|  |
| --- |
| Grade 8, Unit 1 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources | Speaking and Listening |
| The Medicine Bag*Virginia Driving Hawk Sneve* | Short Story | Figurative Meaning: Symbolismsymbolsymbolism | Words that show someone who is not at full strength:wearilystraggledfatiguefrailsheepishly | Animal Words | Conventions: Verbs in Active and Passive Voicevoiceactive voicepassive voice | Retelling a story | Monologue |
| Standards |  | RL.4 |  | L.4L.4.cL.4.d | L.3L.3.aL.1L.1.b | W.3.aW.3.bW.3.dW.3.e | SL.4 |
| Apache Girl’s Rite of Passage*The National Geographic Society* | MEDIA: VIDEO | N/A | Media Vocabulary:narrationaudioclose-upcontrastpansynchronization (sync) | N/A | N/A |  | Writingto Compare: Comparison-and-ContrastEssay |
| Standards |  |  | L.6 |  |  |  | SL.2RI.7W.2W.2.a |
| Performance Task: Writing Focus |
| Write a Nonfiction NarrativePrompt: What event changed your understanding of yourself, or that of someone you know?Speaking & Listening Outcome: Author’s style: Create Cohesion: transitions | Standards: W.3, W.3.a-e, W.4, W.5 |
| Small-Group Learning |
| Title and Author | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources / Speaking and Listening / Research |
| You Are the Electric Boogaloo*Geoff Herbach*Just Be Yourself!*Stephanie Pellegrin* | Letters | Context Clues | Author’s Word Choice: ToneToneWord choiceConnotationDenotation | Words that convey a sense of the extreme:immensemajesticnumerous | Latin Suffix*-ous* | Conventions: Verb Moodsmoodsindicative moodimperative moodinterrogative mood | Speaking and Listening: Visual presentationIllustrated instructionsIllustrated informational report |
| Standards |  | L.4.a | L.5.cL.5RI.4 |  | L.4L.4.bL.4.c | L.1L.1.cL.1.d | W.7SL.4SL.5 |
| Hanging Fire*Audre Lorde*Translating Grandfather’s House*E.J. Vega* | Poetry Collection | Context Clues | Forms of Poetry:ThemeLyric poetryNarrative poem | Words that seem to suggest a positive change:HorizonAwakeningsBeaming | Etymology | Author’s Style WordChoice | Speaking and Listening: Group discussionAspects of growing upCompare and contrast the speakers |
| Standards |  | L.4L.9 | RL.2RL.5 |  | L.4L.4.b | RL.4L.1L.4.b | SL.1SL.1.aSL.1.cSL.1.d |
| The Setting Sun and the Rolling World*Charles Mungoshi* | Short Story | Base words | Point of view in fictionFirst-person point of viewThird-person point of view | Words related to the narrator’s feelings toward and relationship with his father:patronizedobligationspsychological | Greek root *-psych-* | Conventions: Verb Moodsinterrogativeimperativeindicativeconditionalsubjunctive | Research: Informational reportZimbabwean healersTraditional family lifein Zimbabwe |
| Standards |  | L.5L.5.b | RL.6 |  | L.4L.4.bL.4.c | L.1L.1.cL.1.d | W.2W.2.bW.2.fW.7W.8 |
| Performance Task: Speaking and Listening Focus |
| Present Nonfiction NarrativesPrompt: What defines an event or experience in a young person’s life as a milestone or rite of passage?Speaking & Listening Outcome: Oral Presentation | Standards: SL.4, SL.5 |
| End-of-Unit Performance-Based Assessment |
| Writing to Sources: Nonfiction NarrativePrompt: What rite of passage has held the most significance for you or for a person you know well?Speaking & Listening Outcome: Oral Presentation | Standards: W.3, W.4, W.10, SL.4, SL.5 |

|  |
| --- |
| Grade 8, Unit 2 |
| Whole-Class Learning |
| Title / Author | Genre | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources | Speaking and Listening |
| *The Diary of Anne Frank,* Act I*Frances Goodrich & Albert Hackett* | Drama | Analyze Text Structures in DramaDialogueMoodConflictsDramatic irony | Words used to describe feelings of stress and conflict:anxiouslytensionrestrainingquarrelsbickeringhysterically | Greek suffix *–ist*Latin Suffix –ion | Conventions: The Principal Parts of Verbsverbprincipal partsregularirregularpresentpresent participlepastpast participle | N/A | N/A |
| Standards |  | RL.3RL.6 |  | L.4L.4.bL.4.d | L.1L.5L.5.b |  |  |
| *The Diary of Anne Frank,* Act II*Frances Goodrich & Albert Hackett* | Drama | Character MotivationInternal motivationsExternal motivations | Words used to reveal feelings about the future:forebodingapprehensionintuitionmountingrigidinsistent | Latin suffix *-ent* | Conventions: Simple Tenses of Verbstensesimple tensespresent tensepast tensefuture tense | Writing to Sources: Drama Review | Speaking and Listening: Dramatic Reading |
| Standards |  | RL.1RL.3 |  | L.4L.4.bL.4.cL.4.d | L.1L.3 | W.2W.2.bW.2.fRL.7 | SL.1SL.1.aSL.4SL.1.b |
| Frank Family and World War II Timelines | MEDIA: TIMELINE | N/A | Media Vocabulary:annotatedchronologicalparallel | N/A | N/A | Writing to Compare: Comparison-Contrast Essay |  |
| Standards |  |  |  |  |  | RI.7W.2W.2.aW.2.b |  |
| Performance Task: Writing Focus |
| Write an Explanatory EssayPrompt: How are historical events reflected in the play *The Diary of Anne Frank?*Language Development: Revising Sentences by Combining With Conjunctions | Standards: W.2, W.2.a-f, W.5, W.10, L.1, L.2, L.3 |
| Small-Group Learning  |
| Title / Author | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources / Speaking and Listening / Research |
| from *Anne Frank: The Diary of a Young Girl**Anne Frank* | Diary Entries | Context Clues | Central Idea and Supporting Detailscentral ideastated central ideatopictopic sentenceimplied central ideainference | Words that describe limits and loss experienced by Jewish people during the Holocaust:forbiddenrestrictionssacrifices | Latin Root -strict- | Author’s Style: Word Choicestyleword choicediction | Speaking and Listening: Group Discussioncollaborative group discussion |
| Standards |  | L.4L.4.a | RI.1RI.2RI.5 |  | L.4L.4.bL.4.d | RI.4 | SL.1SL.1.aSL.1.cSL.1.d |
| Acceptance Speech for the Nobel Peace Prize*Elie Wiesel* | Speech | Using a Dictionary and Thesaurus | Author’s Purpose and Point of Viewauthor’s purposeauthor’s point of viewinferences | Words that have to do with suffering and oppression:humiliationpersecutedtraumatized | Greek Root -trauma- | Conventions: Perfect Tenses of Verbsperfect tensespresent perfectpast perfectfuture perfect | Speaking and Listening: Group discussion |
| Standards |  | L.4L.4.cL.4.d | RI.1RI.4RI.6 |  | L.4L.4.b | L.1 | SL.1SL.1.aSL.1.b |
| from *Maus**Art Spiegelman* | Graphic Novel |  |  | Media Vocabulary:panelencapsulationspeech balloon | N/A | N/A | Research: Informative Report |
| Standards |  |  |  | L.6SL.2 |  |  | W.2W.2.aW.2.bW.2.dW.7W.8 |
| Performance Task: Speaking and Listening Focus |
| Deliver a Multimedia PresentationPrompt: How do the selections contribute to your understanding of the Holocaust and the ways in which we remember the past? | Standards: SL.4, SL.5, SL.6 |
| End-of-Unit Performance-Based Assessment |
| Writing to Sources: Explanatory EssayPrompt: How can literature help us remember and honor the victims of the Holocaust?Speaking & Listening Outcome: Oral Presentation | Standards: W.2, W.10, SL.4 |

|  |
| --- |
| Grade 8, Unit 3 |
| Whole-Class Learning |
| Title / Author | Genre | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources | Speaking and Listening |
| Barrington Irving, Pilot and Educator*National Geographic* | Magazine Article | Characterization in Nonfiction:Direct characterizationIndirect characterizationInferences | Words that relate to the effort an individual puts forth in order to succeed:determination pursue accomplish achieve tackling purposeful | Old English:Suffix -ful | Conventions: Nouns and Pronounsnounpronounproper nounspossessive nounspersonal pronounspossessive pronouns | Argumentative essay | Persuasive presentation |
| Standards |  | RI.3RI.1 | L.4L.5L.5.b | L.4L.8.4.b | L.1L.2L.2.c | W.1W.1.aW.1.bW.1.eW.7 | SL.3SL.4 |
| Three Cheers for the Nanny State*Sarah Conly* | Opinion Piece | Author’s ArgumentClaimRelevantFactOpinionLogical reasoningAuthor’s perspectivePoint of viewBias | Concept Vocabulary[words related to rules and laws:]ImposeRationalJustifiablePrincipleStatus quo | Latin root*-just-* | Conventions: ClausesClauseIndependent clauseDependent, or subordinate clauseAdverb clauseRelative clause (Adjective clause)Noun clause | N/A | N/A |
| Standards  |  | RI.6RI.8 |  | L.4L.4.bL.4.dL.5L.5.b | L.1L.2 |  |  |
| Ban the Ban! Sidney AnneStone Soda’s a Problem but. . .Karin Klein | Opinion Piece | Conflicting argumentsArgumentClaimLogical fallacies OvergeneralizationSlippery slope | Words related to health and health laws:ImplementedInterveneIntentionsDictateExemptionMandates | Latin Prefix*ex*- | Conventions: Basic Sentence StructuresSentence structureClausesIndependent clauseDependent clauseSimple sentenceCompound sentenceComplex sentenceCompound-complex sentence | Argumentative essay | . |
| Standards |  | RI.1RI.8RI.9 |  | L.4L.4.bL.5L.5.b | L.1L.2L.3 | RI.9W.1W.9W.9.bW.1.bW.1.cW.4 |  |
| Performance Task: Writing Focus |
| Write an ArgumentPrompt: What is a problem you think needs to be solved? How would you solve it?Language Development: Conventions: Revising for pronoun-antecedent agreement | Standards: W.1.a–e, W.4, W.5, W.6, L.1, L.1.c, L.2, L.2.c |
| Small-Group Learning |
| Title and Author | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources / Speaking and Listening / Research |
| Words Do Not Pay*Chief Joseph* | PERSUASIVE SPEECH | Context Clues | Persuasive Techniques / Word Choicerepetitionappeals to reasonappeals to emotionsappeals to authorityword choicedenotationsconnotations | Words that have to do with the hardships and misery:misrepresentations misunderstandings | Old English prefix *mis-*[“not”; “wrong”] | Author’s Style: Rhetorical DevicesNonparallelParallel | ResearchResearch reportHistorical reportBiographical report |
| Standards |  | L.4L.4.aL.4.d | RI.4 |  | L.3L.4L.4.dL.5L.5.c |  | L.2L.3W.2W.2.aW.2.bW.2.fW.7W.8 |
| from *Follow the Rabbit-Proof Fence**Doris Pilkington* | NONFICTION NARRATIVE | Using a Dictionary and Thesaurus | Descriptive Writingdescriptionsensory detailspoint of viewmood | Concept Vocabulary[words related to the girl’s journey on foot along the rabbit-proof fence:]urgentlynervously confidently cautiously | OldEnglish Suffix *-ly* | Conventions: Adjectives and Adverbs | Writing to Sources: First-Person AccountFictional retellingJournal entryLetter |
| Standards |  | L.4L.4.c | RI.4RI.5RI.6L.5 | L.1 | L.5 | L.1 | W.3W.3.aW.3.bW.3.dW.5W.7 |
| The Moth Presents: Aleeza Kazmi*Aleeza Kazmi* | MEDIA: VIDEO | N/A | N/A | Media Vocabularyperformancepersonal accountvolume and pacing | N/A | N/A | Speaking and Listening: Group discussion |
| Standards |  |  |  | SL.2 |  |  | SL.1, SL.1.a, SL.1.c, SL.1.d, SL.2 |
| Performance Task: Speaking & Listening Focus |
| Deliver an Oral PresentationPrompt: When you take a stand, how much does winning matter? | Standards: SL.1, SL.1.a, SL.4 |
| End-of-Unit Performance-Based Assessment |
| Writing to Sources: ArgumentPrompt: Is it important for people to make their own choices in life?Speaking & Listening Outcome: Oral Presentation | Standards: W.1, W.9, W.10, SL.4, SL.5 |

|  |
| --- |
| Grade 8, Unit 4 |
| Whole-Class Learning |
| Title / Author | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Style | Writing to Sources | Speaking and Listening |
| Flowers for Algernon*Daniel Keyes* | SHORT STORY | N/A | Development of ThemesThemeConflictallusion | Concept Vocabulary[words are related to emotional and psychological states:]subconscious suspicion despised deterioration introspective regression | Latin prefix *sub-* | Conventions: Direct and Indirect Objectsdirect objectindirect object | N/A | N/A |
| Standards |  |  | RL.1RL.2RL.6RL.9 |  | L.4.b | L.1L.5L.6 |  |  |
| from *Flowers for Algernon*David Rogers | Script | N/A | N/A | words are used to describe someone who is performing at the highest levelClaritypeakunleashed | N/A | N/A |  | Writing to Compare: Comparison-and-contrast essay |
| Standards |  |  | RL.7 |  |  |  |  | RL.5W.2W.2.a, W.2.bW.2.fW.9.a  |
| Performance Task: Writing Focus |
| Write an Informative SpeechPrompt: What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses? | Standards: W.2.a-e, W.4, W.5, L.1, L.1.b |
| Small-Group Learning |
| Title / Author | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources / Speaking and Listening / Research |
| from *Blue Nines and Red Words /* from *Born on a Blue Day**Daniel Tammet* | MEMOIR | Base Words | Analyze Informational Texts: Memoir and Reflective Writingmemoirautobiographyreflective writingcentral ideas | Concept Vocabulary[words related to the author’s visual perceptions of numbers:]symmetricalspiralaesthetic | Latin suffix *-ical* | Conventions: Pronoun Casecasesnominative case / subjective caseobjective casepossessive case | Research: Brief informational report |
| Standards |  |  | RI.2RI.3RI.5RI.6 |  | L.4L.4.b | L.1 | W.2, W.2.b, W.2.d, W.7, W.8 |
| The Theory of Multiple Intelligences Infographic*Howard Gardner* | MEDIA: INFOGRAPHIC | N/A | N/A | Media VocabularyInfographicIconsLabels and captions | N/A | N/A | Speaking and Listening: Group discussion |
| Standards |  |  |  | L.6 |  |  | SL.1, SL.1.a, SL.1.b, SL.1.c, SL.1.d |
| Retort*Paul Laurence Dunbar*from *The People, Yes**Carl Sandburg* | Poetry Collection | Context clues | Poetic StructuresPoetic formRhyme schemeFree verseSound devicesAlliterationConsonanceAssonance | Archaic Vocabularyarttressfair | Multiple-Meaning Words | Conventions: Participial and Infinitive Phrasesparticipleparticipial phraseinfinitiveinfinitive phrase | Speaking and Listening: Multimedia presentationDramatic ReadingNonverbal multimedia presentation |
| Standards |  | L.5.bL.4.a | RL.5L.5 | RL.4 | L.4 | L.4.c, L.1, L.1.a | SL.1SL.1.aSL.5 |
| Performance Task: Speaking and Listening Focus |
| Present an Informative Multimedia PresentationPrompt: How does each selection highlight a different way to be intelligent? | Standards: SL.1, SL.1.a-d, SL.4, SL.5, SL.6 |
| End-of-Unit Performance-Based Assessment |
| Writing to Sources: Informative EssayPrompt: In what different ways can people be intelligent?Speaking & Listening Outcome: Speech | Standards: W.2, W.9, W.10, SL.4 |

|  |
| --- |
| Grade 8, Unit 5 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources | Speaking and Listening |
| Uncle Marcosfrom *The House of the Spirits**Isabel Allende*translated by Magda Bogin | Novel Excerpt | CharactersCharacterPlotMain characterCharacter traitsRound characterFlat characterDynamic characterStatic characterDialogue | Concept Vocabulary[words related to cleverness and innovation:]DecipherInvincibleContraptionNewfangledIngenuityImprovisations | Latin suffix *-ity* | Conventions: Subject Complementslinking verbsubject complementpredicate noun / predicate pronounpredicate adjective | Critical Review | Class Discussion |
| Standards |  | RL.1RL.3 | L.4 | L.4.b | L.1 | W.1W.1.bW.1.cRL.9 | SL.1SL.1.aSL.1.c |
| To Flyfrom *Space Chronicles**Neil deGrasse Tyson* | Essay | Analyze Text Structure: Expository Writingexpository writingexpository essaydescriptioncomparison-and-contrastcause-and-effectallusions | Concept Vocabulary[words that show the contrast between innovative thinking and conventional thinking:]enablesmyopicforesightnaivetéprescientseminal | Old English prefix *fore-* | Conventions: Capitalizationproper nounsproper adjectives | Argumentative Essay | Informative presentation |
| Standards |  | RI.3RI.4RI.5L.5.a | L.4 | L.4L.4.b | L.2L.2.c | W.1W.1.bW.1.e | SL.4SL.5 |
| Small-Group Learning |
| Title and Author | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources / Speaking and Listening / Research |
| Nikola Tesla: The Greatest Inventor of All?*Vicky Baez* | Biography | Base Words | Analyze Text Structure: Biographical WritingChronological orderComparison and contrastCause and effect | Concept Vocabularyengineercurrentgenerators | Multiple-Meaning Words | Conventions: Commas and SemicolonscommasemicolonCoordinating conjunctioncoordinate adjectivesnonrestrictive/nonessential phrases or clauses |  |
| Standards |  | L.5.b | L.5RI.3RI.5 |  | L.4L.4.cL.6 | L.2L.2.a |  |
| from *The Invention of Everything Else**Samantha Hunt* | Novel Excerpt |  | Word Choice: Figurative Languagefigurative languagefigures of speechpersonificationsimilemetaphor | Concept Vocabulary[words relate to the reasons people invent and the results of their inventions:]deficienciestriumph revolutionized | Connotation and Denotation | Conventions: Comparative and Superlative Forms of Adjectives and Adverbspositivecomparativesuperlativeirregular adjectives and adverbs | Compare and contrast essay |
| Standards |  |  | RL.4L.5L.5.a | L.4 | L.1L.5L.5.c | L.8.1 | W.2W.9 |
| 25 Years Later, Hubble Sees Beyond Troubled Start*Dennis Overbye* | Science Article | Context Clues | Author’s Purpose: Diction and Tonetonediction | Concept Vocabulary[words related to Hubble’s shortcomings or flaws:]DismayControversyoutcry | Latin root *-vers-* | Conventions: Dashes and Ellipsesellipsisdash | Speaking and Listening: Debate |
| Standards |  | L.4.a | RI.10 | L.4 | L.4.b | L.2L.2.aL.2.b | SL.1SL.1.aSL.1.bSL.1.cSL.1.dSL.3 |
| Sounds of a Glass Harmonica | MEDIA: VIDEO | N/A | N/A | Media Vocabularyzoomvideo clipfocus | N/A | N/A | Research: Multimedia presentation |
| Standards |  |  |  | L.6 |  |  | W.7SL.1SL.1.aSL.1.bSL.5 |
| Performance Task: Speaking and Listening Focus |
| Present Multimedia Profiles Prompt: How do people overcome enormous challenges? | Standards: SL.1, SL.1.a–d, SL.3, SL.4 |
| End-of-Unit Performance-Based Assessment |
| Writing to Sources: ArgumentPrompt: Which invention described in this unit has had the biggest impact on humanity?Speaking & Listening Outcome: Speech | Standards: W.1, W.1.a-d, SL.3, SL.4 |