

# 8<sup>TH</sup> GRADE COLLECTIONS UNIT ONE: CULTURE AND BELONGING

## ENGLISH LANGUAGE ARTS PACING 1 GUIDE

<p><b>Unit's Focus - <i>Culture and Belonging</i>:</b> In this collection, students will explore how people develop their own identity within a new culture.</p>	<p><b>Unit's Academic Vocabulary:</b> contribute, immigrate, reaction, relocate, shifting</p>
<p><b>Essential Question:</b> How is culture the widening of the mind and of the spirit?</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Collection Unit One Assessment:</b> Summative Assessment</li> <li>• <b>Collection Unit One Performance Task:</b> Write a Personal Narrative – pg. 83</li> </ul>
<p><b>Learning Goals for the Unit's Pre &amp; Post Assessments:</b></p> <p><i>Reading Literature:</i></p> <p><b>RL.8.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.8.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>RL.8.3:</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RL.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><i>Reading Informational Text:</i></p> <p><b>RI.8.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.8.3:</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>RI.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RI.8.7:</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><i>Language:</i></p> <p><b>L.8.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> </ol> <p><b>L.8.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>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).</li> </ol>	

## 8<sup>th</sup> Grade Honors

### Collection 1: Culture and Belonging

In addition to the Core English curriculum, below are additional suggestions that may be used to raise the rigor in the 8<sup>th</sup> grade Honors English course covering the theme of “Culture and Belonging.”

<i>Reading</i>	<i>Writing</i>
<p><b><u>Suggestions for Collections One:</u></b></p> <ul style="list-style-type: none"> <li>Assign students to read independently a novel aligned with the theme of “Culture and Belonging”</li> <li>Assign FYI articles from Collection One</li> <li>Incorporate the “Additional Texts” from Collection One (Teacher’s Resources from the Dashboard)</li> <li>Supplement with additional poetry that fits the theme of “Culture and Belonging”</li> </ul> <p>There is a great opportunity for students to look at novels and short stories from different cultures with this unit.</p> <p>Novel ideas:</p> <ul style="list-style-type: none"> <li>- <i>Slumdog Millionaire</i> (?) by Vikas Swarup</li> <li>- <i>Kite Runner</i> by Khaled Hosseini</li> <li>- <i>Life of Pi</i> by Yann Martel</li> </ul>	<p>Students can research their culture and write an expository essay on the changes their culture had to make in order to adjust to living in the United States.</p> <p>The personal narrative can be a collection of vignettes capturing a series of meaningful events or struggles in one’s life. Have the students write personal narratives on adjustments and struggles they had to overcome. After the stories are written, students then have to present a multi-media presentation with the short stories. Students can place themselves in groups and present one of the following options:</p> <ul style="list-style-type: none"> <li>develop a documentary with clips from several personal narratives.</li> <li>develop a news segment or interviews with each author highlighting segments from their story.</li> <li>develop a PowerPoint presentation on the collective theme of their narratives.</li> </ul> <p>develop a website for students to read the narratives and comment on the theme.</p> <p>How does your family’s struggle represent the struggles of your culture? Students can interview members of their family to investigate the history behind their family’s biggest adjustment to living in this country.</p>

## STORY – ANCHOR TEXT ONE: “MY FAVORITE CHAPERONE”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.3, RL.8.4 <i>Writing:</i> W.8.2, W.8.4, W.8.9a, W.8.10 <i>Language:</i> L.8.1c, L.8.4a, L.8.4d</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Character</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 3</p> <p><b>Close Read:</b> pgs. 3-26</p> <ul style="list-style-type: none"> <li>• Analyze Stories: Character</li> <li>• Analyze Stories: Plot</li> <li>• Analyze Language</li> <li>• Analyze Language: Simile</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Stories: Character--pg. 15</li> <li>• Analyze Language -- pg. 20</li> <li>• Using Context Clues – pg. 29</li> </ul> <p><b>Second Read:</b> pg. 27</p> <ul style="list-style-type: none"> <li>• Analyze Stories: Plot</li> <li>• Analyze Stories: Character</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL: Students:</b> Analyze Language – pg. 4</p> <p><b>When Students Struggle:</b> pg. 10</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Character Choices – pg. 26</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Stories: Plot – Level Up Tutorials – Plot Stages - pg. 30a</p> <p><b>Enrichment:</b> Write a Summary – pg. 30a</p>	<p><b>Analyzing the Text:</b> pg. 28</p> <p><b>Critical Vocabulary:</b> sponsor, stun, dispatcher, scuffle, whimper – pg. 29</p> <p><b>Vocabulary Strategy:</b> Context Clues – pg. 29</p> <p><b>Language Conventions:</b> Imperative Mood – pg. 30</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> “My Favorite Chaperone”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to recognize and analyze the elements of a story’s plot and the author’s methods of characterization.</p>					
<b>Required Text</b>					
<p><b>Anchor Text:</b> “My Favorite Chaperone” by Jean Davies Okimoto – pg. 3</p>					

## ANCHOR TEXT ONE: “MY FAVORITE CHAPERONE” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.3, RL.8.4 <i>Writing:</i> W.8.2, W.8.4, W.8.9a, W.8.10 <i>Language:</i> L.8.1c, L.8.4a, L.8.4d</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> sponsor, stun, dispatcher, scuffle, whimper</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> angular, communion, concocted, meticulous</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Character</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “Golden Glass” by Alma Luz Villanueva –pg. 30b</p> <p><b>Why This Text:</b> pg. 30b</p> <p><b>Background:</b> pg. 30b</p> <p><b>Setting a Purpose:</b> pg. 30b</p> <p><b>Strategies for Close Reading:</b></p> <ul style="list-style-type: none"> <li>Analyze Stories: Character</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 30c – 30e</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 30d – 30f</p> <p><b>Read and Discuss Using Text Evidence:</b> pg. 30e</p>	<p><b>Close Reader:</b> “Golden Glass” by Alma Luz Villanueva –pg. 30b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Inferences – pg. 30c</p> <p><b>For ELL Students:</b> pg. 30d</p> <p><b>Enrichment: To Challenge Students:</b> Research – pg. 30f</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 30f</p> <p><b>Dig Deeper:</b> pg. 30g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 28</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Summary – pg. 28</p> <p><b>Selection Test:</b> “My Favorite Chaperone”</p>
Required Learning Target					
<p>The student will be able to recognize and analyze the elements of a story’s plot and the author’s methods of characterization.</p>					
Required Texts					
<p><b>Support the Anchor Text:</b> “My Favorite Chaperone” by Jean Davies Okimoto –pg. 3</p> <p><b>Close Reader:</b> “Golden Glass” by Alma Luz Villanueva –pg. 30b</p>					

**STORY – “BONNE ANNEE”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6</p> <p><i>Speaking and Listening:</i> SL.8.1a</p> <p><i>Writing:</i> W.8.7</p> <p><i>Language:</i> L.8.1a, L.8.4c</p> <p align="center"><b>Required Learning Target</b></p> <p>The student will be able to analyze elements of a personal essay, including its purpose, structure, central idea, and supporting details.</p> <p align="center"><b>Required Text</b></p> <p>“Bonne Annee” by Jean-Pierre Benoit – pg. 31a</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 31-36</p> <ul style="list-style-type: none"> <li>• Analyze Text: Personal Essay</li> <li>• Determine Central Idea and Details</li> <li>• Analyze Language</li> <li>• Determine Author’s Purpose</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Determine Central Idea and Details – pg. 37</li> <li>• Using a Glossary – pg. 39</li> </ul> <p><b>Second Read:</b> pg. 37</p> <ul style="list-style-type: none"> <li>• Determine Central Idea and Details</li> <li>• Analyze Text: Personal Essay</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL:</b> <b>Students:</b> Analyze Language – pg. 31</p> <p><b>When Students Struggle:</b> Central Idea and Supporting Details – pg. 32</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Determine Central Idea and Details – pg. 40a</p> <p><b>Enrichment:</b> Determine Author’s Purpose – pg. 40a</p>	<p><b>Analyzing the Text:</b> pg. 38</p> <p><b>Critical Vocabulary:</b> predominate, coup, persecution, dispossess, natal – pg. 39</p> <p><b>Vocabulary Strategy:</b> Using a Glossary – pg. 39</p> <p><b>Language Conventions:</b> Participles – pg. 40</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> “Bonne Annee”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>

**“BONNE ANNEE” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6  <i>Speaking and Listening:</i> SL.8.1a  <i>Writing:</i> W.8.7  <i>Language:</i> L.8.1a, L.8.4c</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> predominate, coup, persecution, dispossess, natal</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Culture and Belonging” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why the FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>Determine Author’s Purpose</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Culture and Belonging” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 38</p> <p><b>My WriteSmart Performance Task –</b> Media Activity: Poster – pg. 38</p> <p><b>Selection Test - “Bonne Annee”</b></p>
<p align="center"><b>Required Learning Target</b></p>					
<p>The student will be able to analyze elements of a personal essay, including its purpose, structure, central idea, and supporting details.</p>					
<p align="center"><b>Required Texts</b></p>					
<p><b>Support the Anchor Text:</b> “Bonne Annee” by Jean-Pierre Benoit – pg. 31a</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>					

## STORY – “A PLACE TO CALL HOME”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.3, RI.8.4, RI.8.6</p> <p><i>Writing:</i> W.8.7, W.8.8</p> <p><i>Language:</i> L.8.4b, L.8.6</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 41-49</p> <ul style="list-style-type: none"> <li>• Analyze Nonfiction Elements</li> <li>• Cite Evidence</li> <li>• Determining Author’s Purpose</li> <li>• Analyze Language</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence – pg. 45</li> <li>• Analyze Nonfiction Elements – pg. 50</li> <li>• Using Greek Prefixes – pg. 52</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 41</p> <p><b>When Students Struggle:</b> Subheadings – pg. 42</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Text Features -- pg. 52a</p> <p><b>Enrichment:</b> Integrating Information from Text and Graphic Aids – pg. 52a</p>	<p><b>Analyzing the Text:</b> pg. 51</p> <p><b>Critical Vocabulary:</b> tumult, pernicious, naturalize, telecommunications, perpetual – pg. 52</p> <p><b>Vocabulary Strategy:</b> Using Greek Prefixes – pg. 52</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> </ul> <p><b>Selection Test:</b> “A Place to Call Home”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to use text features and graphic aids to analyze and understand a nonfiction text.					
<b>Required Texts</b>					
<b>Anchor Text:</b> “A Place to Call Home” by Scott Bittle and Jonathan Rochkind - pg. 41					

## “A PLACE TO CALL HOME” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.3, RI.8.4, RI.8.6  <i>Writing:</i> W.8.7, W.8.8  <i>Language:</i> L.8.4b, L.8.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> tumult, pernicious, naturalize, telecommunications, perpetual</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> oppression, principles</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “What to Bring” by Naisha Jackson – pg. 52b</p> <p><b>Why This Text:</b> pg. 52b</p> <p><b>Background:</b> pg. 52b</p> <p><b>Setting a Purpose:</b> pg. 52b</p> <p><b>Close Reading:</b></p> <ul style="list-style-type: none"> <li>Analyze Nonfiction Elements</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 52c – 52d</p> <p><b>Reread and Cite Text Evidence:</b> pg. 52d</p> <p><b>Read and Discuss Using Text Evidence:</b> pg. 52e</p>	<p><b>Close Reader:</b> “What to Bring” by Naisha Jackson – pg. 52b</p> <p><b><u>Differentiated Instruction</u></b></p> <p><b>When Students Struggle:</b> Text Features – pg. 52c</p> <p><b>For ELL Students:</b> pg. 52e</p> <p><b>Enrichment: To Challenge Students:</b> Research – pg. 52e</p> <p><b><u>Formative Assessments</u></b></p> <p><b>Short Response:</b> pg. 52e</p> <p><b>Dig Deeper:</b> pg. 52e</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 51</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Explanation – pg. 51</p> <p><b>Selection Test –</b> “A Place to Call Home”</p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to use text features and graphic aids to analyze and understand a nonfiction text.</p>					
<p><b>Required Texts</b></p>					
<p><b>Support the Anchor Text:</b> “A Place to Call Home” by Scott Bittle and Jonathan Rochkind - pg. 41</p> <p><b>Close Reader:</b> “What to Bring” by Naisha Jackson – pg. 52b</p>					



## STORY – ANCHOR TEXT TWO: FROM THE LATEHOMECOMER

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.4 <i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.8 <i>Writing:</i> W.8.2, W.8.7, W.8.8 <i>Language:</i> L.8.1b, L.8.3a, L.8.4b, L.8.4d, L.8.6</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 53</p> <p><b>Close Read:</b> pgs. 53-66</p> <ul style="list-style-type: none"> <li>• Analyze the Meanings of Words and Phrases</li> <li>• Analyze Text: Memoir</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Text: Memoir – pg. 58</li> <li>• Analyze the Meanings of Words and Phrases – pg. 65</li> </ul> <p><b>Second Read:</b> pg. 67</p> <ul style="list-style-type: none"> <li>• Analyze the Meanings of Words and Phrases</li> <li>• Analyze Text: Memoir</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL:</b> <b>Students:</b> Analyze Language – pg. 54</p> <p><b>When Students Struggle:</b> Tone – pg. 60</p> <p><b>Enrichment: To Challenge Students:</b> Analyze the Impact of Perspective – pg. 66</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Figurative Language – Level Up Tutorials – Figurative Language and Imagery - pg. 70a</p> <p><b>Enrichment:</b> Evaluating Sources – pg. 70a</p>	<p><b>Analyzing the Text:</b> pg. 68</p> <p><b>Critical Vocabulary:</b> requisite, repatriate, resonate, chide, nominal, expiration, recap, despondent – pg. 69</p> <p><b>Vocabulary Strategy:</b> Using Latin Prefixes</p> <p><b>Language Conventions:</b> Active and Passive Voice – pg. 70</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test - <i>The Latehomecomer</i></b></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to analyze imagery and figurative language to better understand a memoir.</p>					
<b>Required Text</b>					
<p><b>Anchor Text:</b> from <i>The Latehomecomer</i> by Kao Kalia Yang - pg. 53</p>					

## ANCHOR TEXT TWO: FROM *THE LATEHOMECOMER* INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.8.4 <i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.8 <i>Writing:</i> W.8.2, W.8.7, W.8.8 <i>Language:</i> L.8.1b, L.8.3a, L.8.4b, L.8.4d, L.8.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> requisite, repatriate, resonate, chide, nominal, expiration, recap, despondent</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> intrigue, disconcerting</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “Museum Indians” by Susan Power – pg. 70b</p> <p><b>Why This Text:</b> pg. 70b</p> <p><b>Background:</b> pg. 70b</p> <p><b>Setting a Purpose:</b> pg. 70b</p> <p><b>Strategies for Close Reading:</b></p> <ul style="list-style-type: none"> <li>Analyze the Meanings of Words and Phrases</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 70c – 70e</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 70d – 70e</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 70f</p>	<p><b>Close Reader:</b> “Museum Indians” by Susan Power – pg. 70b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Figurative Language – pg. 70c</p> <p><b>For ELL Students:</b> pgs. 70d - 70e</p> <p><b>Enrichment: To Challenge Students:</b> Biography – pg. 70f</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 70f</p> <p><b>Dig Deeper:</b> pg. 70g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 68</p> <p><b>My WriteSmart Performance Task:</b> Writing Activity: Report – pg. 68</p> <p><b>Selection Test:</b> from <i>The Latehomecomer</i></p>
<b>Required Learning Target</b>					
The student will be able to analyze imagery and figurative language to better understand a memoir.					
<b>Required Texts</b>					
<p><b>Support the Anchor Text:</b> Memoir from <i>The Latehomecomer</i> by Kao Kalia Yang --- pg. 53</p> <p><b>Close Reader:</b> “Museum Indians” by Susan Power – pg. 70b</p>					

**STORY: NEW IMMIGRANTS SHARE THEIR STORIES**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading</i>  <i>Informational Text:</i>                      RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.7  <i>Speaking and Listening:</i> SL.8.2, SL.8.4, SL.8.5  <i>Writing:</i> W.8.7</p>	<p><b>Focus Comprehension Strategy:</b>                      Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pg. 72</p> <ul style="list-style-type: none"> <li>• Analyze Media</li> </ul> <p><b>Second Read:</b> pg. 73</p> <ul style="list-style-type: none"> <li>• Analyze Media</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b> Compound Words – pg. 71</p> <p><b>When Students Struggle:</b>                      Voice-over Narration – pg. 73</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b> Evaluate a Documentary – pg. 74a</p> <p><b>Enrichment:</b> Creating a Video – pg. 74a</p>	<p><b>Analyzing the Media:</b> pg. 74</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Media</li> </ul> <p><b>Selection Test:</b> <i>New Immigrants Share Their Stories</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to recognize the elements used in a documentary and understand and evaluate the purpose of each one.</p>					
<p><b>Required Text</b></p>					
<p><i>New Immigrants Share Their Stories</i>                      directed by Lisa Gossels – pg. 71</p>					

**NEW IMMIGRANTS SHARE THEIR STORIES INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.7  <i>Speaking and Listening:</i> SL.8.2, SL.8.4, SL.8.5  <i>Writing:</i> W.8.7</p>		<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from “Animal Intelligence” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p>	<p><b>FYI Selection:</b> Choose a selection from “Animal Intelligence” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Media:</b> pg. 74</p> <p><b>My WriteSmart Performance Task</b> – Media Activity: Video – pg. 74</p> <p><b>Selection Test:</b> <i>New Immigrants Share Their Stories</i></p>
<p align="center"><b>Required Learning Target</b></p>					
<p>The student will be able to recognize the elements used in a documentary and understand and evaluate the purpose of each one.</p>					
<p align="center"><b>Required Text</b></p>					
<p><i>New Immigrants Share Their Stories</i> directed by Lisa Gossels – pg. 71</p>					

**STORY: “THE POWWOW AT THE END OF THE WORLD”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.1, RL.8.4, RL.8.9 <i>Writing:</i> W.8.7, W.8.9</p>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 75-77</p> <ul style="list-style-type: none"> <li>• Determine Meaning of Words and Phrases</li> <li>• Make Inferences</li> </ul> <p><b>Strategies for Annotation:</b> Determine Meaning of Words and Phrases – pg. 77</p> <p><b>Second Read:</b> pg. 77</p> <ul style="list-style-type: none"> <li>• Determine Meaning of Words and Phrases</li> <li>• Make Inferences</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 75</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Lyric Poems – Level Up Tutorials – Narrator and Speaker - pg. 78a Determine Meaning of Words and Phrases: Allusion – pg. 77b</p> <p><b>Enrichment:</b> Analyze Modern Fiction – pg. 78a Analyze Poetry: Line Length – pg. 77b</p>	<p><b>Analyzing the Text:</b> pg. 78</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p><b>Selection Test:</b> “The Powwow at the End of the World”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p> <p>The student will learn how to use imagery and allusion to make inferences about the deeper meaning of a poem.</p>					
<p><b>Required Text</b></p> <p>“The Powwow at the End of the World” by Sherman Alexie - pg. 75</p>					

**“THE POWWOW AT THE END OF THE WORLD” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.8.1, RL.8.4, RL.8.9 <i>Writing:</i> W.8.7, W.8.9</p>		<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Additional Text (Teacher’s Resources):</b> “The Law of Life” by Jack London</p> <p><b>Why This Text:</b> Explain why “The Law of Life” was selected.</p>	<p><b>Additional Text (Teacher’s Resources):</b> “The Law of Life” by Jack London</p> <p><b><u>Differentiated Instruction</u></b> While teaching the “The Law of Life” differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 78</p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Discussion – pg. 78</p> <p><b>Selection Test –</b> “The Powwow at the End of the World”</p>
<p align="center"><b>Required Learning Target</b></p>					
<p>The student will learn how to use imagery and allusion to make inferences about the deeper meaning of a poem.</p>					
<p align="center"><b>Required Text</b></p>					
<p><b>Support the Text:</b> “The Powwow at the End of the World” by Sherman Alexie - pg. 75</p> <p><b>Additional Text (Teacher’s Resources):</b> “The Law of Life” by Jack London</p>					

## WEEK SIX

### **ENGLISH AND INTERVENTION – UNIT TEST & PERFORMANCE TASK**

**Summative Assessments:**

- **Collection Unit One Assessment:** Summative Assessment
- **Collection Unit One Performance Task:** Write a Personal Narrative – pg. 83

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources can be found at <http://my.hrw.com>**

# 8<sup>TH</sup> GRADE COLLECTIONS UNIT TWO: THE THRILL OF HORROR

## ENGLISH LANGUAGE ARTS PACING 2 GUIDE

**Unit’s Focus – *The Thrill of Horror*:** In this collection, you will examine why the horror genre both terrifies and fascinates.

**Unit’s Academic Vocabulary:** convention, predict, psychology, summary, technique

**Essential Question:**

What makes a horror story?

**Assessments:**

- **Collection Unit Two Assessment:** Summative Assessment
- **Collection Unit Two Performance Task:** Write a Literary Analysis – pg. 137

**Learning Goals for the Unit’s Pre & Post Assessments:**

*Reading Literature:*

**RL.8.3:** 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.8.6:** 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.8.7:** 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.8.9:** 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.

*Reading Informational Text:*

**RI.8.2:** 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.8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI.8.4:** 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.8.6:** 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.

*Language:*

**L.8.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.8.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

**L.8.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.8.4:** 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.

- 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.



## 8<sup>th</sup> Grade Honors

### Collection 2: The Thrill of Horror

In addition to the Core English curriculum, below are additional suggestions that may be used to raise the rigor in the 8<sup>th</sup> grade Honors English course covering the theme of “The Thrill of Horror.”

<i>Reading</i>	<i>Writing</i>
<p><b><u>Suggestions for Collections Two:</u></b></p> <ul style="list-style-type: none"> <li>Assign students to read independently a novel aligned with the theme of “The Thrill of Horror”</li> <li>Assign FYI articles from Collection Two</li> <li>Incorporate the “Additional Texts” from Collection Two (Teacher’s Resources from the Dashboard)</li> <li>Supplement with additional poetry that fits the theme of “The Thrill of Horror”</li> </ul> <p>Literature Circles: Present the students with a Gothic literature selection. Have students decide whether or not these class novels are true landmarks in the horror genre? Are these stories still scary? What made them scary?</p> <p>Assign each Literature Circle a different horror author and short story. Students should then read another short story by the same author and find the parallels between the two.</p> <p>Novel Ideas:</p> <ul style="list-style-type: none"> <li><i>Phantom of the Opera</i> by Gaston Leroux</li> <li><i>Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson</li> <li><i>The Hunchback of Notre Dame</i> by Victor Hugo</li> <li><i>Treasure Box</i> by Orson Scott Card</li> </ul>	<p>Students can read the gothic novels and compare them to similar gothic novels or compare the novels to the definition of the horror genre in the book.</p> <p>The literary analysis can focus on the suspense aspect of the two texts – analyze the texts in compare and contrast format.</p> <p>Students can write a persuasive essay on whether or not Poe was a mastermind of the horror genre or an insane writer.</p> <p>Students can write a persuasive essay to persuade readers to agree or disagree with whether the novel should be included in the genre of horror, or perhaps whether or not the novel should be removed from the shelves.</p> <p>Students can develop new understandings of the novel and present a modernized version of the same story.</p> <p>Students can compare and contrast the novel to the movie version and focus on how each represents the elements of the horror genre.</p>

**STORY – ANCHOR TEXT ONE: “THE TELL-TALE HEART”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.1, RL.8.3, RL.8.4, RL.8.6  <i>Speaking and Listening:</i> SL.8.1a, SL.8.4, SL.8.6  <i>Writing:</i> W.8.2b, W.8.4, W.8.9a, W.8.10  <i>Language:</i> L.8.2a, L.8.4c</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 89</p> <p><b>Close Read:</b> pgs. 89 – 95</p> <ul style="list-style-type: none"> <li>• Analyze Point of View</li> <li>• Analyze Language</li> <li>• Analyze Suspense</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Suspense – pg. 95</li> <li>• Use a Thesaurus – pg. 97</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 90</p> <p><b>When Students Struggle:</b> Chain of Events – pg. 92</p> <p><b>To Challenge Students:</b> Analyze Voice – pg. 94</p>	<p><b>Analyzing the Text:</b> pg. 96</p> <p><b>Critical Vocabulary:</b> conceive, vex, stifle, crevice, audacity, vehemently, derision, hypocritical - pg. 97</p> <p><b>Vocabulary Strategy:</b> Use a Thesaurus – pg. 97</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to determine the point of view from which a story is told, evaluate the credibility of a narrator, and identify techniques used to create suspense in a fictional account.</p>		<p><b>Second Read:</b> pg. 95</p> <ul style="list-style-type: none"> <li>• Analyze Point of View</li> <li>• Analyze Suspense</li> </ul>	<p><b><u>After Instruction</u></b>  <b>Reteach:</b> Analyze Point of View –                      Level Up Tutorials – Point of View; First-Person Point of View; Third-Person Point of View; Narrator and Speaker - pg. 98a</p> <p><b>Enrichment:</b> Analyze Stories: Plot – pg. 98a</p>	<p><b>Strategies for Annotation:</b> Use a Thesaurus – pg. 97</p> <p><b>Language Conventions:</b> Using Dashes – pg. 98</p>	<p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test</b> - “The Tell-Tale Heart”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Text</b></p>					
<p><b>Anchor Text:</b> “The Tell-Tale Heart” by Edgar Allan Poe – pg. 89</p>					

## ANCHOR TEXT ONE: “THE TELL-TALE HEART” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.8.1, RL.8.3, RL.8.4, RL.8.6</p> <p><i>Speaking and Listening:</i> SL.8.1a, SL.8.4, SL.8.6</p> <p><i>Writing:</i> W.8.2b, W.8.4, W.8.9a, W.8.10</p> <p><i>Language:</i> L.8.2a, L.8.4c</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p>Vocabulary – Front Load: conceive, vex, stifle, crevice, audacity, vehemently, derision, hypocritical</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> accessible, putrid, assailed, prodigious, pinnacle, revelry, travesty, abomination</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “The Outsider” by H.P. Lovecraft – pg. 98b</p> <p><b>Why This Text:</b> pg. 98b</p> <p><b>Background:</b> pg. 98b</p> <p><b>Setting a Purpose:</b> pg. 98b</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>Analyze Point of View</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 98c – 98g</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 98d – 98g</p> <p><b>Reread and Discuss Using Text Evidence:</b> pgs. 98d &amp; 98h</p>	<p><b>Close Reader:</b> “The Outsider” by H.P. Lovecraft – pg. 98b</p> <p><b><u>Differentiated Instruction</u></b></p> <p><b>When Students Struggle:</b> Point of View – pg. 98c</p> <p><b>For ELL Students:</b> pgs. 98e – 98f</p> <p><b>Enrichment: To Challenge Students:</b> Weird Fiction – pg. 98h</p> <p><b><u>Formative Assessments</u></b></p> <p><b>Short Response:</b> pg. 98h</p> <p><b>Dig Deeper:</b> pg. 98i</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 96</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Profile – pg. 96</p> <p><b>Selection Test –</b> “The Tell-Tale Heart”</p>
<b>Required Learning Target</b>					
The students will be able to determine the point of view from which a story is told, evaluate the credibility of a narrator, and identify techniques used to create suspense in a fictional account.					
<b>Required Texts</b>					
<p><b>Support the Anchor Text:</b> “The Tell-Tale Heart” by Edgar Allan Poe – pg. 89</p> <p><b>Close Reader:</b> “The Outsider” by H.P. Lovecraft – pg. 98b</p>					

## STORY – “SCARY TALES”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6</p> <p><i>Speaking and Listening:</i> SL.8.1, SL.8.1a, SL.8.1c, SL.8.3, SL.8.4</p> <p><i>Language:</i> L.8.1</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 99-102</p> <ul style="list-style-type: none"> <li>• Analyze the Meanings of Words and Phrases</li> <li>• Determine Author’s Viewpoint</li> </ul> <p><b>Strategies for Annotation:</b> pgs. 101 &amp; 102</p> <ul style="list-style-type: none"> <li>• Determine Author’s Viewpoint</li> </ul> <p><b>Second Read:</b> pg. 102</p> <ul style="list-style-type: none"> <li>• Determine Author’s Viewpoint</li> <li>• Analyze the Meanings of Words and Phrases</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 99</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Determine Author’s Viewpoint – Level Up Tutorials – Author’s Perspective; Elements of an Argument – pg. 104a</p> <p><b>Enrichment:</b> Conducting a Debate: pg. 104a</p>	<p><b>Analyzing the Text:</b> pg.103</p> <p><b>Language Conventions:</b> Subject-Verb Agreement – pg. 104</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p><b>Selection Test:</b> “Scary Tales”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The students will be able to analyze an essay to determine the author’s viewpoint, counterarguments, and elements of language that contribute to the author’s style.</p>					
<b>Required Text</b>					
<p>“Scary Tales” by Jackie Torrence – pg. 99</p>					

**“SCARY TALES” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6  <i>Speaking and Listening:</i> SL.8.1, SL.8.1a, SL.8.1c, SL.8.3, SL.8.4  <i>Language:</i> L.8.1</p>		<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from “The Thrill of Horror” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Analyze the Meanings of Words and Phrases</li> <li>• Determine Author’s Viewpoint</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from “The Thrill of Horror” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg.103</p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Debate – pg. 103</p> <p><b>Selection Test - “Scary Tales”</b></p>
<p align="center"><b>Required Learning Target</b></p>					
<p>The students will be able to analyze an essay to determine the author’s viewpoint, counterarguments, and elements of language that contribute to the author’s style.</p>					
<p align="center"><b>Required Texts</b></p>					
<p><b>Support the Anchor Text:</b> “Scary Tales” by Jackie Torrence – pg. 99A</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>					

## **STORY – “THE MONKEY’S PAW”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.1; RL.8.2; RL.8.3; RL.8.4; RL.8.6; RL.8.9 <i>Writing:</i> W.8.2b; W.8.7; W.8.8; W.8.9a; <i>Language:</i> L.8.1c; L.8.3a; L.8.4a; L.8.4b; L.8.4c; L.8.4d</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 105-117</p> <ul style="list-style-type: none"> <li>• Analyze Language</li> <li>• Analyze Stories: Foreshadowing</li> <li>• Determine Theme</li> <li>• Analyze Stories: Dialogue</li> <li>• Make Inferences</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Determine Theme - pg. 112</li> <li>• Analyze Stories: Dialogue - pg.108</li> <li>• Analyze Stories: Foreshadowing - pg. 112</li> <li>• Vocabulary Strategy: Latin Roots – pg. 119</li> </ul> <p><b>Second Read:</b> pg. 117</p> <ul style="list-style-type: none"> <li>• Determine Theme</li> <li>• Analyze Stories: Foreshadowing</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 105</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Stories - pg.116</p> <p><b>When Students Struggle:</b> pg. 114</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> pg. 120a Determine Theme</p> <p><b>Enrichment:</b> pg. 120a – Compare and Contrast Texts</p>	<p><b>Analyzing the Text:</b> pg. 118</p> <p><b>Critical Vocabulary:</b> peril, condole, grimace, fate, credulity, prosaic, compensation, resignation - pg. 119</p> <p><b>Vocabulary Strategy:</b> Latin Roots - pg. 119</p> <p><b>Language Conventions:</b> Subjunctive Mood – pg. 120</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test</b> - “The Monkey’s Paw”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
Students will be able to determine and analyze a universal theme and to analyze foreshadowing in a short story.					
<b>Required Text</b>					
“The Monkey’s Paw” by W. W. Jacobs – pg. 105					

**“THE MONKEY’S PAW” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, RL.8.9 <i>Writing:</i> W.8.2b, W.8.7, W.8.8, W.8.9a <i>Language:</i> L.8.1c, L.8.3a, L.8.4a, L.8.4b, L.8.4c, L.8.4d</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p>Vocabulary – Front Load: peril, condole, grimace, fate, credulity, prosaic, compensation, resignation</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> none</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “Frankenstein” by Edward Field – pg. 120b</p> <p><b>Why This Text:</b> pg. 120b</p> <p><b>Background:</b> pg. 120b</p> <p><b>Setting a Purpose:</b> pg. 120b</p> <p><b>Strategies for Close Read:</b></p> <ul style="list-style-type: none"> <li>Determine Theme</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 120c – 120d</p> <p><b>Reread and Cite Text Evidence:</b> pg. 120d</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 120e</p>	<p><b>Close Reader:</b> “Frankenstein” by Edward Field – pg. 120b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Analyze a Poem – pg. 120c</p> <p><b>For ELL Students:</b> pg. 120d</p> <p><b>Enrichment: To Challenge Students:</b> Research – pg. 120e</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 120e</p> <p><b>Dig Deeper:</b> pg. 120e</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 118</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Report – pg. 118</p> <p><b>Selection Test:</b> “The Monkey’s Paw” by W. W. Jacobs</p>
<p><b>Required Learning Target</b></p>					
<p>Students will be able to determine and analyze a universal theme and to analyze foreshadowing in a short story.</p>					
<p><b>Required Texts</b></p>					
<p><b>Support the Anchor Text:</b> “The Monkey’s Paw” by W. W. Jacobs – pg. 105</p> <p><b>Close Reader:</b> “Frankenstein” by Edward Field – pg. 120b</p>					

**STORY – FILM: THE MONKEY’S PAW**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.2, RL.8.7 <i>Reading Informational Text:</i> RI.8.7 <i>Speaking and Listening</i> SL.8.2, SL.8.4, SL.8.5</p> <p><b>Required Learning Target</b></p> <p>The student will be able to analyze the choices a filmmaker makes when he or she decides to adapt a written story to movie form.</p> <p><b>Required Text/Media</b></p> <p>from “<i>The Monkey’s Paw</i>” by Ricky Lewis, Jr. – pg. 121</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 121 -123</p> <ul style="list-style-type: none"> <li>• Evaluate Media</li> </ul> <p><b>Second Read:</b> pg. 123</p> <ul style="list-style-type: none"> <li>• Evaluate Media</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL:</b> <b>Students:</b> Multiple-Meaning Words – pg. 121</p> <p><b>When Students Struggle:</b> Techniques – pg. 123</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Film Techniques – pg. 124a</p> <p><b>Enrichment:</b> Compare and Contrast a Film and Story – pg. 124a</p>	<p><b>Analyzing the Media:</b> pg. 124</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply:</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Media</li> </ul> <p><b>Selection Test:</b> <i>The Monkey’s Paw</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>



## FILM: THE MONKEY'S PAW INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.8.2, RL.8.7</p> <p><i>Reading Informational Text:</i> RI.8.7</p> <p><i>Speaking and Listening</i> SL.8.2, SL.8.4, SL.8.5</p>		<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Additional Text (Teacher’s Resources):</b> “The Masque of the Red Death” by Edgar Allan Poe</p> <p><b>Why This Text:</b> Explain why “The Masque of the Red Death” was selected.</p>	<p><b>Additional Text (Teacher’s Resources):</b> “The Masque of the Red Death” by Edgar Allan Poe</p> <p><b><u>Differentiated Instruction</u></b> While teaching “The Masque of the Red Death” differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Media:</b> pg. 124</p> <p><b>My WriteSmart Performance Task –</b> Media Activity: Storyboard – pg. 124</p> <p><b>Selection Test:</b> <i>The Monkey’s Paw</i></p>
<b>Required Learning Target</b>					
The student will be able to analyze the choices a filmmaker makes when he or she decides to adapt a written story to movie form.					
<b>Required Texts/Media</b>					
<p><b>Support the Anchor Text:</b> from <i>The Monkey’s Paw</i> by Ricky Lewis, Jr. – pg. 121</p> <p><b>Additional Text (Teacher’s Resources):</b> “The Masque of the Red Death” by Edgar Allan Poe</p>					

**ANCHOR TEXT TWO: ENGLISH – “WHAT IS THE HORROR GENRE?”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6</p> <p><i>Speaking and Listening:</i> SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.4</p> <p><i>Language:</i> L.8.2a, L.8.4b</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 125</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Analyze Text: Literary Criticism</li> <li>• Summarize Text</li> <li>• Analyze Language</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Text: Literary Criticism – pg. 129</li> </ul> <p><b>Second Read:</b> pg. 129</p> <ul style="list-style-type: none"> <li>• Analyze Text: Literary Criticism</li> <li>• Summarize Text</li> </ul>	<p><b><u>During Instruction</u></b></p> <p><b>Scaffolding for ELL Students:</b> Pronoun Referents – pg. 126</p> <p><b>When Students Struggle:</b> Criteria – pg. 127</p> <p><b><u>After Instruction</u></b></p> <p><b>Reteach:</b> Analyze Text: Literary Criticism – pg. 132a</p> <p><b>Enrichment:</b> Interactive Whiteboard Lesson: Identifying Central Idea and Details in Literary Criticism – pg. 132a</p>	<p><b>Analyzing the Text:</b> pg. 130</p> <p><b>Critical Vocabulary:</b> intensify, justify, parallel, quest – pg. 131</p> <p><b>Vocabulary Strategy:</b> Using Suffixes – pg. 131</p> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Using Suffixes – pg. 131</li> </ul> <p><b>Language Conventions:</b> Using Commas – pg. 132</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> “What Is the Horror Genre?”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>	The student will be able to analyze literary criticism to gain insight into the literature.				
<b>Required Text</b>	“What Is the Horror Genre?” by Sharon A. Russell – pg. 125				

## ANCHOR TEXT TWO: ENGLISH – “WHAT IS THE HORROR GENRE?” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6</p> <p><i>Speaking and Listening:</i> SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.4</p> <p><i>Language:</i> L.8.2a, L.8.4b</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p>Vocabulary – Front Load: intensify, justify, parallel, quest</p> <ul style="list-style-type: none"> <li>• Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> sorcerer, speculate, notorious, malicious</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader:</b> “Man-Made Monsters” by Daniel Cohen – pg. 132b</p> <p><b>Why This Text:</b> pg. 132b</p> <p><b>Background:</b> pg. 132b</p> <p><b>Setting a Purpose:</b> pg. 132b</p> <p><b>Strategies for Close Read:</b></p> <ul style="list-style-type: none"> <li>• Summarize Text</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 132c – 132e</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 132d - 132e</p> <p><b>Reread and Discuss Using Text Evidence:</b> pgs. 132e – 132f</p>	<p><b>Close Reader:</b> “Man-Made Monsters” by Daniel Cohen – pg. 132b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Central Ideas – pg. 132c</p> <p><b>For ELL Students:</b> pgs. 132d – 132e</p> <p><b>Enrichment: To Challenge Students:</b> Citing Evidence – pg. 132f</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 132f</p> <p><b>Dig Deeper:</b> pg. 132g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 130</p> <p><b>My WriteSmart Performance Task:</b> Speaking Activity: Discussion – pg. 130</p> <p><b>Selection Test -</b> “What Is the Horror Genre?”</p>
<b>Required Learning Target</b>					
<p>The student will be able to analyze literary criticism to gain insight into the literature.</p>					
<b>Required Texts</b>					
<p><b>Support the Anchor Text:</b> “What Is the Horror Genre?” by Sharon A. Russell – pg. 125</p> <p><b>Close Reader:</b> “Man-Made Monsters” by Daniel Cohen – pg. 132b</p>					

## WEEK SIX

### **ENGLISH AND READING & WRITING INTERVENTION – UNIT TEST & PERFORMANCE TASK**

**Summative Assessments:**

- **Collection Unit Two Assessment:** Summative Assessment
- **Collection Unit Two Performance Task:** Write a Literary Analysis – pg. 137

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources can be found at <http://my.hrw.com>**

# 8<sup>TH</sup> GRADE COLLECTIONS UNIT THREE: *THE MOVE TOWARD FREEDOM*

## ENGLISH LANGUAGE ARTS PACING 3 GUIDE

**Unit's Focus-** The Move Toward Freedom: In this collection, you will focus on the quest for freedom that led to the American Civil War.

**Unit's Academic Vocabulary:** access, civil, demonstrate, document, symbolize

**Essential Question:**

How did fighting for liberty contribute to moving the country forward?

**Assessments:**

- **Collection Unit Three Assessment:** Summative Assessment
- **Collection Unit Three Performance Task:** Create a Visual Presentation – pg. 203

**Learning Goals for the Unit's Pre & Post Assessments:**

*Reading Literature:*

**RI.8.2:** 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.

**RI.8.3:** 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.

**RI.8.4:** 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.

*Reading Informational Text:*

**RI.8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**RI.8.4:** 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.8.5:** 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.8.6:** 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.

*Language:*

**L.8.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

**L.8.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.8.3:** 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.8.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Use the relationship between particular words to better understand each of the words.

## 8<sup>th</sup> Grade Honors

### Collection 3: The Move Toward Freedom

In addition to the Core English curriculum, below are additional suggestions that may be used to raise the rigor in the 8<sup>th</sup> grade Honors English course covering the theme of “The Move Toward Freedom.”

<i>Reading</i>	<i>Writing</i>
<p><b><u>Suggestions for Collections Three:</u></b></p> <ul style="list-style-type: none"> <li>Assign students to read independently a novel aligned with the theme of “The Move Toward Freedom”</li> <li>Assign FYI articles from Collection Three</li> <li>Incorporate the “Additional Texts” from Collection Three (Teacher’s Resources from the Dashboard)</li> <li>Supplement with additional poetry that fits the theme of “The Move Toward Freedom”</li> </ul> <p>Novel Ideas:</p> <ul style="list-style-type: none"> <li><i>Kindred</i> by Octavia Butler</li> <li><i>With Every Drop of Blood</i> by James Collier</li> <li><i>Which Way Freedom</i> by Joyce Hansen</li> <li><i>Bright Freedom’s Song</i> by Gloria Houston</li> <li><i>Across Five Aprils</i> by Irene Hunt</li> <li><i>Farewell to Manzanar</i> by Jeanne Wakatsuki Houston</li> </ul>	<p>Students can research a modern day group which does not enjoy the same freedoms as the majority. Students will create a 3-minute commentary on this oppressed group and present it to the class.</p> <ul style="list-style-type: none"> <li>Explore if there is a lasting impact of slavery on modern society (students participate in a Socratic seminar)</li> </ul>

**STORY – ANCHOR TEXT ONE: *NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS,*  
AN AMERICAN SLAVE**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading</i> Informational Text: RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.6 <i>Writing:</i> W.8.2b, W.8.9b <i>Speaking and</i> <i>Listening:</i> SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.4 <i>Language:</i> L.8.4a, L.8.4d</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 143</p> <p><b>Close Read:</b> pgs. 143- 147</p> <ul style="list-style-type: none"> <li>• Analyze Text: Autobiography</li> <li>• Analyze Language</li> <li>• Analyze Structure</li> </ul> <p><b>Strategies for Annotation:</b> pg. 148</p> <ul style="list-style-type: none"> <li>• Analyze Text: Autobiography</li> </ul> <p><b>Second Read:</b> pg. 148</p> <ul style="list-style-type: none"> <li>• Analyze Text: Autobiography</li> <li>• Analyze Structure</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL</b> <b>Students:</b> Analyze Punctuation – pg. 144</p> <p><b>When Students Struggle:</b> Fluency – pg. 146</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Text: Autobiography and Author’s Purpose Level Up Tutorial – Biographies and Autobiographies – pg. 150a</p> <p><b>Enrichment:</b> Collaborative Discussion – pg. 150a</p>	<p><b>Analyzing the Text:</b> pg. 149</p> <p><b>Critical Vocabulary:</b> commence, unabated, apprehension, denunciation, prudence, vindication – pg. 150</p> <p><b>Vocabulary Strategy:</b> Use Context Clues – pg. 150</p> <p><b>Strategies for Annotation:</b> Use Context Clues – pg. 150</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply:</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> </ul> <p><b>Selection Test -</b> <i>Narrative of the life of Frederick Douglass, an American Slave</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to analyze an autobiography and explain the author’s purpose.					
<b>Required Text</b>					
<b>Anchor Text:</b> from <i>Narrative of the life of Frederick Douglass, an American Slave</i> by Frederick Douglass – pg. 143a					

**ANCHOR TEXT ONE: NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS,  
AN AMERICAN SLAVE INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.6 <i>Writing:</i> W.8.2b, W.8.9b <i>Speaking and Listening:</i> SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.4 <i>Language:</i> L.8.4a, L.8.4d</p> <p style="text-align: center;"><b>Required Learning Target</b></p> <p>The student will be able to analyze an autobiography and explain the author’s purpose.</p> <p style="text-align: center;"><b>Required Texts</b></p> <p><b>Support the Anchor Text:</b> from <i>Narrative of the life of Frederick Douglass, an American Slave</i> by Frederick Douglass – pg. 143a</p> <p><b>Close Reader:</b> “My Friend Douglass” by Russell Freedman – pg. 150</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> commence, unabated. Apprehension, denunciation, prudence, vindication</p> <ul style="list-style-type: none"> <li>Utilize Word Sharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> inauguration, jubilant, calamity, emancipation</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “My Friend Douglass” by Russell Freedman – pg. 150b</p> <p><b>Why This Text:</b> pg. 150b</p> <p><b>Background:</b> pg. 150b</p> <p><b>Setting a Purpose:</b> pg. 150b</p> <p><b>Strategies for Close Read:</b></p> <ul style="list-style-type: none"> <li>Analyze the Structure of a Biography</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 150c – 150e</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 150d – 150e</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 150f</p>	<p><b>Close Reader:</b> “My Friend Douglass” by Russell Freedman – pg. 150b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Analyze Text – pg. 150c</p> <p><b>For ELL Students:</b> pgs. 150d – 150e</p> <p><b>Enrichment: To Challenge Students:</b> History Channel – pg. 150f</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 150f</p> <p><b>Dig Deeper:</b> pg. 150g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 149</p> <p><b>My WriteSmart Performance Task –</b> Literary Analysis – pg. 149</p> <p><b>Selection Test -</b> <i>Narrative of the life of Frederick Douglass, an American Slave</i></p>



## STORY: FROM *HARRIET TUBMAN: CONDUCTOR ON THE UNDERGROUND RAILROAD*

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.3, RI.8.4, RI.8.5  <i>Writing:</i> W.8.7, W.8.9b  <i>Speaking and Listening:</i> SL.8.1a, SL.8.4  <i>Language:</i> L.8.1c, L.8.3a, L.8.5b, L.8.6</p>	<p><b>Focus Comprehension Strategy:</b>            Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 151-162</p> <ul style="list-style-type: none"> <li>• Analyze Text: Biography</li> <li>• Analyze Structure</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Structure – pg. 156</li> <li>• Analyze Text: Biography – pg. 161</li> <li>• Analyze Structure – pg. 163</li> <li>• Vocabulary Strategy: Use Word Relationships – pg. 165</li> </ul> <p><b>Second Read:</b> pg. 163</p> <ul style="list-style-type: none"> <li>• Analyze Text: Biography</li> <li>• Analyze Structure</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b>            Analyze Structure – pg. 151</p> <p><b>When Students Struggle:</b>            Shifts in Time – pg. 154</p> <p><b>Enrichment: To Challenge Students:</b>            Analyze Allusions – pg. 162</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b> Analyze Text: Biography – Level Up Tutorials – Biographies and Autobiographies - pg. 166a</p> <p><b>Enrichment:</b> Cite Evidence – pg. 166a</p>	<p><b>Analyzing the Text:</b> pg. 164</p> <p><b>Critical Vocabulary:</b>            disheveled, sullen, instill, eloquence, dispel, evoke, linger, cajole – pg. 165</p> <p><b>Vocabulary Strategy:</b>            Use Word Relationships – pg. 165</p> <p><b>Language Conventions:</b>            Conditional Mood – pg. 166</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply:</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> from <i>Harriet Tubman: Conductor on the Underground Railroad</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to identify methods of characterization in a biography and analyze the author’s craft.</p>					
<b>Required Text</b>					
<p>from <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry - pg. 151a</p>					

## FROM HARRIET TUBMAN: CONDUCTOR ON THE UNDERGROUND RAILROAD INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.3, RI.8.4, RI.8.5</p> <p><i>Writing:</i> W.8.7, W.8.9b</p> <p><i>Speaking and Listening:</i> SL.8.1a, SL.8.4</p> <p><i>Language:</i> L.8.1c, L.8.3a, L.8.5b, L.8.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> disheveled, sullen, instill, eloquence, dispel, evoke, linger, cajole</p> <ul style="list-style-type: none"> <li>Utilize Word Sharp: Interactive Vocabulary Tutor</li> </ul>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from “The Move Toward Freedom” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>Analyze Structure</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from “The Move Toward Freedom” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 164</p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Speech – pg. 164</p> <p><b>Selection Test:</b> from <i>Harriet Tubman: Conductor on the Underground Railroad</i></p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to identify methods of characterization in a biography and analyze the author’s craft.</p>					
<p><b>Required Texts</b></p>					
<p><b>Support the Text:</b> from <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry - pg. 151</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a FYI Selection</p>					

## STORY – ANCHOR TEXT TWO: “THE DRUMMER BOY OF SHILOH”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments	
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.3, RL.8.4</p> <p><i>Speaking and Listening:</i> SL.8.1, SL.8.2, SL.8.4</p> <p><i>Language:</i> L.8.1c, L.8.4a, L.8.5a, L.8.6</p> <p><i>Writing:</i> W.8.7, W.8.8</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg.167</p> <p><b>Close Read:</b> pgs. 167-172</p> <ul style="list-style-type: none"> <li>• Analyze Stories: Historical Fiction</li> <li>• Determine Meanings of Words and Phrases</li> <li>• Draw Conclusions</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Stories: Historical Fiction – pg. 173</li> <li>• Interpret Figures of Speech – pg. 175</li> </ul> <p><b>Second Read:</b> pg.173</p> <ul style="list-style-type: none"> <li>• Analyze Stories: Historical Fiction</li> <li>• Determine Meanings of Words and Phrases</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Spanish Cognates – pg. 168</p> <p><b>When Students Struggle:</b> Context Clues – pg. 170</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Motivation – pg. 172</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Stories: Historical Fiction Level Up Tutorials – Prose Forms – pg. 176a</p> <p><b>Enrichment:</b> Draw Conclusions – pg. 176a</p>	<p><b>Analyzing the Text:</b> pg. 174</p> <p><b>Critical Vocabulary:</b> solemn, legitimately, askew, resolute, strew, muted – pg. 175</p> <p><b>Vocabulary Strategy:</b> Interpret Figures of Speech – pg. 175</p> <p><b>Language Conventions:</b> Indicative Mood – pg. 176</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b><u>Short Cycle</u></b> <b>My WriteSmart Performance Task</b> – Respond by Speaking – pg. 174</p> <p><b>Selection Test:</b> “The Drummer Boy of Shiloh” by Ray Bradbury – pg. 167</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>	
<b>Required Learning Target</b>						
The student will identify and analyze the key elements of historical fiction and examine how authors create mood in a story.						
<b>Required Text</b>						
<b>Anchor Text:</b> “The Drummer Boy of Shiloh” by Ray Bradbury – pg. 167						

## ANCHOR TEXT TWO: “THE DRUMMER BOY OF SHILOH” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.3, RL.8.4</p> <p><i>Speaking and Listening:</i> SL.8.1, SL.8.2, SL.8.4</p> <p><i>Language:</i> L.8.1c, L.8.4a, L.8.5a, L.8.6</p> <p><i>Writing: 2016-2003</i> W.8.7, W.8.8</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> solemn, legitimately, askew, resolute, strew, muted</p> <ul style="list-style-type: none"> <li>Utilize Word Sharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> stolidity, prostrate, ominous, gesticulating, indolent</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “A Mystery of Heroism” by Stephen Crane – pg. 176b</p> <p><b>Why This Text:</b> pg. 176b</p> <p><b>Background:</b> pg. 176b</p> <p><b>Setting a Purpose:</b> pg. 176b</p> <p><b>Strategies for Close Read:</b></p> <ul style="list-style-type: none"> <li>Analyze Historical Fiction</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 176c – 176i</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 176d &amp; 176f – 176i</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 176j</p>	<p><b>Close Reader:</b> “A Mystery of Heroism” by Stephen Crane – pg. 176b</p> <p><b><u>Differentiated Instruction When Students Struggle:</u></b> Analyze Character – pg. 176c</p> <p><b>For ELL Students:</b> pgs. 176d, 176f &amp; 176h</p> <p><b>Enrichment: To Challenge Students:</b> History Channel: Civil War – pg. 176j</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 176j</p> <p><b>Dig Deeper:</b> pg. 176k</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 174</p> <p><b>My WriteSmart Performance Task –</b> Respond by Speaking – pg. 174</p> <p><b>Selection Test:</b> “The Drummer Boy of Shiloh” – pg. 167a</p>
<p><b>Required Learning Target</b></p>					
<p>The student will identify and analyze the key elements of historical fiction and examine how authors create mood in a story.</p>					
<p><b>Required Texts</b></p>					
<p><b>Support the Anchor Text:</b> “The Drummer Boy of Shiloh” by Ray Bradbury – pg. 167a</p> <p><b>Close Reader:</b> “A Mystery of Heroism” by Stephen Crane – pg. 176b</p>					

**STORY – FROM BLOODY TIMES: THE FUNERAL OF ABRAHAM LINCOLN AND  
THE MANHUNT FOR JEFFERSON DAVIS**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Vocabulary Strategy Language Conventions	Formative Assessments
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.6  <i>Writing:</i> W.8.2, W.8.7, W.8.8, W.8.9b  <i>Language:</i> L.8.1a, L.8.4a, L.8.4d, L.8.5c</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> </ul>	<p><b>Modeled Discussions:</b> pg. 177</p> <p><b>Close Read:</b> pgs. 177-194</p> <ul style="list-style-type: none"> <li>• Setting a Purpose</li> <li>• Analyze Structure: Comparison and Contrast</li> <li>• Analyze Connotative Meanings</li> <li>• Analyze Language</li> <li>• Determine Author’s Purpose</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b> Analyze Language – pgs. 177 &amp; 187</p>	<p><b>Analyzing the Text:</b> pg. 196</p> <p><b>Critical Vocabulary:</b> secede, ruffian, boon, succumb, looter, vengeance, jubilation, provisions, oppress, through – pg. 197</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>
<p align="center"><b>Required Learning Target</b></p>	<ul style="list-style-type: none"> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Structure: Comparison and Contrast – pg. 195</li> <li>• Use Context Clues – pg. 197</li> </ul>	<p><b>When Students Struggle:</b> Venn Diagram Graphic Organizer – pg. 178 Sequence of Events – pg. 181</p>	<p><b>Vocabulary Strategy:</b> Use Context Clues – pg. 197</p>	<p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul>
<p>The student will be able to identify and analyze a compare-and-contrast organizational pattern in a text and understand the impact of a word’s connotation on meaning.</p>			<p><b><u>After Instruction</u></b>  <b>Reteach:</b> Analyze Structure: Comparison and Contrast – pg. 198a  <b>Enrichment:</b> Generating Questions for Research – pg. 198a</p>	<p><b>Language Conventions:</b> Gerunds – pg. 198</p>	<p><b>Selection Test:</b> from <i>Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis</i></p>
<p align="center"><b>Required Text</b></p>		<p><b>Second Read:</b> pg. 195</p> <ul style="list-style-type: none"> <li>• Analyze Structure: Comparison and Contrast – pg. 195</li> <li>• Analyze Connotative Meanings – pg. 195</li> </ul>			
<p>from “<i>Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis</i>” by James L. Swanson – pg. 177</p>					<p>*These are instructional strategies that can also be used as formative assessments.</p>

**FROM BLOODY TIMES: THE FUNERAL OF ABRAHAM LINCOLN AND  
THE MANHUNT FOR JEFFERSON DAVIS INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.6 <i>Writing:</i> W.8.2, W.8.7, W.8.8, W.8.9b <i>Language:</i> L.8.1a, L.8.4a, L.8.4d, L.8.5c</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> secede, ruffian, boon, succumb, looter, vengeance, jubilation, provisions, oppress, throng</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> content, reproach, stifling, ludicrous</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “Civil War Journal” by Louisa May Alcott – pg. 198b</p> <p><b>Why This Text:</b> pg. 198b</p> <p><b>Background:</b> pg. 198b</p> <p><b>Setting a Purpose:</b> pg. 198b</p> <p><b>Strategies for Close Read:</b></p> <ul style="list-style-type: none"> <li>Analyze Structure: Comparison and Contrast</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 198c – 198e</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 198d – 198f</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 198e</p>	<p><b>Close Reader:</b> “Civil War Journal” by Louisa May Alcott – pg. 198b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Compare and Contrast – pg. 198c Key Concepts – pg. 198d</p> <p><b>For ELL Students:</b> pgs. 198e – 198f</p> <p><b>Enrichment: To Challenge Students:</b> History Channel: American Civil War – pg. 198f</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 198f</p> <p><b>Dig Deeper:</b> pg. 198g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 196</p> <p><b>My WriteSmart Performance Task – Respond in Writing –</b> pg. 196</p> <p><b>Selection Test:</b> <i>Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis</i></p>
<p><b>Required Learning Target</b></p> <p>The student will be able to identify and analyze a compare-and-contrast organizational pattern in a text and understand the impact of a word’s connotation on meaning.</p>					
<p><b>Required Texts</b></p> <p><b>Support the Text:</b> from “<i>Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis</i>” by James L. Swanson – pg. 177a</p> <p><b>Close Reader:</b> “Civil War Journal” by Louisa May Alcott – pg. 198b</p>					

## STORY – “O CAPTAIN! MY CAPTAIN!”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.1, RL.8.4, RL.8.5 <i>Speaking and Listening:</i> SL.8.1, SL.8.6</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p>	<p><b>Close Read:</b> pgs. 199-200</p> <ul style="list-style-type: none"> <li>• Setting a Purpose</li> <li>• Analyze Structure</li> <li>• Determine Meanings of Words and Phrases</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 199</p>	<p><b>Analyzing the Text:</b> pg. 202</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>
<p><b>Required Learning Target</b></p>	<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Strategies for Annotation:</b> pg. 201</p> <ul style="list-style-type: none"> <li>• Determine Meanings of Words and Phrases</li> </ul>	<p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Structure: Stanza and Rhyme Scheme – pg. 202a Determine Meanings of Words and Phrases – Level Up Tutorial - pg. 202b</p>		<p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul>
<p>The student will learn about elegy as a poetic form and understand how extended metaphors can be used to express feelings and ideas.</p>		<p><b>Second Read:</b> pg. 201</p> <ul style="list-style-type: none"> <li>• Determine Meanings of Words and Phrases</li> <li>• Analyze Structure</li> </ul>	<p><b>Enrichment:</b> Analyze Style – 202a Meter and Scansion – 202b</p>		<p><b>Selection Test</b> - “O Captain! My Captain!”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Text</b></p>					
<p>“O Captain! My Captain!” by Walt Whitman – pg. 199a</p>					

## “O CAPTAIN! MY CAPTAIN!” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.8.1, RL.8.4, RL.8.5 <i>Speaking and Listening:</i> SL.8.1, SL.8.6</p>		<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p>	<p><b>Additional Text (Teacher’s Resources):</b> “To Althea, from Prison” by Richard Lovelace</p>	<p><b>Additional Text (Teacher’s Resources):</b> “To Althea, from Prison” by Richard Lovelace</p>	<p><b>Analyzing the Text:</b> pg. 202</p>
<p><b>Required Learning Target</b></p>		<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> </ul>	<p><b>Why This Text:</b> Explain why “The Masque of the Red Death” was selected.</p>	<p><b><u>Differentiated Instruction</u></b> While teaching “To Althea, from Prison” differentiate the instruction to meet the needs of your students.</p>	<p><b>My WriteSmart Performance Task</b> – Respond by Speaking – pg. 202</p>
<p>The student will learn about elegy as a poetic form and understand how extended metaphors</p>				<p><b><u>Formative Assessments</u></b></p>	<p><b>Selection Test:</b> “O Captain! My Captain!”</p>

can be used to express feelings and ideas.		• Step Backs		<p><b>Short Response:</b> Create a short response based on Ohio’s New Learning standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	
<b>Required Texts</b>					
<p><b>Support the Text:</b> “O Captain! My Captain!” by Walt Whitman – pg. 199a</p> <p><b>Additional Text (Teacher’s Resources):</b> “To Althea, from Prison” by Richard Lovelace</p>					

## WEEK SIX

### **ENGLISH AND READING & WRITING INTERVENTION – UNIT TEST & PERFORMANCE TASK**

**Summative Assessments:**

- **Collection Unit Three Assessment:** Summative Assessment
- **Collection Unit Three Performance Task:** Create a Visual Presentation – pg. 203

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students’ needs.

**Additional selections and resources can be found at <http://my.hrw.com>**



# 8<sup>TH</sup> GRADE COLLECTIONS UNIT FOUR: APPROACHING ADULTHOOD

## ENGLISH LANGUAGE ARTS PACING 4 GUIDE

<p><b>Unit’s Focus – <i>Approaching Adulthood</i>:</b> In this collection, students will explore the passage from childhood to adulthood.</p>	<p><b>Unit’s Academic Vocabulary:</b> debate, deduce, license, sufficient, trend</p>
<p><b>Essential Question:</b> How is becoming a teenager a step closer to adulthood?</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Collection Unit Four Assessment:</b> Summative Assessment</li> <li>• <b>Collection Unit Four Performance Task:</b> Produce a Multimedia Campaign – pg. 273</li> </ul>
<p><b>Learning Goals for the Unit’s Pre &amp; Post Assessments:</b></p> <p><i>Reading Literature:</i></p> <p><b>RI.8.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.8.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>RI.8.3:</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RI.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><i>Reading Informational Text:</i></p> <p><b>RI.8.2:</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>RI.8.5:</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p><b>RI.8.8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><b>RI.8.9:</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><i>Language:</i></p> <p><b>L.8.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ol> <p><b>L.8.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>c. Spell correctly.</li> </ol> <p><b>L.8.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</li> </ol> <p><b>L.8.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

## 8<sup>th</sup> Grade Honors

### Collection 4: Approaching Adulthood

In addition to the Core English curriculum, below are additional suggestions that may be used to raise the rigor in the 8<sup>th</sup> grade Honors English course covering the theme of “Approaching Adulthood.”

<i>Reading</i>	<i>Writing</i>
<p><b><u>Suggestions for Collections Four:</u></b></p> <ul style="list-style-type: none"> <li>Assign students to read independently a novel aligned with the theme of “Approaching Adulthood”</li> <li>Assign FYI articles from Collection Four</li> <li>Incorporate the “Additional Texts” from Collection Four (Teacher’s Resources from the Dashboard)</li> <li>Supplement with additional poetry that fits the theme of “Approaching Adulthood”</li> </ul> <p>Students can work in Literature Circles focused on telling old stories in new ways. Students are to analyze how the change in possible storyline, point of view, setting, characters, or genre changes a theme.</p> <p>Novels ideas:</p> <ul style="list-style-type: none"> <li><i>Last of the Mohicans</i> by James Fenimore Cooper compared to the <i>Avatar</i></li> <li><i>Time Machine</i> by H. G. Wells compared to <i>Back to the Future</i></li> <li><i>Sword in the Stone</i> by T. H. White compared to <i>Star Wars</i></li> <li>Re-telling of one of Shakespeare’s Plays</li> <li>Re-telling of <i>The Wizard of Oz</i> by L. Frank Baum</li> <li>Re-telling of <i>Alice in Wonderland</i> by Lewis Carroll</li> </ul>	<p>Students create a multimedia campaign exploring current laws which impact teens. The campaign could consist of developing a website or one-page website.</p> <p>Students should develop a persuasive presentation, several commercials or ads based on propaganda techniques. The class can vote on top campaigns.</p> <p>Students can create a new version of one of the literature novels or short stories read in class from a different narrative perspective/point of view.. Students are to illustrate part of the story and complete a portion of the story in a new format such as:</p> <ul style="list-style-type: none"> <li>- Graphic Novels</li> <li>- Pop-up Books</li> <li>- News stories</li> <li>- New short story</li> <li>- Diaries</li> <li>- Short Movies</li> <li>- T.V. Series</li> </ul>

## STORY - ANCHOR TEXT ONE: “MARIGOLDS”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.3, RL.8.4 <i>Writing:</i> W.8.2, W.8.4, W.8.9a, W.8.10 <i>Language:</i> L.8.1a, L.8.4b, L.8.4d, L.8.6</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 213</p> <p><b>Close Read:</b> pgs. 213 - 224</p> <ul style="list-style-type: none"> <li>• Determine Theme</li> <li>• Analyze Language</li> <li>• Analyze Stories: Characters’ Motivation</li> <li>• Make Inferences</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Language – pg. 219</li> <li>• Analyze Stories: Characters’ Motivation – pg. 222</li> <li>• Determine Theme – pg. 225</li> <li>• Use Latin Suffixes – pg. 227</li> </ul> <p><b>Second Read:</b> pg. 225</p> <ul style="list-style-type: none"> <li>• Analyze Stories: Characters’ Motivation</li> <li>• Determine Theme</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 214</p> <p><b>When Students Struggle:</b> Visualizing – pg. 216</p> <p><b>Enrichment: To Challenge Students:</b> Create Dialogue – pg. 224</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Stories: Characters’ Motivation – pg. 228a</p> <p><b>Enrichment:</b> Make Inferences – pg. 228a</p>	<p><b>Analyzing the Text:</b> pg. 226</p> <p><b>Critical Vocabulary:</b> poignant, perverse, degradation, ostensible, bravado, squalor, retribution, impotent, stoicism, exuberance – pg. 227</p> <p><b>Language Conventions:</b> Infinitives – pg. 228</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> “Marigolds”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to identify the motivations of characters in a story and determine the factors that help him or her understand the theme of the story.</p>					
<p><b>Required Text</b></p>					
<p><b>Anchor Text:</b> “Marigolds” by Eugenia Collier - pg. 213a</p>					

## ANCHOR TEXT ONE: “MARIGOLDS” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.3, RL.8.4 <i>Writing:</i> W.8.2, W.8.4, W.8.9a, W.8.10 <i>Language:</i> L.8.1a, L.8.4b, L.8.4d, L.8.6</p>	<p><b>Prior to the Core Selection and close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> poignant, perverse, degradation, ostensible, bravado, squalor, retribution, impotent, stoicism, exuberance</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> paternal, savory, infuriated</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “The Whistle” by Anne Estevis – pg. 228b</p> <p><b>Why This Text:</b> pg. 228b</p> <p><b>Background:</b> pg. 228b</p> <p><b>Setting a Purpose:</b> pg. 228b</p> <p><b>Strategies for Close Reading:</b></p> <ul style="list-style-type: none"> <li>Analyze Stories: Characters’ Motivation</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 228c -228f</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 228d – 228g</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 228e</p>	<p><b>Close Reader:</b> “The Whistle” by Anne Estevis – pg. 228b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Structural Elements in a Fictional Narrative – pg. 228c</p> <p><b>For ELL Students:</b> pgs. 228e – 228f</p> <p><b>Enrichment: To Challenge Students:</b> Persuasive Essay – pg. 228g</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 228g</p> <p><b>Dig Deeper:</b> pg. 228g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 226</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Essay – pg. 226</p> <p><b>Selection Test -</b> “Marigolds”</p>
<b>Required Learning Target</b>					
The student will be able to identify the motivations of characters in a story and determine the factors that help him or her understand the theme of the story.					
<b>Required Texts</b>					
<p><b>Support the Anchor Text:</b> “Marigolds” by Eugenia Collier - pg. 213a</p> <p><b>Close Reader:</b> “The Whistle” by Anne Estevis – pg. 228b</p>					

## STORY: “HANGING FIRE” AND “TEENAGERS”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.4, RL.8.5</p> <p><i>Writing:</i> W.8.4, W.8.9a, W.8.10</p> <p><i>Speaking and Listening:</i> SL.8.1a, SL.8.6</p> <p><i>Language:</i> L.8.2c</p>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 229-231</p> <ul style="list-style-type: none"> <li>• Setting a Purpose</li> <li>• Determine Theme</li> <li>• Make Inferences</li> <li>• Determine Meaning of Words and Phrases</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Determine Meanings of Words and Phrases – pg. 231</li> <li>• Make Inferences – pg. 232</li> </ul> <p><b>Second Read:</b> pg. 232</p> <ul style="list-style-type: none"> <li>• Make Inferences</li> <li>• Determine Theme</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Model Fluency – pg. 229</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Determine Theme – pg. 234a</p> <p><b>Enrichment:</b> Determine Meaning of Words and Phrases – 234a</p>	<p><b>Analyzing the Text:</b> pg. 233</p> <p><b>Language Conventions:</b> Words Ending in y – pg. 234</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test -</b> “Hanging Fire” and “Teenagers”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to make inferences and determine the theme of a poem.</p>					
<p><b>Required Texts</b></p>					
<p>“Hanging Fire” by Audre Lord - pg. 229a</p> <p>“Teenagers” by Pat Mora - pg. 229a</p>					

## “HANGING FIRE” AND “TEENAGERS” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.4, RL.8.5 <i>Writing:</i> W.8.4, W.8.9a, W.8.10 <i>Speaking and Listening:</i> SL.8.1a, SL.8.6 <i>Language:</i> L.8.2c</p>		<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader:</b> “Identity” by Julio Noboa Polanco – pg. 234b</p> <p>“Hard on the Gas” by Janet S. Wong – pg. 234b</p> <p><b>Why This Text:</b> pg. 234b <b>Background:</b> pg. 234b</p> <p><b>Setting a Purpose:</b> pg. 234b</p> <p><b>Strategies for Close Reading:</b></p> <ul style="list-style-type: none"> <li>• Make Inferences</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 234d – 234e</p> <p><b>Reread and Cite Text Evidence:</b> pg. 234d</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 234e</p>	<p><b>Close Reader:</b> “Identity” by Julio Noboa Polanco – pg. 234b</p> <p>“Hard on the Gas” by Janet S. Wong – pg. 234b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Inferences – pg. 234c</p> <p><b>For ELL Students:</b> pg. 234d</p> <p><b>Enrichment: To Challenge Students:</b> Poems – pg. 234e</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 234e</p> <p><b>Dig Deeper:</b> pg. 234e</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 233</p> <p><b>My WriteSmart Performance Task</b> – Writing Activity: Comparison – pg. 233</p> <p><b>Selection Test</b> - “Hanging Fire” and “Teenagers”</p>
<b>Required Learning Target</b>					
<p>The student will be able to make inferences and determine the theme of a poem.</p>					
<b>Required Texts</b>					
<p><b>Support the Text:</b> “Hanging Fire” by Audre Lord - pg. 229a</p> <p>“Teenagers” by Pat Mora - pg. 229a</p> <p><b>Close Reader:</b> “Identity” by Julio Noboa Polanco – pg. 234b</p> <p>“Hard on the Gas” by Janet S. Wong – pg. 234b</p>					

## STORY – ANCHOR TEXT TWO “WHEN DO KIDS BECOME ADULTS?”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8, RI.8.9</p> <p><i>Writing:</i> W.8.7</p> <p><i>Language:</i> L.8.1d, L.8.4b, L.8.4d</p> <p><i>Speaking and Listening:</i> SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 235</p> <p><b>Close Read:</b> pgs. 235-242</p> <ul style="list-style-type: none"> <li>• Trace and Evaluate an Argument</li> <li>• Analyze Language</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Trace and Evaluate an Argument – pgs. 239 &amp; 243</li> <li>• Greek Roots – pg. 245</li> </ul> <p><b>Second Read:</b> pg. 243</p> <ul style="list-style-type: none"> <li>• Trace and Evaluate an Argument</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 236</p> <p><b>When Students Struggle:</b> Reading Bar Graphs – pg. 241</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Trace and Evaluate an Argument – Level Up Tutorials – Analyzing Arguments; Evidence; Persuasive Techniques - pg. 246a</p> <p><b>Enrichment:</b> Fact and Opinion – pg. 246a</p>	<p><b>Analyzing the Text:</b> pg. 244</p> <p><b>Critical Vocabulary:</b> activity, unmoor, confluence, egregious, inadequate, diffuse, autonomous, thwart, cohort – pg. 245</p> <p><b>Vocabulary Strategy:</b> Greek Roots – pg. 245</p> <p><b>Language Conventions:</b> Shifts in Voice and Mood – pg. 246</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test</b> - “When Do Kids Become Adults?”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to trace and evaluate arguments and evaluate supporting evidence to determine whether the evidence is relevant or irrelevant.					
<b>Required Text</b>					
<b>Anchor Text:</b> “When Do Kids Become Adults?” Arguments from “Room for Debate” in the <i>New York Times</i> – pg. 235a					

## ANCHOR TEXT TWO “WHEN DO KIDS BECOME ADULTS?” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8, RI.8.9 <i>Writing:</i> W.8.7 <i>Language:</i> L.8.1d, L.8.4b, L.8.4d <i>Speaking and Listening:</i> SL.8.3, SL.8.4, SL.8.5, SL.8.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> activity, unmoor, confluence, egregious, inadequate, diffuse, autonomous, thwart, cohort</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> exploited, illiterate</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “Much Too Young to Work So Hard” by Naoki Tanaka – pg. 246b</p> <p><b>Why This Text:</b> pg. 246b <b>Background:</b> pg. 246b</p> <p><b>Setting a Purpose:</b> pg. 246b</p> <p><b>Strategies for Close Reading:</b></p> <ul style="list-style-type: none"> <li>Trace and Evaluate an Argument</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 246c – 246e</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 246d – 246f</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 246d</p>	<p><b>Close Reader:</b> “Much Too Young to Work So Hard” by Naoki Tanaka – pg. 246b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Evaluating an Argument – pg. 246c</p> <p><b>For ELL Students:</b> pg. 246e</p> <p><b>Enrichment: To Challenge Students:</b> Compare and Contrast – pg. 246f</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 246f</p> <p><b>Dig Deeper:</b> pg. 246g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 244</p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Debate -- pg. 244</p> <p><b>Selection Test -</b> “When Do Kids Become Adults?”</p>
<b>Required Learning Target</b>					
<p>The student will be able to trace and evaluate arguments and evaluate supporting evidence to determine whether the evidence is relevant or irrelevant.</p>					
<b>Required Texts</b>					
<p><b>Support the Anchor Text:</b> “When Do Kids Become Adults?” Arguments from “Room for Debate” in the <i>New York Times</i> – pg. 235a</p> <p><b>Close Reader:</b> “Much Too Young to Work So Hard” by Naoki Tanaka – pg. 246b</p>					



**STORY – “IS 16 TOO YOUNG TO DRIVE A CAR?” AND  
“FATAL CAR CRASHES DROP FOR 16-YEAR-OLDS, RISE FOR OLDER TEENS”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.8, RI.8.9</p> <p><i>Writing:</i> W.8.1a, W.8.1b, W.8.2, W.8.4, W.8.9b, W.8.10</p> <p><i>Language:</i> L.8.1, L.8.4a</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 247 -</p> <ul style="list-style-type: none"> <li>• Determine Central Ideas and Details</li> <li>• Draw Conclusions</li> <li>• Analyze Language</li> <li>• Analyze Text</li> <li>• Analyze Information in Texts</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Determine Central Ideas and Details – pgs. 253 &amp; 255</li> <li>• Analyze Text – pg. 258</li> <li>• Analyze Information in Texts – pg. 259</li> <li>• Domain-Specific Words – pg. 261</li> </ul> <p><b>Second Read:</b></p> <ul style="list-style-type: none"> <li>• Determine Central Idea and Details – pg. 255</li> <li>• Analyze Text – pg. 258</li> <li>• Analyze Information in Texts – pg. 259</li> </ul>	<p><b><u>During Instruction</u></b></p> <p><b>Scaffolding for ELL Students:</b> Analyze Punctuation – pg. 247</p> <p><b>When Students Struggle:</b> Details – pg. 248</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Argument – pg. 254</p> <p><b><u>After Instruction</u></b></p> <p><b>Reteach:</b> Analyze Information in Texts – pg. 262a</p> <p><b>Enrichment:</b> Interactive Whiteboard Lesson – Write an Objective Summary – pg. 262a</p>	<p><b>Analyzing the Text:</b> pgs. 255, 258 &amp; 260</p> <p><b>Critical Vocabulary:</b> notion, novice, bane, paradox, impetuous, anecdote – pg. 261</p> <p><b>Vocabulary Strategy:</b> Domain-Specific Words – pg. 261</p> <p><b>Language Conventions:</b> Fragments – pg. 262</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply:</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> “Is 16 Too Young to Drive a Car?” and “Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to determine central ideas and details while analyzing relationships between ideas.					
<b>Required Texts</b>					
<p><b>Text:</b> “Is 16 Too Young to Drive a Car?” by Robert Davis – pg. 247</p> <p>“Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens” by Allison Aubrey – pg. 256</p>					

**“IS 16 TOO YOUNG TO DRIVE A CAR?” AND  
“FATAL CAR CRASHES DROP FOR 16-YEAR-OLDS, RISE FOR OLDER TEENS” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.8, RI.8.9  <i>Writing:</i> W.8.1a, W.8.1b, W.8.2, W.8.4, W.8.9b, W.8.10  <i>Language:</i> L.8.1, L.8.4a</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b>                      notion, novice, bane, paradox, impetuous, anecdote</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<p><b>Focus Comprehension Strategy:</b>                      Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Approaching Adulthood” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p>	<p><b>FYI Selection:</b> Choose a selection from the “Approaching Adulthood” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b>                      While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b>  <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b>                      pgs. 258 &amp; 260</p> <p><b>My WriteSmart Performance Task:</b>                      Writing Activity:                      Opinion – pg. 260</p> <p><b>Selection Test</b> - “Is 16 Too Young to Drive a Car?” and “Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens”</p>
<p><b>Required Learning Target</b></p> <p>The student will be able to determine central ideas and details while analyzing relationships between ideas.</p>					
<p><b>Required Texts</b></p> <p><b>Support the Text:</b> “Is 16 Too Young to Drive a Car?” by Robert Davis – pg. 247</p> <p>“Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens” by Allison Aubrey – pg. 256</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>					

**STORY – “PERSUADING VIEWERS THROUGH ADS”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.8.7 <i>Writing:</i> W.8.1a, W.8.1b, W.8.7 <i>Speaking and Listening:</i> SL.8.2, SL.8.5</p> <p><b>Required Learning Target</b></p> <p>The student will be able to analyze the purpose of a public service announcement and understand the elements used in it.</p> <p><b>Required Text / Media</b></p> <p><b>Text:</b> “Persuading Viewers through Ads” Public Service Announcement – pg. 263</p> <p><b>Media:</b> “Driving Distracted”</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 263 - 264</p> <ul style="list-style-type: none"> <li>• Analyze Ideas in Media</li> <li>• Analyze Diverse Media</li> </ul> <p><b>Second Read:</b> pgs. 265, 267 &amp; 268</p> <ul style="list-style-type: none"> <li>• Analyze Ideas in Media</li> <li>• Analyze Diverse Media</li> <li>• Evaluate Media</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL:</b> Shortened Words and Acronyms – pg. 263</p> <p><b>When Students Struggle:</b> Visual and Sound Elements – pg. 265 Percentages – pg. 267</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Evaluating Advantages and Disadvantages of Media – pg. 268b</p> <p><b>Enrichment:</b> Camera Shots and Shot Selections – pg. 268a Persuasive Techniques: Visual and Print / Narration Level Up Tutorials – Persuasive Techniques – pg. 268a How to Create a Public Service Announcement – pg. 268b</p>	<p><b>Analyzing the Media:</b> pgs. 265, 267 &amp; 268</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply:</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Media</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>

**“PERSUADING VIEWERS THROUGH ADS” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading</i> <i>Informational Text:</i> RI.8.7 <i>Writing:</i> W.8.1a, W.8.1b, W.8.7 <i>Speaking and</i> <i>Listening:</i> SL.8.2, SL.8.5</p>		<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Approaching Adulthood” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p>	<p><b>FYI Selection:</b> Choose a selection from the “Approaching Adulthood” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Media:</b> pgs. 265, 267&amp; 268</p> <p><b>My WriteSmart Performance Task:</b> Media Activity: Public Service Announcement – pg. 268</p>
<p align="center"><b>Required Learning Target</b></p>					
<p>The student will be able to analyze the purpose of a public service announcement and understand the elements used in it.</p>					
<p align="center"><b>Required Texts/Media</b></p>					
<p><b>Support the Text:</b> “Persuading Viewers through Ads” Public Service Announcements – pg. 263</p> <p><b>Media:</b> “Driving Distracted”</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>					

## WEEK SIX

### **ENGLISH AND INTERVENTION – UNIT TEST & PERFORMANCE TASK**

**Summative Assessments:**

- **Collection Unit Four Assessment:** Summative Assessment
- **Collection Unit Four Performance Task:** Produce a Multimedia Campaign – pg. 273

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources can be found at <http://my.hrw.com>**

## 8<sup>TH</sup> GRADE *COLLECTIONS* UNIT FIVE: ANNE FRANK'S LEGACY

### ENGLISH LANGUAGE ARTS PACING 5 GUIDE

<p><b>Unit's Focus – <i>Anne Frank's Legacy</i>:</b> In this collection, students will learn about the lasting impact of a young girl and her diary.</p>	<p><b>Unit's Academic Vocabulary:</b> communicate, draft, liberation, philosophy, publish</p>
<p><b>Essential Question:</b> How might a person go on living even after their death?</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Collection Unit Five Assessment:</b> Summative Assessment</li> <li>• <b>Collection Unit Five Performance Task:</b> Write an Expository Essay – pg. 389</li> </ul>
<p><b>Learning Goals for the Unit's Pre &amp; Post Assessments:</b></p> <p><i>Reading Literature:</i></p> <p><b>RI.8.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.8.3:</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RI.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><i>Reading Informational Text:</i></p> <p><b>RI.8.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.8.3:</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>RI.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RI.8.6:</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><i>Language:</i></p> <p><b>L.8.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> </ol> <p><b>L.8.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</li> </ol> <p><b>L.8.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</li> </ol>	

## 8<sup>th</sup> Grade Honors

### Collection 5: Anne Frank’s Legacy

In addition to the Core English curriculum, below are additional suggestions that may be used to raise the rigor in the 8<sup>th</sup> grade Honors English course covering the theme of “Anne Frank’s Legacy.”

<i>Reading</i>	<i>Writing</i>
<p><b><u>Suggestions for Collections Five:</u></b></p> <ul style="list-style-type: none"> <li>Assign students to read independently a novel aligned with the theme of “Anne Frank’s Legacy”</li> <li>Assign FYI articles from Collection Five</li> <li>Incorporate the “Additional Texts” from Collection Five (Teacher’s Resources from the Dashboard)</li> <li>Supplement with additional poetry that fits the theme of “Anne Frank’s Legacy”</li> </ul> <p>Students will focus on a Literature Circle devoted to “Lasting Impacts.”</p> <p>Novel ideas:</p> <ul style="list-style-type: none"> <li><i>The Blind Side: Evolution of a Game</i> by Michael Lewis</li> <li><i>Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board</i> by Bethany Hamilton</li> <li><i>The Story of My Life</i> by Helen Keller</li> <li><i>Through My Eyes</i> by Ruby Bridges</li> </ul>	<p>The expository essay topic can be related to the literature circle story theme of “Lasting Impacts” or to the theme of the legacy of Anne Frank.</p> <p>Interview someone in your life who has had a lasting impact on you. What is a legacy? Do you think a legacy has to impact more than one person? What do you want your legacy to be?</p> <p>Additional ideas:</p> <ul style="list-style-type: none"> <li>- Write a short story exploring a specific historical figure’s legacy (could be an author explore legacy they have left through their writing)</li> <li>- Compare and contrast two legacies</li> <li>- Create a video demonstrating legacy or a definition of a legacy.</li> </ul> <p>Students can prepare an expository presentation focusing on their family’s legacy.</p>

## STORY – ANCHOR TEXT ONE: THE DIARY OF ANNE FRANK

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.1, RL.8.3, RL.8.4, RL.8.6  <i>Writing:</i> W.8.4, W.8.9a, W.8.10  <i>Speaking and Listening:</i> SL.8.1a, SL.8.6  <i>Language:</i> L.8.5a</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Characters</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 279</p> <p><b>Close Read:</b> pgs. 279-352</p> <ul style="list-style-type: none"> <li>• Analyze Drama</li> <li>• Analyze Characters</li> <li>• Analyze Language</li> <li>• Analyze Incidents in Drama</li> <li>• Analyze Dialogue in Drama</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Drama - pgs. 296 &amp; 324</li> <li>• Analyze Characters – pg. 332</li> <li>• Analyze Dialogue in Drama – pg. 353</li> </ul> <p><b>Second Read:</b> pgs. 324 &amp; 353</p> <ul style="list-style-type: none"> <li>• Analyze Drama – pg. 324</li> <li>• Analyze Dialogue in Drama – pg. 353</li> </ul> <p>Analyze Incidents in Drama – pg. 353</p>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b> Analyze Language – pgs. 280 &amp; 325            Understand Idioms – pg. 305</p> <p><b>When Students Struggle:</b>            Ellipses and Sentence Fragments – pg. 282            Sequencing Events - pg. 290            Compare and Contrast – pg. 339</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Motivation – pg. 303            Analyze the Impact of Perspective – pg. 318            Debate Issues – pg. 330            Impact of Setting – pg. 346</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b> Analyze Elements of Drama – Level Up Tutorials – Elements of Drama - pg. 354a</p> <p><b>Enrichment:</b> Analyze Characters – pg. 354a</p>	<p><b>Analyzing the Text:</b> pgs. 324 &amp; 354</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p><b>Selection Test - <i>The Diary of Anne Frank</i></b></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to analyze the key elements of a drama, including its structure, characters, dialogue, and events.</p>					
<b>Required Text</b>					
<p><b>Anchor Text:</b> <i>The Diary of Anne Frank</i> by Frances Goodrich and Albert Hackett - pg. 279a</p>					



**ANCHOR TEXT ONE: THE DIARY OF ANNE FRANK INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.8.1, RL.8.3, RL.8.4, RL.8.6 <i>Writing:</i> W.8.4, W.8.9a, W.8.10 <i>Speaking and</i> <i>Listening:</i> SL.8.1a, SL.8.6 <i>Language:</i> L.8.5a</p>	<p><b>Critical Vocabulary for Close Reader:</b> capitulation, conspicuous, mercurial, abruptly</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Characters</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader:</b> <i>The Diary of Anne Frank</i>; Act 1, Scenes 1 and 2 by Frances Goodrich and Albert Hackett – pg. 354b</p> <p><b>Why This Text:</b> pg. 354b</p> <p><b>Background:</b> pg. 354b</p>	<p><b>Close Reader:</b> <i>The Diary of Anne Frank</i>; Act 1, Scenes 1 and 2 by Frances Goodrich and Albert Hackett – pg. 354b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Analyze Dialogue – pg. 354c</p>	<p><b>Analyzing the Text:</b> pgs. 324 &amp; 354</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Character Sketch – pg. 354</p>
<p align="center"><b>Required Learning Target</b></p>			<p><b>Setting a Purpose:</b> pg. 354b</p>	<p><b>For ELL Students:</b> pgs. 354d, 354f – 354i</p>	<p><b>Selection Test:</b> <i>The Diary of Anne Frank</i></p>
<p>The student will be able to analyze the key elements of a drama, including its structure, characters, dialogue, and events.</p>			<p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Analyze Dialogue in Drama</li> </ul>	<p><b>Enrichment: To Challenge Students:</b> Research – pg. 354l</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 354l</p>	
<p align="center"><b>Required Texts</b></p>			<p><b>Read and Cite Text Evidence:</b> pgs. 354d – 354k</p>	<p><b>Dig Deeper:</b> pg. 354m</p>	
<p><b>Support the Anchor Text:</b> <i>The Diary of Anne Frank</i> by Frances Goodrich and Albert Hackett pg. 279a</p> <p><b>Close Reader:</b> <i>The Diary of Anne Frank</i>; Act 1, Scenes 1 and 2 by Frances Goodrich and Albert Hackett – pg. 354b</p>			<p><b>Reread and Cite Text Evidence:</b> pgs. 354e, 354g, 354i – 354j &amp; 354l</p> <p><b>Reread and Discuss Using Text Evidence:</b> pgs. 354e – 354f &amp; 354k</p>	<p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	

## STORY: FROM THE DIARY OF A YOUNG GIRL

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.5 <i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6 <i>Speaking and Listening:</i> SL.8.1a, SL.8.1b <i>Language:</i> L.8.4a, L.8.4d, L.8.5c</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 355-365</p> <ul style="list-style-type: none"> <li>• Analyze Text: Elements of a Diary</li> <li>• Make Inferences</li> <li>• Analyze Language</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Make Inferences - pg. 363</li> <li>• Analyze Text: Elements of a Diary - pg. 366</li> </ul> <p><b>Second Read:</b> pg. 366</p> <ul style="list-style-type: none"> <li>• Analyze Text: Elements of a Diary</li> <li>• Make Inferences</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 355</p> <p><b>When Students Struggle:</b> Figurative Language – pg. 360</p> <p><b>Enrichment: To Challenge Students:</b> Analyzing Effects – pg. 365</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Text: Elements of a Diary -- pg. 368a</p> <p><b>Enrichment:</b> Compare and Contrast Structure -- pg. 368a</p>	<p><b>Analyzing the Text:</b> pg. 367</p> <p><b>Critical Vocabulary:</b> insolent, mediate, reproach, conjecture, mediate – pg. 368</p> <p><b>Vocabulary Strategy:</b> Connotation and Denotation – pg. 368</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> </ul> <p><b>Selection Test:</b> <i>The Diary of a Young Girl</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to analyze the elements of a diary entry and make and support inferences about the text.</p>					
<b>Required Text</b>					
<p><i>The Diary of a Young Girl</i> by Anne Frank - pg. 355a</p>					

**FROM THE DIARY OF A YOUNG GIRL INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6</p> <p><i>Speaking and Listening:</i> SL.8.1a, SL.8.1b</p> <p><i>Language:</i> L.8.4a, L.8.4d, L.8.5c</p> <p><b>Required Learning Target</b></p> <p>The student will be able to analyze the elements of a diary entry and make and support inferences about the text.</p> <p><b>Required Texts</b></p> <p><b>Support the Text:</b> <i>The Diary of a Young Girl</i> - by Anne Frank pg. 355a</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> insolent, mediate, reproach, conjecture, mediate</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from “Anne Frank’s Legacy” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Reader:</b></p> <ul style="list-style-type: none"> <li>Analyze Language</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from “Anne Frank’s Legacy” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 367</p> <p><b>My WriteSmart Performance Task:</b> Speaking Activity: Performance -- pg. 367</p> <p><b>Selection Test - <i>The Diary of a Young Girl</i></b></p>

**STORY – FROM ANNE FRANK: THE BOOK, THE LIFE, THE AFTERLIFE**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6, RI.8.8</p> <p><i>Writing:</i> W.8.4, W.8.9b, W.8.10</p> <p><i>Speaking and Listening:</i> SL.8.1a, SL.8.1b</p> <p><i>Language:</i> L.8.2a, L.8.2b, L.8.4b, L.8.4d</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 369 - 374</p> <ul style="list-style-type: none"> <li>• Determine Author's Point of View</li> <li>• Analyze the Meanings of Words and Phrases</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Determine Author's Point of View - pg. 370</li> <li>• Analyze the Meanings of Words and Phrases - pg. 375</li> <li>• Latin Suffixes - pg. 377</li> </ul> <p><b>Second Read:</b> pg. 375</p> <ul style="list-style-type: none"> <li>• Determine Author's Point of View</li> <li>• Analyze the Meanings of Words and Phrases</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Prepositional Phrases -- pg. 369</p> <p><b>When Students Struggle:</b> Differing Views - pg. 372</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Voice - pg. 374</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Determine Author's Point of View – Level Up Tutorials – Author's Perspective - pg. 378a</p> <p><b>Enrichment:</b> Evaluate Reasoning - pg. 378a</p>	<p><b>Analyzing the Text:</b> pg. 376</p> <p><b>Critical Vocabulary:</b> intersperse, precocious, poignant, ineradicable, tangential, banal, refuge, emblematic, incisive, impervious - pg. 377</p> <p><b>Vocabulary Strategy:</b> Latin Suffixes -- pg. 377</p> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Determine Author's Point of View -- pg. 370</li> <li>• Analyze the Meanings of Words and Phrases -- pg. 375</li> <li>• Latin Suffixes -- pg. 377</li> </ul> <p><b>Language Conventions:</b> Use Ellipses – pg. 378</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test - Anne Frank: The Book, The Life, The Afterlife</b></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p> <p>The student will be able to determine an author's point of view in a work of literary criticism and analyze how the author's word choices impact the tone of the text.</p>					
<p><b>Required Text</b></p> <p>from <i>Anne Frank: The Book, The Life, The Afterlife</i> by Francine Prose - pg. 369a</p>					

**FROM ANNE FRANK: THE BOOK, THE LIFE, THE AFTERLIFE INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6, RI.8.8  <i>Writing:</i> W.8.4, W.8.9b, W.8.10  <i>Speaking and Listening:</i> SL.8.1a, SL.8.1b  <i>Language:</i> L.8.2a, L.8.2b, L.8.4b, L.8.4d</p> <p><b>Required Learning Target</b></p> <p>The student will be able to determine an author’s point of view in a work of literary criticism and analyze how the author’s word choices impact the tone of the text.</p> <p><b>Required Texts</b></p> <p><b>Support the Text:</b>                      from <i>Anne Frank: The Book, The Life, The Afterlife</i> by Francine Prose – pg. 369a</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b>                      intersperse, precocious, poignant, ineradicable, tangential, banal, refuge, emblematic, incisive, impervious</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<p><b>Focus Comprehension Strategy:</b>                      Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from “Anne Frank’s Legacy” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Reader:</b></p> <ul style="list-style-type: none"> <li>Determine Author's Point of View</li> <li>Analyze the Meanings of Words and Phrases</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from “Anne Frank’s Legacy” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b>                      While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b>  <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 376</p> <p><b>My WriteSmart Performance Task –</b>                      Writing Activity: Analysis – pg. 376</p> <p><b>Selection Test -</b> from <i>Anne Frank: The Book, The Life, The Afterlife</i></p>

**STORY – “AFTER AUSCHWITZ”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.6, RI.8.8  <i>Writing:</i> W.8.7, W.8.8  <i>Speaking and Listening:</i> SL.1a, SL.8.1b</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 379-382</p> <ul style="list-style-type: none"> <li>• Setting a Purpose</li> <li>• Analyze Structure: Speech</li> <li>• Analyze Word Choices</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Word Choice - pg. 381</li> <li>• Analyze Word Choices - pg. 383</li> </ul> <p><b>Second Read:</b> pg. 383</p> <ul style="list-style-type: none"> <li>• Analyze Word Choices</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b> Analyze Content - pg. 379</p> <p><b>When Students Struggle:</b>            Imagery - pg. 380</p> <p><b>Enrichment: To Challenge Students:</b>            Analyze the Speaker - pg. 382</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b> Analyze Persuasive Techniques – Level Up Tutorials – Persuasive Techniques - pg. 384a</p> <p><b>Enrichment:</b> Analyze Elements of a Speech - pg. 384a</p>	<p><b>Analyzing the Text:</b> pg. 384</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p><b>Selection Test</b> - "After Auschwitz"</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p align="center"><b>Required Learning Target</b></p>					
<p>The student will be able to identify persuasive techniques and rhetorical devices in a speech.</p>					
<p align="center"><b>Required Text</b></p>					
<p>"After Auschwitz" by Elie Wiesel - pg. 379a</p>					

**“AFTER AUSCHWITZ” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.6, RI.8.8 <i>Writing:</i> W.8.7, W.8.8 <i>Speaking and Listening:</i> SL.1a, SL.8.1b</p>		<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Anne Frank’s Legacy” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Setting a Purpose</li> <li>• Analyze Structure: Speech</li> <li>• Analyze Word Choices</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Anne Frank’s Legacy” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 384</p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Discussion -- pg. 384</p> <p><b>Selection Test -</b> "After Auschwitz"</p>
<p align="center"><b>Required Learning Target</b></p>					
<p>The student will be able to identify persuasive techniques and rhetorical devices in a speech.</p>					
<p align="center"><b>Required Texts</b></p>					
<p><b>Support the Text:</b> "After Auschwitz" by Elie Wiesel - pg. 379a</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>					

## STORY – "THERE BUT FOR THE GRACE"

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.4 <i>Writing:</i> W.8.1a – e, W.8.4, W.8.9a, W.8.10</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 385-386</p> <ul style="list-style-type: none"> <li>• Setting a Purpose</li> <li>• Analyze Sound Devices</li> <li>• Analyze Language</li> </ul> <p><b>Strategies for Annotation:</b> pg. 387</p> <ul style="list-style-type: none"> <li>• Analyze Sound Devices</li> </ul> <p><b>Second Read:</b> pg. 387</p> <ul style="list-style-type: none"> <li>• Analyze Sound Devices</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Punctuation and Print Cues - pg. 385</p> <p><b>When Students Struggle:</b> pg. 386</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Sound Devices – Level Up Tutorials – Elements of Poetry - pg. 388b</p> <p><b>Enrichment:</b> Interactive Whiteboard Lesson: Theme - pg. 388a Paraphrase - pg. 388a Interactive Whiteboard Lesson: Analyze Imagery - pg. 388b</p>	<p><b>Analyzing the Text:</b> pg. 388</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p><b>Selection Test</b> - "There but for the Grace"</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to analyze the use of sound devices in a poem to understand how they impact meaning.					
<b>Required Text</b>					
"There but for the Grace" by Wislawa Szymborska - pg. 385A					

## "THERE BUT FOR THE GRACE" INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.8.1, RI.8.2, RI.8.4 <i>Writing:</i> W.8.1a – e, W.8.4, W.8.9a, W.8.10</p>		<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> </ul>	<p><b>Additional Text (Teacher’s Resources):</b> “Holy Sonnet 10” by John Donne</p> <p><b>Why This Text:</b> Explain why “The Masque of the Red Death” was selected.</p>	<p><b>Additional Text (Teacher’s Resources):</b> “Holy Sonnet 10” by John Donne</p> <p><b><u>Differentiated Instruction</u></b> While teaching “Holy Sonnet 10” differentiate the instruction to meet the needs of your students.</p>	<p><b>Analyzing the Text:</b> pg. 388</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Analysis -- pg. 388</p>
<b>Required Learning Target</b>					



<p>The student will be able to analyze the use of sound devices in a poem to understand how they impact meaning.</p>		<ul style="list-style-type: none"> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Setting a Purpose</li> <li>• Analyze Sound Devices</li> <li>• Analyze Language</li> </ul>	<p><b><u>Formative Assessments</u></b>  <b>Short Response:</b> Create a short response based on Ohio’s New Learning standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Selection Test:</b> "There but for the Grace"</p>
<p><b>Required Texts</b></p>					
<p><b>Support the Text:</b>          "There but for the Grace" by Wislawa Szymborska - pg. 385a</p> <p><b>Additional Text (Teacher’s Resources):</b> “Holy Sonnet 10” by John Donne</p>					

## WEEK SIX

### ENGLISH AND READING & WRITING INTERVENTION – UNIT TEST & UNIT PERFORMANCE TASK

**Summative Assessments:**

- **Collection Unit Five Assessment:** Summative Assessment
- **Collection Unit Five Performance Task:** Write an Expository Essay – pg. 389

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students’ needs.

**Additional selections and resources can be found at <http://my.hrw.com>**

## 8<sup>TH</sup> GRADE COLLECTIONS UNIT SIX: THE VALUE OF WORK

### ENGLISH LANGUAGE ARTS PACING 6 GUIDE

<p><b>Unit’s Focus:</b> The Value of Work – In this collection, you will explore the benefits and challenges that are part of being a worker.</p>	<p><b>Unit’s Academic Vocabulary:</b> commentary, minors, occupation, option, style</p>
<p><b>Essential Question:</b> How is every job a learning experience from which you can develop and grow?</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Collection Unit Six Assessment:</b> Summative Assessment</li> <li>• <b>Collection Unit Six Performance Task:</b> Write an Argument – pg. 441</li> </ul>
<p><b>Aligned Novel Choice:</b> <i>The Impossible Rescue</i> by Martin W. Sandler</p>	
<p><b>Learning Goals for the Unit’s Pre &amp; Post Assessments:</b></p> <p><i>Reading Literature:</i></p> <p><b>RI.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RI.8.5:</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><b>RI.8.6:</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><i>Reading Informational Text:</i></p> <p><b>RI.8.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RI.8.8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><i>Language:</i></p> <p><b>L.8.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p><b>L.8.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.8.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 20px;">a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p>	

## 8<sup>th</sup> Grade Honors

### Collection 6: The Value of Work

In addition to the Core English curriculum, below are additional suggestions that may be used to raise the rigor in the 8<sup>th</sup> grade Honors English course covering the theme of “The Value of Work.”

<i>Reading</i>	<i>Writing</i>
<p><b><u>Suggestions for Collections Six:</u></b></p> <ul style="list-style-type: none"> <li>Assign students to read independently a novel aligned with the theme of “The Value of Work”</li> <li>Assign FYI articles from Collection Six</li> <li>Incorporate the “Additional Texts” from Collection Six (Teacher’s Resources from the Dashboard)</li> <li>Supplement with additional poetry that fits the theme of “The Value of Work”</li> </ul> <p>Novel ideas:</p> <ul style="list-style-type: none"> <li><i>7 Habits of Highly Effective Teens: the Ultimate Teenage Success Guide</i> by Sean Covey</li> </ul>	<p>This collection allows for a segue into business writing and a business portfolio.</p> <p>Have students create a business portfolio that includes the following:</p> <ul style="list-style-type: none"> <li>- Cover Letter</li> <li>- Resume</li> <li>- Research paper on chosen career</li> <li>- Business card with a logo that represents your area of interest</li> <li>- Webpage (or film) promoting one’s skills</li> </ul> <p>Students can present their complete portfolio to actual managers from local businesses, and discuss the importance of “work ethic” related skills to one’s employability.</p>

**STORY – ANCHOR TEXT ONE: FROM *THE ADVENTURES OF TOM SAWYER***

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, <i>Writing:</i> W.8.4, W.8.9a, W.8.10 <i>Language:</i> L.8.1c, L.8.5a</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 395</p> <p><b>Close Read:</b> pgs. 395-401</p> <ul style="list-style-type: none"> <li>• Analyze Language</li> <li>• Analyze Point of View</li> <li>• Determine Meaning of Words and Phrases</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Determine Meaning of Words and Phrases – pg. 399</li> <li>• Analyze Point of View – pg. 401</li> <li>• Verbal Irony – pg. 403</li> </ul> <p><b>Second Read:</b> pg. 401</p> <ul style="list-style-type: none"> <li>• Analyze Point of View</li> <li>• Determine Meaning of Words and Phrases</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language - pg. 396</p> <p><b>When Students Struggle:</b> Oral Proficiency - pg. 398</p> <p><b>Enrichment: To Challenge Students:</b> Create Dialogue - pg. 400</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Point of View - Level Up Tutorials - Point of View, Third-Person Point of View, Narrator and Speaker – pg. 404a</p> <p><b>Enrichment:</b> Interactive White Board Lesson: Determine Theme - pg. 404a</p>	<p><b>Analyzing the Text:</b> pg. 402</p> <p><b>Critical Vocabulary:</b> tranquil, survey, contemplate, particular, alacrity, dilapidated, covet, attain - pg. 403</p> <p><b>Vocabulary Strategy:</b> Verbal Irony and Puns - pg. 403</p> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Verbal Irony and Puns - pg. 403</li> </ul> <p><b>Language Conventions:</b> Interrogative Mood - pg. 403</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> <i>from The Adventures of Tom Sawyer</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to recognize how an omniscient, third-person point of view creates dramatic irony and how elements of a writer’s style contribute to a humorous tone.					
<b>Required Text</b>					
<b>Anchor Text:</b> from <i>The Adventures of Tom Sawyer</i> by Mark Twain - pg. 395					

## ANCHOR TEXT ONE: FROM *THE ADVENTURES OF TOM SAWYER* INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, <i>Writing:</i> W.8.4, W.8.9a, W.8.10 <i>Language:</i> L.8.1c, L.8.5a</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> tranquil, survey, contemplate, particular, alacrity, dilapidated, covet, attain - pg. 403</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> writhe, hordes, serene, solace</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “The Flying Machine” by Ray Bradbury – pg. 404b and “The Flying Machine” by Bernard Krigstein - pg. 404g</p> <p><b>Why This Text:</b> pg. 404b</p> <p><b>Background:</b> pg. 404b</p> <p><b>Setting a Purpose:</b> pg. 404b</p> <p><b>Close Read:</b> pg. 404c</p> <ul style="list-style-type: none"> <li>Compare Versions of a Text</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 404c - 404j</p> <p><b>Re-read and Cite Text Evidence:</b> pgs.404d – 404g</p> <p><b>Re-read and Discuss Using Text Evidence:</b> pgs. 404e, 404f, 404h, &amp; 404j</p>	<p><b>Close Reader:</b> “The Flying Machine” by Ray Bradbury – pg. 404b and “The Flying Machine” by Bernard Krigstein - pg. 404g</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Comparing Text – pg. 404c Analyze Imagery – pg. 404i</p> <p><b>Enrichment: To Challenge Students:</b> Research – pg. 404j</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pgs. 404f &amp; 404j</p> <p><b>Dig Deeper:</b> pg. 404k</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 402</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Analysis - pg. 402</p> <p><b>Selection Test:</b> <i>from The Adventures of Tom Sawyer</i></p>
<b>Required Learning Target</b>					
The student will be able to recognize how an omniscient, third-person point of view creates dramatic irony and how elements of a writer’s style contribute to a humorous tone.					
<b>Required Text</b>					
<p><b>Support Anchor Text:</b> from <i>The Adventures of Tom Sawyer</i> by Mark Twain - pg. 395</p> <p><b>Close Reader:</b> “The Flying Machine” by Ray Bradbury - pg. 404b “The Flying Machine” by Bernard Krigstein - pg. 404g</p>					

## STORY – “ONE LAST TIME”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Information:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6</p> <p><i>Speaking &amp; Listening:</i> SL.8.1a, SL.8.1b</p> <p><i>Language:</i> L.8.1, L.8.2, L.8.4c, L.8.4d</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 405-416</p> <ul style="list-style-type: none"> <li>• Analyze Meanings of Words and Phrases</li> <li>• Analyze Structure</li> <li>• Draw Conclusions</li> <li>• Cite Evidence</li> </ul> <p><b>Strategies for Annotation:</b> pg. 409, 415 &amp; 417</p> <ul style="list-style-type: none"> <li>• Analyze Meanings of Words and Phrases – pgs. 409 &amp; 415</li> <li>• Using a Dictionary – pg. 417</li> </ul> <p><b>Second Read:</b> pg. 415</p> <ul style="list-style-type: none"> <li>• Cite Evidence</li> <li>• Analyze the Meanings of Words and Phrases</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Homophones-pg. 405</p> <p><b>When Students Struggle:</b> Sequence of Events - pg. 410</p> <p><b>Enrichment: To Challenge Students:</b> Brainstorm Titles - pg. 414</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Draw Conclusions Level Up Tutorials – Drawing Conclusions - pg. 417</p> <p><b>Enrichment:</b> Analyze Paragraph Structure-Interactive Whiteboard Lesson - pg. 418a</p>	<p><b>Analyzing the Text:</b> pg. 416</p> <p><b>Critical Vocabulary:</b> ramble, foreman, grope, feeble, stoop, contractor, irate, &amp; predicament - pg. 417</p> <p><b>Vocabulary Strategy:</b> Using a Dictionary - pg. 417</p> <p><b>Language Conventions:</b> Semicolons and Run-ons - pg. 418</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test-</b> “One Last Time”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to cite evidence to draw conclusions about a text and analyze imagery and sensory details.</p>					
<b>Required Text</b>					
<p>“One Last Time” by Gary Soto pg. 405</p>					

**“ONE LAST TIME” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Information:</i> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6</p> <p><i>Speaking &amp; Listening:</i> SL.8.1a, SL.8.1b</p> <p><i>Language:</i> L.8.1, L.8.2, L.8.4c, L.8.4d</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> ramble, foreman, grope, feeble, stoop, contractor, irate, &amp; predicament - pg. 417</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “The Real McCoy”- pg. 418c</p> <p><b>Why This Text:</b> pg. 418b</p> <p><b>Background:</b> pg. 418b</p> <p><b>Setting a Purpose:</b> pg. 418b</p> <p><b>Close Read:</b> pgs.418c</p> <ul style="list-style-type: none"> <li>Cite Evidence for Conclusions</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 418c-418f</p> <p><b>Re-read and Cite Text Evidence:</b> pgs. 418d-418f</p> <p><b>Re-read and Discuss:</b> pg. 418g</p>	<p><b>Close Reader:</b> “The Real McCoy”- pg. 418c</p> <p><b><u>Differentiated Instruction</u></b></p> <p><b>When Students Struggle:</b> Cite Evidence - pg. 418c</p> <p><b>Enrichment: To Challenge Students:</b> Research - pg. 418f</p> <p><b><u>Formative Assessments</u></b></p> <p><b>Short Response:</b> pg. 418f</p> <p><b>Dig Deeper:</b> pg. 418g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text: pg. 416</b></p> <p><b>My WriteSmart Performance Task- Speaking Activity: Presentation – pg. 416</b></p> <p><b>Selection Test: “One Last Time”</b></p>
<p><b>Required Learning Target</b></p>	<p><b>Critical Vocabulary for Close Reader:</b> synonymous, lethargy</p>				
<p>The student will be able to cite evidence to draw conclusions about a text and analyze imagery and sensory details.</p>					
<p><b>Required Texts</b></p>					
<p>“One Last Time” by Gary Soto – pg. 405</p> <p><b>Close Reader:</b> “The Real McCoy” by Jim Haskins - pg. 418b</p>					

## STORY – “TEENS NEED JOBS, NOT JUST CASH” AND “TEENS AT WORK”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Information:</i> RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.6 RI .8.8</p> <p><i>Writing:</i> W.8.7</p> <p><i>Speaking and Listening:</i> SL.8.4, SL.8.5, SL.8.6</p> <p><i>Language:</i> L.8.4b, L.8.4d</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 419-424 &amp; 426</p> <ul style="list-style-type: none"> <li>• Delineate and Evaluate an Argument</li> <li>• Evaluate an Argument</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Structure – pg. 421</li> <li>• Delineate and Evaluate an Argument – pg. 424</li> <li>• Vocabulary Strategy: Using Greek Suffixes – pg. 426</li> </ul> <p><b>Second Read:</b> pg.</p> <ul style="list-style-type: none"> <li>• Delineate and Evaluate an Argument</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Informal Language - pg. 419</p> <p><b>When Students Struggle:</b> Describe an Argument - pg. 422</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Delineate and Evaluate an Argument - pg. 426a</p> <p><b>Enrichment:</b> Present Claims and Findings - pg. 426a</p>	<p><b>Analyzing the Text:</b> pg. 425</p> <p><b>Critical Vocabulary:</b> sustain, borne, renowned, avert, initiative, detrimental, implication, deficiency - pg. 426</p> <p><b>Vocabulary Strategy:</b> Using Greek Suffixes-pg. 426</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> </ul> <p><b>Selection Test:</b> “Teens Need Jobs, Not Just Cash” and “Teens at Work”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to analyze an argument and determine whether its claims are sufficiently supported.					
<b>Required Text</b>					
“Teens Need Jobs, Not Just Cash” by Anne Michaud - pg. 419 and “Teens at Work” from <i>The Record-Journal</i> - pg. 422					



**“TEENS NEED JOBS, NOT JUST CASH” AND “TEENS AT WORK” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Information:</i> RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.6 RI .8.8</p> <p><i>Writing:</i> W.8.7</p> <p><i>Speaking and Listening:</i> SL.8.4, SL.8.5, SL.8.6</p> <p><i>Language:</i> L.8.4b, L.8.4d</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> sustain, borne, renowned, avert, initiative, detrimental, implication, deficiency</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from “The Value of Work” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p>	<p><b>FYI Selection:</b> Choose a selection from “The Value of Work” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 425</p> <p><b>My WriteSmart Performance Task-Speaking Activity:</b> Oral Report – pg. 425</p> <p><b>Selection Test:</b> “Teens Need Jobs, Not Just Cash” and “Teens at Work”</p>
<p align="center"><b>Required Learning Target</b></p>					
<p>The student will be able to analyze an argument and determine whether its claims are sufficiently supported.</p>					
<p align="center"><b>Required Texts</b></p>					
<p><b>Support the Text:</b> “Teens Need Jobs, Not Just Cash” by Anne Michaud - pg. 419 and “Teens at Work” from <i>The Record-Journal</i> - pg. 422</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>					

**STORY – ANCHOR TEXT TWO: “CHICAGO,” “FIND WORK” AND  
“MY MOTHER ENTERS THE WORK FORCE”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.4, RL.8.5</p> <p><i>Writing:</i> W.8.4, W.8.9a, W.8.10</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions</b>-pg. 427</p> <p><b>Close Read:</b> pgs. 427-435</p> <ul style="list-style-type: none"> <li>• Determine Meaning of Words and Phrases</li> <li>• Determine Theme</li> <li>• Analyze Structure</li> <li>• Compare and Contrast Structure</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Determine Meaning of Words and Phrases - pg. 430</li> <li>• Analyze Structure - pgs. 432, 434 &amp; 435</li> </ul> <p><b>Second Read:</b></p> <ul style="list-style-type: none"> <li>• Analyze Structure - pgs. 430, 432, 434 &amp; 435</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language - pg. 428 Use Cognates - pg. 433</p> <p><b>When Students Struggle:</b> Rhythm of a Poem - pg. 431</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Compare and Contrast Structure - pg. 436a</p> <p><b>Enrichment:</b> Interactive Whiteboard Lesson, Tone - pg. 436a</p>	<p><b>Analyzing the Text:</b> pgs. 430, 432 &amp; 434</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p><b>Selection Test:</b> “Chicago,” “Find Work” and “My Mother Enters the Work Force”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p> <p>The student will be able to analyze a poem’s form and understand how the use of figurative language emphasizes certain ideas.</p>					
<p><b>Required Text</b></p>					
<p><b>Anchor Text:</b> “Chicago” by Carl Sandburg - pg. 427a, “Find Work” by Rhina P. Espaillat - pg. 427a and “My Mother Enters the Work Force” by Rita Dove - pg. 427a</p>					

**ANCHOR TEXT TWO: “CHICAGO,” “FIND WORK” AND  
“MY MOTHER ENTERS THE WORK FORCE” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.8.1, RL.8.2, RL.8.4, RL.8.5</p> <p><i>Writing:</i> W.8.4, W.8.9a, W.8.10</p>		<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p>	<p><b>Modeled Discussions</b>-pg. 427</p> <p><b>Close Read:</b> pgs. 427-435</p> <ul style="list-style-type: none"> <li>• Determine Meaning of Words and Phrases</li> <li>• Determine Theme</li> <li>• Analyze Structure - pg. 436c</li> <li>• Compare and Contrast Structure</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Determine Meaning of Words and Phrases - pg. 430</li> <li>• Analyze Structure - pgs. 432, 434 &amp; 435</li> </ul> <p><b>Second Read:</b> Analyze Structure - pgs. 430, 432, 434 &amp; 435</p> <p><b>Why This Text:</b> pg. 436b</p> <p><b>Background:</b> pg. 436b</p> <p><b>Setting a Purpose:</b> pg. 436b</p> <p><b>Read and Cite Text Evidence:</b> pg. 436d &amp; e</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 436d</p>	<p><b>Close Reader:</b> “To Be of Use” by Marge Piercy - pg. 436b and “A Story of How a Wall Stands” by Simon J. Ortiz - pg. 436b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> pg. 436c, 436e</p> <p><b>Enrichment: To Challenge Students:</b> Free Verse Poetry - pg. 436e</p> <p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language - pg. 428 Use Cognates - pg. 433</p> <p><b>When Students Struggle:</b> Rhythm of a Poem - pg. 431</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Compare and Contrast Structure - pg. 436a</p> <p><b>Enrichment:</b> Interactive Whiteboard Lesson, Tone - pg. 436a</p> <p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> </ul>	<p><b>Analyzing the Text:</b> pgs. 430, 432 &amp; 434</p> <p><b>My WriteSmart Performance Task:</b> Writing Activity: Compare and Contrast Essay – pg. 436</p> <p><b>Selection Test:</b> “Chicago,” “Find Work” and “My Mother Enters the Work Force”</p>
<b>Required Learning Target</b>		<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>			
The student will be able to analyze a poem’s form and understand how the use of figurative language emphasizes certain ideas.					
<b>Required Texts</b>					
<p><b>Support Anchor Text:</b> “Chicago” by Carl Sandburg - pg. 427a, “Find Work” by Rhina P. Espaillet - pg. 427a and “My Mother Enters the Work Force” by Rita Dove - pg. 427a</p> <p><b>Close Reader:</b> “To Be of Use” by Marge Piercy - pg. 436b and “A Story of How a Wall Stands” by Simon J. Ortiz - pg. 436b</p>					

				<ul style="list-style-type: none"> <li>•Reader/Writer Notebooks</li> <li>•Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>•Analyzing the Text</li> </ul> <p><b>Selection Test:</b> “Chicago,” “Find Work” and “My Mother Enters the Work Force”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 436e</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	
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## WEEK SIX

### **ENGLISH AND INTERVENTION – UNIT TEST & UNIT PERFORMANCE TASK**

**Summative Assessments:**

- **Collection Unit Six Assessment:** Summative Assessment
- **Collection Unit Six Performance Task:** Write an Argument – pg. 441

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources  
can be found at <http://my.hrw.com>**