b>CC.1.2.8.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>

Strand	Skill Focus	8 ELA Standards
<p><b>Writing</b></p>	<p>Be able to write comprehensive Narrative, Informative, and Argumentative essays.</p>	<p><b>CC.1.4.8.A</b> - <b>Write informative/explanatory</b> texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p><b>CC.1.4.8.B</b> - Identify and introduce the topic clearly, including a preview of what is to follow. E08.C.1.2.1 E08.E.1.1.1</p> <p><b>CC.1.4.8.C</b> -Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E08.C.1.2.2 E08.E.1.1.2</p> <p><b>CC.1.4.8.D</b> - Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. E08.C.1.2.1 E08.C.1.2.3 E08.C.1.2.6 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6</p> <p><b>CC.1.4.8.E</b> - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. E08.C.1.2.4 E08.C.1.2.5</p>
	<p>Be able to write a comprehensive Literary analysis.</p>	<p>E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5</p> <p><b>CC.1.4.8.G</b> - <b>Write arguments</b> to support claims.</p> <p><b>CC.1.4.8.H</b> - Introduce and state an opinion on a topic. E08.C.1.1.1 E08.E.1.1.1</p>
	<p>Master - 5 paragraph essay</p>	<p><b>CC.1.4.8.I</b> - Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. E08.C.1.1.2 E08.E.1.1.2</p>
	<p>Master - 6 paragraph argumentative essay</p>	<p><b>CC.1.4.8.J</b> - Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. E08.C.1.1.1 E08.C.1.1.3 E08.C.1.1.5 E08.E.1.1.1 E08.E.1.1.3 E08.E.1.1.6</p>
	<p>Refine - style, tone</p>	<p><b>CC.1.4.8.K</b> - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. E08.C.1.1.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 E08.E.1.1.4 E08.E.1.1.5</p>

Strand	Skill Focus	8 ELA Standards
<b>Writing</b>	<p>Be able to write comprehensive Narrative, Informative, and Argumentative essays.</p> <p>Master - 5 paragraph essay</p> <p>Master - 6 paragraph argumentative essay</p> <p>Refine - style, tone</p>	<p><b>CC.1.4.8.M</b> - <b>Write narratives</b> to develop real or imagined experiences or events.</p> <p><b>CC.1.4.8.N</b> - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. E08.C.1.3.1</p> <p><b>CC.1.4.8.O</b> - Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E08.C1.3.2 E08.C1.3.4</p> <p><b>CC.1.4.8.P</b> - Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events. E08.C.1.3.1 E08.C.1.3.3 E08.C.1.3.5</p> <p><b>CC.1.4.8.Q</b> - Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Create tone and voice through precise language. E08.C.1.3.4 E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6</li> </ul> <p><b>CC.1.4.8.T</b> - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>CC.1.4.8.S</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 E08.E.1.1.5 E08.E.1.1.6</p>
<b>Grammar</b>	<p>Sentence formations</p> <p>Verbs – tense, voice, usage</p>	<p><b>CC.1.4.8.F</b> - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p> <p><b>CC.1.4.8.L</b> - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p> <p><b>CC.1.4.8.R</b> - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5</p>

Strand	Skill Focus	8 ELA Standards
<b>Vocabulary</b>	Context clues  Effect of affixes on words	<p><b>CC.1.3.8.I</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E08.A-V.4.1.1</p> <p><b>CC.1.2.8.K</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E08.B-V.4.1.1</p>
<b>Speaking and Listening</b>	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	<p><b>CC.1.5.8.A</b> - Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>CC.1.5.8.B</b> - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>CC.1.5.8.C</b> - Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>CC.1.5.8.D</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>CC.1.5.8.F</b> - Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p><b>CC.1.5.8.G</b> - Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p>

Strand Standards	NAME Essential Questions	Skills	Formative/ Summative Assessment	Pacing	Relevance/ Resources
<p><b>Literature</b>                      CC.1.3.8.A                      CC.1.3.8.B                      CC.1.3.8.D                      CC.1.3.8.J                      CC.1.4.8.S</p>	<p><b>PLOT UNIT</b></p> <p><b>Essential Questions:</b>                      “How does conflict lead to change?”</p> <p>“How do authors reveal a character’s traits?”</p> <p>“How do characters’ actions affect the plot?”</p> <p>“How does setting affect the mood?”</p> <p>“How does setting affect plot?”</p>	<p>Recognize plot elements:</p> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Plot</li> <li>• Conflict</li> <li>• Foreshadow</li> <li>• Suspense</li> </ul>	<p>Diagnostic/ Pretest on Skills</p> <p>Writing: Summary</p> <p>Selection Tests</p>	<p>5 weeks</p>	<p><b>Understand the structure of a fictional story, through text or film.</b></p> <p><b>Collections</b>                      “My Favorite Chaperone”, Jean Davis Okimoto                      “The Tell-Tale Heart”, Edgar Allen Poe                      “The Monkey’s Paw”, W.W. Jacobs</p> <p><b>Close Reader</b>                      “Golden Glass”, Alama Luz Vilanueva                      “The Outsider”, H.P. Lovecraft                      Poem: “Frankenstein”, Edward Field</p> <p><b>Additional Resources</b>                      Greek Myths:                      “Arachne”, “Lo”, “Echo and Narcissus” masters provided</p> <p>“Three Little Pigs”, “Jack and the Beanstalk”                      “Broken Chain”, Gary Soto                      “Raymond’s Run”, Toni Cade Bambara                      “The Landlady”, Roald Dahl</p> <p><b>Online Resources</b>  <a href="http://www.studyisland.com">www.studyisland.com</a>  <a href="http://www.commonlit.org">www.commonlit.org</a>  <a href="http://www.ereadingworksheets.com">www.ereadingworksheets.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a></p>
<p><b>Writing</b>                      CC.1.4.8.M                      CC.1.4.8.N-R</p>	<p><b>NARRATIVE WRITING</b></p> <p><b>Essential Questions:</b>                      “How is fiction like life?”</p>	<p>Personal Narrative</p> <p>Narrative</p>	<p><b>FCA:</b></p> <p><u>High:</u> Story elements, dialogue, sentence formation</p> <p><u>Low:</u> Story elements, Capitalization punctuation</p>	<p>1 week After Literature Unit</p>	<p><b>Collections</b>                      Performance Task B pp. 83-86 “Write a Personal Narrative”</p>

Strand Standards	NAME Essential Questions	Skills	Formative/ Summative Assessment	Pacing	Relevance/ Resources
<b>Non-Fiction</b> CC.1.2.8.A CC.1.2.8.B CC.1.2.8.C CC.1.2.8.J	<b>UNDERSTANDING NON-FICTION</b>  <b>Essential Question:</b> “How do text features enhance understanding?”	Text elements  Central Idea	Diagnostic/ Pretest on Skills  Recognize central idea,  Writing: objective summary  Selection Tests	2 weeks	<b>Understand newspaper, magazines, college prep</b>  <b>Collections</b> “A Place to Call Home” Scott Bittle and Jonathan Rockkind  <b>Close Reader</b> “What to Bring”, Naisa Jackson “Man-Made Monsters” Daniel Cohen  <b>Other Resources</b> “The Spider Man Behind <i>Spider-Man</i> ”, Bijal P. Trivedi <i>Scholastic Scope</i> Magazine  <b>Online Resources</b> <a href="http://www.studyisland.com">www.studyisland.com</a> <a href="http://www.commonlit.org">www.commonlit.org</a> <a href="http://www.kellygallagher.org/article-of-the-week/">http://www.kellygallagher.org/article-of-the-week/</a> <a href="http://www.readwritethink.org">www.readwritethink.org</a>
<b>Re-teach / Enrich</b>	T.B.D.	T.B.D.	T.B.D.	1 week	
<b>Grammar</b> CC.1.4.8.R	<b>GRAMMAR BASICS</b>  “Why is identifying parts of speech and their functions important?”  “Is punctuation important?”	Parts of Speech: Noun, Pronoun  Capitalization  Dashes  Sentence types	With Literature and With Narrative  With Literature	See pairings	<b>Understand names, titles</b>  <b>Collections</b>  <b>Online Resources</b> <a href="https://my.hrw.com/">https://my.hrw.com/</a>
<b>Vocabulary</b> CC.1.3.8.I CC.1.2.8.K	<b>CONTEXT CLUES AND PREFIXES</b>  “What are context clues and how are they used to determine meaning?”  “What are prefixes and how can they affect the meaning of a word?”	Context clues  Prefixes		Through-out all units	<b>Building communication skills, and higher level reading</b>  <b>Collections</b> Text resources and online

Strand Standards	Name Essential Questions	Skills	Formative/ Summative Assessment	Pacing	Relevance/ Resources
<b>Literature</b> CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.H CC.1.4.8.D	<p><b>LITERATURE UNIT: HEROES</b></p> <p><b>Essential Questions:</b>            “How do the actions of a character tell the reader about his or her personality?”</p> <p>“How does someone become a hero?”</p> <p>“How do authors use their own style to express common themes?”</p>	<p>Characterization Ways:            Dialogue            Actions            How others relate</p> <p>Author’s purpose</p> <p>Theme</p>	<p>Diagnostic/ Pretest on Skills</p> <p>Writing: character analysis TDA - focus – evidential support)</p> <p>Selection Tests</p>	2 weeks	<p><b>Understanding the power of a message, communication, conversation</b></p> <p><b>Collections</b>            “Drummer Boy of Shiloh”, Ray Bradbury</p> <p><b>Close Reader</b>            “A Mystery of Heroism”, Stephen Crane</p> <p><b>Additional Resources</b>            “Odysseus and Polyphemus”- Greek Myth (copy provided)  <i>Scholastic Scope Magazine</i></p> <p><b>Online Resources</b>  <a href="http://www.studyisland.com">www.studyisland.com</a>  <a href="http://www.commonlit.org">www.commonlit.org</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a></p>
<b>Literature</b> CC.1.3.8.D CC.1.3.8.E CC.1.3.8.J CC.1.4.8.S	<p><b>LITERATURE UNIT: WHEN A POEM TELLS A STORY</b></p> <p><b>Essential Questions:</b>            “What is courage?”</p> <p>“How does someone become perceived as a hero?”</p> <p>“How is our perception of a hero shaped by stories?”</p>	<p>Narrative / lyric poetry</p> <p>Characterization Ways:            Dialogue            Actions            How others relate</p> <p>Author’s purpose</p> <p>Theme</p>	<p>Diagnostic/ Pretest on Skills</p> <p>Writing: character analysis TDA - focus – evidential support)</p> <p>Selection Tests</p>	2 weeks	<p><b>Understanding perspective and the power of telling stories through poetry</b></p> <p><b>Collections</b>            “Pow Wow At the End of the World”, Sherman Alexie</p> <p><b>Common Core Assessment</b>            “How Do We Respond to Historical Events”            “The Charge of the Light Brigade” pp. 87-98            “Paul Revere’s Ride” pp. 130-142</p> <p><b>Additional Resources</b>            “John Henry”  <i>Scholastic magazines</i></p> <p><b>Online Resources</b>  <a href="http://www.studyisland.com">www.studyisland.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a></p>



Strand	Name	Skills	Formative/ Summative Assessment	Pacing	Relevance/ Resources
<b>Non-Fiction</b> CC.1.2.8.C CC.1.2.8.J	<b>LIFE STORIES</b>  <b>Essential Questions:</b> “Why is the person’s life worth reading about?”  “What is perspective, and how can primary sources have differing perspectives?”  “How is characterization present in biographies and autobiographies?”	Autobiography  Biography  Memoir	Diagnostic/ Pretest on Skills  Text Connections  Writing: Compare/ Contrast  Selection Tests	3 weeks	<b>Learning about other’s lives, and understanding the power of perspective</b>  <b>Collections</b> <i>“from Narrative of the Life of Frederick Douglas, an American Slave”, Frederick Douglas</i> <i>“from Harriet Tubman: Conductor on the Underground Railroad”, Anne Petry</i>  <b>Close Reader</b> <i>“My Friend Douglas”, Russell Freedman</i> <i>“The Real McCoy”, Jim Hopkins</i>  <b>Additional Resources</b> <i>“from I Know Why the Caged Bird Sings”, Maya Angelou</i>  <b>Online Resources</b> <a href="http://www.studyisland.com">www.studyisland.com</a> <a href="http://www.kellygallagher.org/article-of-the-week/">http://www.kellygallagher.org/article-of-the-week/</a>
<b>Writing</b> CC.1.4.8.A CC.1.4.8.B-F	<b>INFORMATIVE REPORT</b> “What are the qualities of heroes?”	Writing – informative report	Focus: cause / effect  “What are the qualities of heroes?”	1 week	
<b>Re-teach / Enrich</b>		T.B.D.	T.B.D.	1 week	
<b>Grammar</b> CC.1.4.8.F	<b>GRAMMAR FOR WRITING</b>  “Why is the use of active voice an effective tool in writing?”	Parts of speech: Verbs-voice, tense, usage  Quotation Marks  Commas  Function of sentence (4 types)	With Life Stories  With Informative Writing	See pairings	<b>Collections</b> Text  <b>Online Resources</b> <a href="https://my.hrw.com/">https://my.hrw.com/</a>

<b>Vocabulary</b> CC.1.3.8.I CC.1.2.8.K	<b>Latin/Greek Roots</b> “How does knowledge of Latin/Greek roots help in recognizing the meaning of unfamiliar words?”	Context Clues  Roots		Through -out all units	<b>Building communication skills, and higher level reading</b>  <b>Collections</b> Text, online resources, teacher choice
---	--	----------------------------	--	------------------------------	--

Strand Standards	NAME Essential Questions	Skills	Formative/ Summative Assessment	Pacing	Relevance/ Resources
<b>Literature</b> CC.1.3.8.D CC.1.3.8.E CC.1.3.8.F CC.1.3.8.J CC.1.4.8.S	<b>AUTHOR'S STYLES</b>  <b>Essential Questions:</b> "How can word choice reveal an author's point of view?"	Tone  Point of View  Theme  Generalization  Irony / humor  Figurative language	Diagnostic/ Pretest on Skills  Analysis  Writing: Literary analysis (focus: evidential support)  Selection Tests	3 weeks	<b>Collections</b> "Marigolds", Eugenia Collier "From <i>The Adventures of Tom Sawyer</i> ", Mark Twain "After Auschwitz", Elie Wiesel  <b>Poetry Connections:</b> "O Captain! My Captain!", Walt Whitman "Hanging Fire", Audre Lorde "Teenagers", Pat Mora "Chicago", Carl Sandburg  <b>Close Reader</b> "The Flying Machine" Ray Bradbury Graphic Story "The Flying Machine" Ray Bradbury, illustrated by Bernard Haskins  <b>Poetry Connections:</b> "Identity", Julio Noboa Polanco "Hard on the Gas", Janet S. Wong  <b>Additional Resources</b> "Ransom of Red Chief", O. Henry  <b>Poetry Connection:</b> "I Saw an Old General at Bay", Walt Whitman "A Poem to my Librarian, Mrs. Long" by Nikki Giovanni  <b>Online Resources</b> <a href="http://www.studyisland.com">www.studyisland.com</a> <a href="http://www.commonlit.org">www.commonlit.org</a> <a href="http://www.ereadingworksheets.com">http://www.ereadingworksheets.com</a> <a href="http://www.readwritethink.org">www.readwritethink.org</a>

Strand Standards	Name Essential Questions	Skills	Formative/ Summative Assessment	Pacing	Relevance/ Resources
<p><b>Non-Fiction</b>            CC.1.2.8.D            CC.1.2.8.E            CC.1.2.8.F            CC.1.2.8.J</p>	<p><b>OPINIONS MATTER</b></p> <p><b>Essential Question:</b>            “How can people be persuaded to change their opinions on an issue and accept an opposing view?”</p>	<p>Evaluating arguments</p> <p>Point of View</p> <p>Connections</p>	<p>Diagnostic/ Pretest on Skills</p> <p>Writing: Letter to editor</p> <p>Selection Tests</p>	<p>3 weeks</p>	<p><b>Collections</b>            “When Do Kids Become Adults”            “Is 16 Too Young to Drive a Car?”            “Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens”</p> <p><b>Close Reader</b>            “The Whistle”, Anne Estevis</p> <p><b>Online Resources</b>  <a href="http://www.studyisland.com">www.studyisland.com</a>  <a href="http://www.commonlit.org">www.commonlit.org</a>  <a href="http://www.ereadingworksheets.com">http://www.ereadingworksheets.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a></p>
<p><b>Literature</b>            CC.1.3.8.C            CC.1.3.8.G            CC.1.3.8.J            CC.1.4.8.S</p>	<p><b>*DRAMA UNIT: ACT I</b>  <i>*To be done after Author’s styles and opinion matters unit</i></p> <p><b>Act I - End of 3<sup>rd</sup> quarter</b>  <b>Act II - 4<sup>th</sup> quarter</b></p> <p><b>Essential Questions:</b>            “Do individuals have a responsibility to protect other members of a society?”</p> <p>“How does what you do matter?”</p>	<p>Reading a Drama</p> <p>Characterization Ways:            Dialogue            Actions            How others relate</p> <p>Author’s purpose</p> <p>Theme</p>	<p>Diagnostic/ Pretest on Skills</p> <p>Writing: character analysis TDA - focus – evidential support)</p> <p>Selection Tests</p>	<p>3 weeks            3<sup>rd</sup> quarter</p> <p>2 weeks into 4<sup>th</sup> quarter</p>	<p><b>Understanding the power of a message, communication, conversation</b></p> <p><b>Collections</b>  <i>“from The Diary of Anne Frank”</i>  <b>Act 1</b>, Frances Goodrich and Albert Hackett  <i>“Marigolds”</i>, Eugene Collier</p> <p><b>Close Reader</b>  <i>“from The Diary of Anne Frank”</i>, Frances Goodrich and Albert Hackett</p> <p><b>Additional Resources</b>  <i>“Kindertransport”</i>  <i>Scholastic</i> magazines  <i>“Ribbons”</i>, Lawrence Yep</p> <p><b>Online Resources</b>  <a href="http://www.studyisland.com">www.studyisland.com</a>  <a href="http://www.kellygallagher.org/article-of-the-week/">http://www.kellygallagher.org/article-of-the-week/</a></p>

<b>Strand Standards</b>	<b>Name Essential Questions</b>	<b>Skills</b>	<b>Formative/ Summative Assessment</b>	<b>Pacing</b>	<b>Relevance/ Resources</b>
<b>Writing</b> CC.1.4.8.G CC.1.4.8.F-L	<b>ARGUMENTATIVE WRITING</b> “How can you persuade someone to agree with your point of view?”	Argumentative writing	Focus: style, tone	1 weeks	
<b>Re-teach / Enrich</b>		T.B.D.	T.B.D.	1 week	
<b>Grammar</b> CC.1.4.8.L	<b>GRAMMAR FOR INTERCONNECTED WRITING</b> “How does syntax affect meaning?”	Misplaced modifiers Redundancy Style Revising Editing	Paired with Literature Paired with non-fiction Paired with writing	See pairings	<b>Collections</b> Text  <b>Online Resources</b> <a href="https://my.hrw.com/">https://my.hrw.com/</a>
<b>Vocabulary</b> CC.1.3.8.I CC.1.2.8.K	<b>SUFFIXES CONNOTATION</b> “How do suffixes change the meaning of words?”  “How can word choice affect a reader’s perception of ideas or events?”	Suffixes Connotation Correct usage		Throughout all units	<b>Building communication skills, and higher level reading</b>  <b>Collections</b> Text, online resources, teacher choice

Strand Standards	Name Essential Questions	Skills	Formative/ Summative Assessment	Pacing	Relevance/ Resources
<b>Literature</b> CC.1.3.8.C CC.1.3.8.G CC.1.3.8.J CC.1.4.8.S	<b>*DRAMA UNIT Act II</b>  <b>Essential Question:</b> “How can one life impact so many others?”	Reading a Drama  Characterization Ways: Dialogue Actions How others relate  Author’s purpose  Theme	Diagnostic/ Pretest on Skills  Writing: character analysis TDA - focus – evidential support)  Selection Tests	2 weeks	<b>Understanding the power of a message, communication, conversation</b>  <b>Collections</b> <i>“from The Diary of Anne Frank” Act II</i> , Frances Goodrich and Albert Hackett <i>“Marigolds”</i> , Eugene Collier  <b>Additional Resources</b> <i>“Kindertransport” Scholastic</i> magazines <i>“Ribbons”</i> , Lawrence Yep  <b>Online Resources</b> <a href="http://www.studyisland.com">www.studyisland.com</a> <a href="http://www.kellygallagher.org/article-of-the-week/">http://www.kellygallagher.org/article-of-the-week/</a>
<b>Literature</b> CC.1.3.8.A-G CC.1.3.8.I CC.1.3.8.J CC.1.4.8.S	<b>NOVEL UNIT LITERATURE / CIRCLES</b>  <b>Essential Questions:</b> T.B.D.	Listening and speaking skills  All Prior taught literature skills	Diagnostic/ Pretest on Skills  Writing: T.B.D.  Selection Test	5 weeks	<b>Novel Units</b> <i>The Giver</i> , Lois Lowry <i>A Raisin in the Sun</i> , Lorraine Hansberry T.B.D.  <b>Literature Circles</b> Teacher/Student Choices  <b>Additional Resources</b>  <b>Online Resources</b> <a href="http://www.studyisland.com">www.studyisland.com</a> <a href="http://www.kellygallagher.org/article-of-the-week/">http://www.kellygallagher.org/article-of-the-week/</a>

Strand Standards	Name Essential Questions	Skills	Formative/ Summative Assessment	Pacing	Relevance/ Resources
<b>Non-Fiction</b> CC.1.2.8.A-F CC.1.3.8.G-H CC.1.2.8.J	<b>NOVEL UNIT LITERATURE / CIRCLES</b>  <b>Essential Questions:</b> T.B.D.	Listening and speaking skills  All Prior taught non-fiction skills	Diagnostic/ Pretest on Skills  Writing: T.B.D.  Selection Test	1 week	<b>Non-fiction Units</b> <i>Of Beetles and Angels: A Boy's remarkable Journey From a Refugee Camp to Harvard.</i> M. Asgedom  <b>Literature Circles</b> Teacher/Student Choices  <b>Additional Resources</b>  <b>Online Resources</b> <a href="http://www.studyisland.com">www.studyisland.com</a> <a href="http://www.kellygallagher.org/article-of-the-week/">http://www.kellygallagher.org/article-of-the-week/</a>
<b>Writing</b>	Response to Literature	Project based		1 week	T.B.D.
<b>Re-teach / Enrich</b>		T.B.D.	T.B.D.	1 week	
<b>Grammar</b> CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	<b>PUNCTUATION EXTENDED</b>  "How does punctuation affect meaning?"	Apostrophes  Semi-colon  Colon			<b>Collections</b> Text  <b>Online Resources</b> <a href="https://my.hrw.com/">https://my.hrw.com/</a>
<b>Vocabulary</b> CC.1.3.8.I CC.1.2.8.K	<b>CONTEXT CLUES MULTI-MEANING WORDS</b>  "Why are context clues important?"	Context clues  Multi-meaning words			<b>Building communication skills, and higher level reading</b>  <b>Collections</b> Text, online resources, teacher choice