



## Grade 8 ELA



Collaboration Grade 8 English Language Arts District Middle School 2014-2015

Tuesday, September 2, 2014, 4:05PM



### Standards & Benchmarks

#### Collection 1 - "Culture and Belonging" Week 1 (Week 1, 2 Weeks)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 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.
- 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.

#### Craft and Structure

- RL.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. (See grade 8 Language standards

### Text Support

#### COLLECTION 1 - "Culture and Belonging" - Week 1

**ANCHOR TEXT:** "My Favorite Chaperone" (Short Story) TE pp. 3-26

**CLOSE READER SELECTION:** None

**SUPPORTING TEXTS:** None

- **Instructional Focus:**
  - **Analyze Stories through Character and Plot TE pp. 3-6, 8-9, 11-15, 17-26** (RL.8.1, RL.8.3)
  - **Analyze Language TE p. 7, 16, 19** (RL.8.4)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 28** (RL.8.1, RL.8.2, RL.8.3, RL.8.4)
  - **Critical Vocabulary TE p. 29** (L.8.4a, L.8.4d)
  - **Vocabulary Strategy: Context Clues TE p. 29** (L.8.4a, L.8.4d)
  - **Language Conventions Imperative Mood TE p. 30** (L.8.1c)
- **Selection-Based Performance Task: Writing Activity: Summary TE p. 28 (W.8.2)**

### Resources

#### Universal Access Support

coming soon in 2014-15...

Teaching Resources/Documents  
coming soon in 2014-15...

#### Professional Development

coming soon in 2014-15...

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## Standards & Benchmarks

4–6 for additional expectations.) CA

## Text Support

## Resources

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing

- W.8.2 Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a

## Standards & Benchmarks

sentence) as a clue to the meaning of a word or phrase.

- L.8.4d 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).

## Collection 1 - "Culture and Belonging" Week 2 (Week 3, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text  
Key Ideas and Details

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 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).

Craft and Structure

- RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical

## Text Support

### COLLECTION 1 - "Culture and Belonging" - Week 2

**ANCHOR TEXT:** None

**CLOSE READER SELECTION:** "What to Bring" (Essay) TE pp. 52c-52e (CR pp. 9-12)

**SUPPORTING TEXTS:**

- "Bonne Annee" (Personal Essay) TE pp. 31-36
- "A Place to Call Home" (Research Study) TE pp. 41-49

**SUPPORTING TEXT:** "Bonne Annee" (Personal Essay) TE pp. 31-36

#### **Instructional Focus:**

- **Analyze Text: Personal Essay TE pp. 31 & 34** (RI.8.1, RI.8.3, RI.8.5)
- **Central Ideas & Details TE pp. 32, 36-37** (RI.8.1, RI.8.2)
- **Analyze Language TE p. 33** (RI.8.4)
- **Author's Purpose TE p. 35** (RI.8.1, RI.8.6)

#### **Practice & Apply:**

- **Analyzing the Text TE p. 38** (RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5)
- *Critical Vocabulary TE p. 39 (L.8.4c)*
- **Vocabulary Strategy: Using a Glossary TE p. 39** (L.8.4c)
- **Participles TE p. 40** (L.8.1a)

- **Selection-Based Performance Task: Media Activity: Poster p. 38 (W.8.7, SL.8.1a)**

**SUPPORTING TEXT:** "A Place to Call Home" (Research Study) TE pp. 41-49

## Resources

### Universal Access Support

coming soon in 2014-15...

### Teaching Resources/Documents

coming soon in 2014-15...

### Professional Development

coming soon in 2014-15...

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meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA

- 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing Research to Build and Present Knowledge

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data

## Text Support

- **Instructional Focus:**
  - **Analyze Nonfiction Elements TE pp. 41-44, 49** (RI.8.1, RI.8.3)
- **Practice & Apply:**
  - **Analyze the Text TE p. 51** (RI.8.1, RI.8.3, RI.8.4)
  - Critical Vocabulary TE p. 52 (L.8.4b, L.8.6)
  - **Using Greek Prefixes TE p. 52** (L.8.4b, L.8.6)
- **Selection-Based Performance Task:** *Writing Activity: Explanation TE p. 51 (W.8.7, W.8.8)*

## Resources

## Standards & Benchmarks

and conclusions of others while avoiding plagiarism and following a standard format for citation.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening  
Comprehension and Collaboration

- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Vocabulary Acquisition and Use  
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4b Use common, grade-appropriate Greek or Latin

## Text Support

## Resources

### Standards & Benchmarks

affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

- L.8.4c 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 or trace the etymology of words.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.8.6 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.

### Collection 1 - "Culture and Belonging" Week 3 (Week 4, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text Key Ideas and Details

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well

### Text Support

COLLECTION 1 - "Culture and Belonging" - Week 3  
**ANCHOR TEXT:** "The Latehomecomer" (Memoir) TE pp. 53-66  
**CLOSE READER SELECTION:** *Museum Indians (Memoir) TE pp. 70c-70e (CR pp. 13-17)*  
**SUPPORTING TEXTS:**

- **New Immigrants Share Their Stories (Documentary) TE pp. 71-72 for hyperlink**

### Resources

Universal Access Support  
coming soon in 2014-15...  
Teaching Resources/Documents  
coming soon in 2014-15...  
Professional Development  
coming soon in 2014-15...

## Standards & Benchmarks

as inferences drawn from the 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).

## Craft and Structure

- 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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- 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

## Text Support

- *The Powwow at the End of the World (Poem) TE pp. 75-78*

### ANCHOR TEXT: “The Latehomecomer” (Memoir) TE pp. 53-66

- **Instructional Focus:**
  - **Analyze Meaning of Words and Phrases TE pp. 53, 55, 56-58, 60-61, 63, 65** (RI.8.1, RI.8.4)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 68** (RI.8.1-5, W.8.2, W.8.7, W.8.8)
  - *Critical Vocabulary TE p. 69*(L.8.4b, L.8.4d, L.8.6)
  - **Vocabulary Strategy: Using Latin Prefixes TE p. 69** (L.8.4b, L.8.4d, L.8.6)
  - **Language Conventions: Active and Passive Voice TE p. 70** (L.8.1b, L.8.3a)
- **Selection-Based Performance Task:** *Writing Activity: Report TE pp. 68 (W.8.2, W.8.7, W.8.8)*

### SUPPORTING TEXT: New Immigrants Share Their Stories (Documentary) TE pp. 71-72 for hyperlink

- **Instructional Focus:**
  - **Analyzing the Media TE pp. 72, 73, 74** (SL.8.2, RI.8.7)
- **Practice & Apply:**
  - **Analyzing the Media TE p. 74** (RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.7)
- **Selection-Based Performance Task:** *Media Activity: Video TE p. 74 (SL.8.5, W.8.7)*

## Resources

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Lesson 8 Active and Passive Voice PowerPoint  
Lesson 8 Active and Passive Voice on your own worksheet  
Lesson 8 Active and Passive Voice practice worksheet  
Lesson 8 Active and Passive Voice review worksheet

 [Lesson 8 Active and Passive Voice PowerPoint Presentation](#)

 [Lesson 8 Active and Passive Voice on your own worksheet](#)

 [Lesson 8 Active and Passive Voice practice worksheet](#)

 [Lesson 8 Active and Passive Voice review worksheet](#)

## Standards & Benchmarks

author acknowledges and responds to conflicting evidence or viewpoints.

## Text Support

## Resources

### Integration of Knowledge and Ideas

- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing

- W.8.2 Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### Research to Build and Present Knowledge

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8 Gather relevant

## Standards & Benchmarks

information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening

- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1b Form and use verbs in the active and passive voice.

Knowledge of Language

## Text Support

## Resources

## Standards & Benchmarks

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.8.3a 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).

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4d 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).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension

## Text Support

## Resources

## Standards & Benchmarks

or expression.

- L.8.6 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.

### Collection 1 - "Culture and Belonging" (Performance Task)

(Week 5, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing

- W.8.2a Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e Establish and maintain a formal style.

Production and Distribution of Writing

## Text Support

COLLECTION - 1 - "Culture and Belonging" - Performance Task  
**Performance Task A: Write an Expository Essay TE pp.79-82**  
(W.8.2a-e, W.8.4, W.8.5, W.8.9)

## Resources

Universal Access Support

coming soon in 2014-15...

Teaching Resources/Documents  
coming soon in 2014-15...

Professional Development

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## Standards & Benchmarks

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Text Support

## Resources

### Collection 1 - Assess/Reteach/Extend (Week 6, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 Determine a theme or central idea of a text and

### COLLECTION 1- "Culture and Belonging" - Assess/Reteach/Extend

#### Administer Common Assessment 1

Choose 3 days of lessons from the following choices based on student needs:

- **Reteach:**
  - *Analyze Stories: Plot TE p. 30a (RL.8.1, RL.8.3)*
  - *Determine Central Idea and Details TE p. 40a (RI.8.2)*
  - *Reading Informational Text TE p. 52a (RI.8.3)*
  - *Figurative Language TE p. 70a (RL.8.4, RI.8.4)*
- **Extend:**

**Universal Access Support**  
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**Teaching**  
**Resources/Documents**  
coming soon in 2014-15...  
**Professional Development**  
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## Standards & Benchmarks

analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

- RL.8.3 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.

## Craft and Structure

- RL.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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- 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.

## Text Support

- *Golden Glass (Short Story) TE pp. 30c-30f (CR pp. 3-26)*
- *Museum Indians (Memoir) TE pp. 70c-70f (CR pp. 13-18)*
- **SUPPORTING TEXT:** *The Powwow at the End of the World (Poem) TE pp. 75-78*
  - **Instructional Focus:**
    - *Determining Meaning of Words and Phrases, TE pp. 75-77 (RL.8.1, RL.8.4, RL.8.9)*
    - *Making Inferences TE pp. 75-77 (RL.8.1, RL.8.4, RL.8.9)*
  - **Practice & Apply:**
    - *Analyze the Text TE p. 78 (RL.8.1, RL.8.4, W.8.7, W.8.9)*
  - **Selection-Based Performance Task:** *Media Activity: Discussion TE pg. 78 (RL.8.9, W.8.7, W.8.9)*
- *Write a Summary TE p. 30a (RL.8.2, RL.8.3)*
- *Determine Author's Purpose TE p. 40a (RI.8.6)*
- *Integrating Information from Text and Graphic Aids TE p. 52a (RI.8.3)*
- *Evaluating Sources TE p. 70a (RI.8.8, W.8.8)*
- *Analyze Modern Fiction TE p. 78a (RL.8.9)*
- *Analyze Lyric Poems TE p. 78a (RL.8.4)*

## Resources

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text

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## Text Support

## Resources

- 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).

### Craft and Structure

- 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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- 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.
- RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is

## Standards & Benchmarks

relevant and sufficient;  
recognize when irrelevant  
evidence is introduced.

## Text Support

## Resources

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing  
Research to Build and Present  
Knowledge

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Collection 2 - "The Thrill of Horror" Week 1**  
(Week 7, 1 Week)  
CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading:  
Informational Text  
Key Ideas and Details

- RI.8.1 Cite the textual

**COLLECTION 2 - "The Thrill of Horror" - Week 1**  
**ANCHOR TEXT: "What is the Horror Genre?" (Literary Criticism)**  
**TE pp. 125-128**  
**CLOSE READER SELECTION: None**  
**SUPPORTING TEXTS: "Scary Tales" (Essay) TE pp. 99-101**  
**ANCHOR TEXT: "What is the Horror Genre?" (Literary Criticism)**

**Universal Access Support**  
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**Teaching**  
**Resources/Documents**  
coming soon in 2014-15...  
**Professional Development**

## Standards & Benchmarks

evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the 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).

## Craft and Structure

- 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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- 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.

## Text Support

### TE pp. 125-128

- **Instructional Focus: Literary Criticism TE pp. 125, 127, 128, & 129** (RI.8.1, RI.8.2, RI.8.3, RI.8.6)
- **Practice & Apply:**
  - **Analyze the Text TE p. 130** (RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6)
  - **Vocabulary Strategy: Using Suffixes TE p. 131** (L.8.4b)
  - *Critical Vocabulary TE p. 131 (L.8.4b)*
  - **Language Conventions: Using Commas TE p. 132** (L.8.2a)
- **Selection-Based Performance Task: Speaking Activity: Discussion TE p. 130** (SL.8.1a, SL.8.1d, SL.8.4)

### SUPPORTING TEXT: "Scary Tales" (Essay) TE pp. 99-101

- **Instructional Focus:**
  - **Author's Viewpoint TE pp. 101 & 102** (RI.8.6)
  - **Analyze the Meaning of Words and Phrases: Author's Style pp. 99-100, & 102** (RI.8.1, RI.8.4)
- **Practice & Apply:**
  - **Analyze the Text TE p. 103** (RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6)
  - **Language Conventions: Subject-Verb Agreement TE p. 104** (L.8.1)
- **Selection-Based Performance Task: Speaking Activity: Debate TE p. 103** (SL.8.1a, SL.8.1c, SL.8.3, SL.8.4)

## Resources

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## Standards & Benchmarks

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening  
Comprehension and Collaboration

- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
  
- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

## Presentation of Knowledge and Ideas

- SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner

## Text Support

## Resources

## Standards & Benchmarks

with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

## Text Support

## Resources

## Standards & Benchmarks

### Collection 2 - "The Thrill of Horror" Week 2 (Week 8, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 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.
- 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.

#### Craft and Structure

- RL.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. (See grade 8 Language standards 4–6 for additional expectations.) CA

## Text Support

### COLLECTION 2 - "The Thrill of Horror" - Week 2

**ANCHOR TEXT:** None

**CLOSE READER SELECTION:** None

**SUPPORTING TEXTS:**

- "The Monkey's Paw" (Short Story) TE pp. 105-116
- Media Analysis: from "The Monkey's Paw" (Film Clip) by Ricky Lewis Jr. TE pp. 121-122
- 

**SUPPORTING TEXT:** "The Monkey's Paw" (Short Story) TE pp. 105

- **Instructional Focus:**
  - Determine and Analyze a Universal Theme TE pp. 107, 108, 109, 113, 116, & 117 (RL.8.1, RL.8.2, RL.8.9)
  - Analyze Foreshadowing TE pp. 105, 106, 108, 110, 111, 115, & 117 (RL.8.1, RL.8.3, RL.8.4)
- **Practice & Apply:**
  - Analyze the Text TE p. 118 (RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.9)
  - Critical Vocabulary TE p. 119 (L.8.4a-d)
  - Vocabulary Strategy: Latin Roots TE p. 119 (L.8.4a-d)
  - Language Conventions: Subjunctive Mood TE p. 120 (L.8.1c, L.8.3a)
- **Selection-Based Performance Task:** *Writing Activity: Report* TE p. 118 (W.8.2b, W.8.7, W.8.8, W.8.9a)
- 

**SUPPORTING TEXT:** Media Analysis: from "The Monkey's Paw" (Film Clip) by Ricky Lewis Jr. TE pp. 121-122

- **Instructional Focus:**
  - Evaluate Media TE pp. 122, 123, & 124 (RL.8.7, RI.8.7, SL.8.2)
- **Practice & Apply:**
  - Analyze the Media TE p. 124 (RL.8.2, RL.8.7, RI.8.7, SL.8.2)
- **Selection-Based Performance Task:** Media Activity:

## Resources

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### Standards & Benchmarks

- 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.

### Integration of Knowledge and Ideas

- 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text  
Integration of Knowledge and Ideas

- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing

### Text Support

**Storyboard TE p. 124** (SL.8.4, SL.8.5)

### Resources

## Standards & Benchmarks

- W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

### Research to Build and Present Knowledge

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9a Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered

## Text Support

## Resources

## Standards & Benchmarks

new”).

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening

- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Presentation of Knowledge and Ideas

- SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or

## Text Support

## Resources

## Standards & Benchmarks

speaking.

- L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.8.3a 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).

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

## Text Support

## Resources

## Standards & Benchmarks

- L.8.4c 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 or trace the etymology of words.
- L.8.4d 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).

## Text Support

## Resources

### Collection 2 - "The Thrill of Horror" Week 3 (Week 9, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.3 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.

### Craft and Structure

- RL.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

### COLLECTION 2 - "The Thrill of Horror" - Week 3

**ANCHOR TEXT: "Tell-Tale Heart" (Short Story) TE pp. 89-94**

**CLOSE READER SELECTION:** None

**SUPPORTING TEXTS:** None

- **Instructional Focus:**
  - **Analyze Point of View TE pp. 89, 90, 93, & 95** (RL.8.1, RL.8.6)
  - **Analyze Suspense TE pp. 92 & 95** (RL.8.6)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 96** (RL.8.1, RL.8.3, RL.8.4, RL.8.6)
  - *Critical Vocabulary TE p. 97 (L.8.4c)*
  - **Vocabulary Strategy: Use a Thesaurus TE p. 97** (L.8.4c)
  - **Language Conventions: Using Dashes TE p. 98** (L.8.2a)
  - **Language Conventions: Use Ellipses TE p. 378** (L.8.2a, L.8.2b)
- **Selection-Based Performance Task: Writing Activity: Profile TE p. 96** (W.8.2b, W.8.4, W.8.9a, W.8.10)

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## Standards & Benchmarks

word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA

- 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing

- W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

## Production and Distribution of Writing

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.9a Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the

## Text Support

## Resources

## Standards & Benchmarks

Bible, including describing how the material is rendered new”).

## Text Support

## Resources

### Range of Writing

- W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2b Use an ellipsis to indicate an omission.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4c 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

## Standards & Benchmarks

meaning or its part of speech  
or trace the etymology of  
words.

## Text Support

## Resources

### Collection 2 - "The Thrill of Horror" (Perf Task)

(Week 10, 1 Week)

CA: CCCS: English Language Arts 6–  
12, CA: Grade 8, Reading:  
Informational Text

- RI.8.8 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.

CA: CCCS: English Language Arts 6–  
12, CA: Grade 8, Writing

- W.8.2a Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d Use precise language and domain-specific

COLLECTION 2 - "The Thrill of Horror" - Performance Task  
**Performance Task B: Write a Literary Analysis TE pp. 137-140**  
(RI.8.1, W.8.2a-f, W.8.5, W.8.9a, W.8.10)

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## Standards & Benchmarks

vocabulary to inform about or explain the topic.

- W.8.2e Establish and maintain a formal style.
- W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
  
- W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
  
- W.8.9a Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

## Range of Writing

- W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of

## Text Support

## Resources

## Standards & Benchmarks

discipline-specific tasks, purposes, and audiences.

## Text Support

## Resources

### Collection 2 - Assess/Reteach/Extend (Week 11, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature

- RL.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.
- 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.

Integration of Knowledge and Ideas

- 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

### COLLECTION 2 - "The Thrill of Horror" - Assess/Reteach/Extend

#### Administer Common Assessment 2

Choose 3 days of lessons from the following choices based on student needs:

- **Reteach:**
  - *Analyze Point of View TE p. 98a (RL.8.6)*
  - *Determine Author's Point of View TE p. 104a (RI.8.6)*
  - *Determine Theme TE p. 120a (RL.8.2, RL.8.9)*
  - *Film Techniques TE p. 124a (RL.8.7, SL.8.2)*
  - *Analyze Text: Literary Criticism TE p. 132a (RI.8.3, RI.8.6)*
- **Extend:**
  - *Analyze Stories: Plot TE p. 98a (RL.8.3)*
  - *Conducting a Debate TE p. 104a (SL.8.1, SL.8.3, SL.8.4)*
  - *Compare and Contrast Texts TE p. 120a (RL.8.9)*
  - *Compare and Contrast Film and Story TE p. 124a (RL.8.7)*
  - *Identifying Central Idea and Details in Literary Criticism TE p. 132a (RL.8.2)*
  - *Close Reader Selection: Short Story by H.P. Lovecraft: "The Outsider" TE pp. 98c-98h (CR pp. 21-29)*
  - *Close Reader Selection: Poem by Edward Field: "Frankenstein" TE pp. 120c -120e (CR pp. 31-34)*
  - *Close Reader Selection: Essay by Daniel Cohen: "Man-Made Monsters" TE pp. 132c-132f (CR pp. 35-40)*

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### **Standards & Benchmarks**

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.

### **Text Support**

### **Resources**

CA: CCCS: English Language Arts 6–12, CA: Grade 8, 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.8.6 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening Comprehension and Collaboration

- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats

### Standards & Benchmarks

(e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### Presentation of Knowledge and Ideas

- SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### Collection 3 - "The Move Toward Freedom" Week 1

(Week 12, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text Key Ideas and Details

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### Text Support

### Resources

### COLLECTION 3 - "The Move Toward Freedom" - Week 1 ANCHOR TEXT: from Narrative of the Life of Fredrick Douglas, an American Slave (Autobiography) TE pp. 143-147

**CLOSE READER SELECTION:** None

**SUPPORTING TEXTS:** None

- **Instructional Focus:**
  - **Analyze Text Autobiography TE pp. 143, 144, 145, 146, 147, & 148** (RI.8.1, RI.8.3, & RI.8.6)
  - **Analyze Structure TE pp. 144, 146, 148** (RI.8.1, RI.8.3, RI.8.5)
- **Practice & Apply:**

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## Standards & Benchmarks

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

## Craft and Structure

- 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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing

- W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other

## Text Support

- **Analyze the Text TE p. 149** (RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.6)
- *Critical Vocabulary TE p. 150 (L.8.4a & L.8.4d)*
- **Vocabulary Strategy: Use Context Clues TE p. 150** (L.8.4a, L.8.4d)
- **Selection-Based Performance Task: Writing Activity: Literary Analysis TE p. 149** (W.8.2b, W.8.9b)

## Resources

## Standards & Benchmarks

information and examples.

- W.8.9b Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Vocabulary Acquisition and Use  
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4d 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).

### Collection 3 - "The Move Toward Freedom" Week 2

(Week 13, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly

## Text Support

### COLLECTION 3 - "The Move Toward Freedom" - Week 2 ANCHOR Exemplar TEXT:

- **from Harriet Tubman: Conductor on the Underground Railroad (Biography) TE pp. 151-162**

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## Standards & Benchmarks

supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### Craft and Structure

- RL.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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- RL.8.5 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text Key Ideas and Details

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events

## Text Support

- **O Captain! My Captain! (Poem) TE pp. 199-200**

**CLOSE READER SELECTION:** None

**SUPPORTING TEXTS:** None

**ANCHOR (Exemplar) TEXT:** from *Harriet Tubman: Conductor on the Underground Railroad (Biography) TE pp. 151-162*

- **Instructional Focus:**
  - **Analyze Text: Biography TE pp. 151, 152, 153, 154, 155, 157, 158, 159, 160, 161, 163** (RI.8.1, RI.8.3, RI.8.5)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 164** (RI.8.1, RI.8.3, RI.8.4, RI.8.5)
  - *Critical Vocabulary TE p. 165 (L.8.5b)*
  - **Vocabulary Strategy: Use Word Relationship TE p. 165** (L.8.5b)
  - **Language Conventions: Conditional Mood TE p. 166** (L.8.1c, L.8.3a)
- **Selection-Based Performance Task: Speaking Activity: Speech TE p. 164** (SL.8.1a, SL.8.4, W.8.7, W.8.9b)

**ANCHOR Exemplar TEXT:** **O Captain! My Captain! (Poem) TE pp. 199-200**

- **Instructional Focus:**
  - **Determine Meanings of Words and Phrases TE pp. 200-201** (RL.8.4 & RL.8.5)
  - **Analyze Structure TE pp. 200-201** (RL.8.1, RL.8.4, RL.8.5)
- **Practice & Apply:**
  - **Analyzing the Text TE pp. 202** (RL.8.1, RL.8.4, RL.8.5)
- **Selection-Based Performance Task: Speaking Activity: Choral Reading TE p. 202** (SL.8.1, SL.8.6)

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## Standards & Benchmarks

(e.g., through comparisons, analogies, or categories).

## Text Support

## Resources

### Craft and Structure

- 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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing Research to Build and Present Knowledge

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.9b Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate

## Standards & Benchmarks

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”).

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening  
Comprehension and Collaboration

- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Presentation of Knowledge and Ideas

- SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear

## Text Support

## Resources

## Standards & Benchmarks

pronunciation.

- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.8.3a 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

## Text Support

## Resources

## Standards & Benchmarks

- L.8.5b Use the relationship between particular words to better understand each of the words.

### Collection 3 - "The Move Toward Freedom" Week 3

(Week 14, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 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.
- 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.

### Craft and Structure

- RL.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

## Text Support

### COLLECTION 3 - "The Move Toward Freedom" - Week 3 **ANCHOR TEXT: The Drummer Boy of Shiloh (Historical Fiction) TE pp. 167-172**

**CLOSE READER SELECTION:** None

**SUPPORTING TEXTS:** None

- **Instructional Focus:**
  - **Historical Fiction TE pp. 167, 169, 173** (RL.8.1, RL.8.2, RL.8.3)
  - **Determine Meaning of Words and Phrases TE pp. 168, 169, 170, 171, 172, 173** (RL.8.1, RL.8.4)
- **Practice & Apply:**
  - **Analyze the Text TE p. 174** (RL.8.1, RL.8.2, RL.8.3, RL.8.4)
  - *Critical Vocabulary TE p. 175 (L.8.4a, L.8.5a, L.8.6)*
  - **Vocabulary Strategy: Interpret Figures of Speech TE p. 175** (L.8.4a, L.8.5a, L.8.6)
  - **Language Conventions: Indicative Mood TE p. 176** (L.8.1c)
- **Selection-Based Performance Task: Respond by Speaking TE p. 174** (W.8.7 W.8.8, SL.8.4)

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## Standards & Benchmarks

tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing Research to Build and Present Knowledge

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening Presentation of Knowledge and Ideas

- SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner

## Text Support

## Resources

## Standards & Benchmarks

with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.

## Text Support

## Resources

## Standards & Benchmarks

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.8.6 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.

### Collection 3 - Assess/Reteach/Extend (Week 15, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature

- RL.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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text  
Key Ideas and Details

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the

## Text Support

### COLLECTION 3 - "The Move Toward Freedom" - Assess/Reteach/Extend

#### Administer Common Assessment 3

Choose 3 days of lessons from the following choices based on student needs:

- **Reteach:**
  - *Analyze Text: Autobiography and Author's Purpose TE p. 150a (RI.8.3, RI.8.5, RI.8.6)*
  - *Analyze Text: Biography TE p. 166a (RI.8.3, RI.8.5)*
  - *Analyze Stories: Historical Fiction TE p. 176a (RL.8.2)*
  - *Analyze Structure: Comparison and Contrast TE p. 198a (RI.8.3, RI.8.5)*
  - *Determine Meanings of Words and Phrases TE p. 202b (RL.8.4)*
- **Extend**
  - *Collaborative Discussion TE p. 150a (SL.8.1a-d)*
  - *Cite Evidence TE p. 166a (RI.8.1)*
  - *Draw Conclusions TE p. 176a (RL.8.1)*
  - *Generating Questions for Research TE p. 198a (W.8.7)*

## Resources

**Universal Access Support**  
coming soon in 2014-15...  
**Teaching Resources/Documents**  
coming soon in 2014-15...  
**Professional Development**  
coming soon in 2014-15...  
**My.hrw.com**

## Standards & Benchmarks

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).

## Craft and Structure

- 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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing

- W.8.2 Write informative/explanatory texts,

## Text Support

- *Close Reader Selection: "My Friend Douglass" (Biography) TE pp. 150c-150f (CR pp. 43-48)*
- *Close Reader Selection: "A Mystery of Heroism" (Short Story) TE pp. 176c-176j (CR pp. 49-62)*
- *Close Reader Selection: "Civil War Journal" (Journal Entries) TE pp. 198c-198f (CR pp. 63-68)*
- *Supporting Text: from Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis (History Writing) TE pp. 177-194 (RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.6, W.8.2, W.8.7, W.8.8, W.8.9b, L.8.1a, L.8.4a, L.8.4d, & L.8.5c)*
  - *Instructional Focus:*
    - *Analyze Structure: Comparison and Contrast TE p. 178, 179, 180, 185, 188, 190, 195 (RI.8.1, RI.8.3, RI.8.5)*
    - *Analyze Connotative Meanings TE p. 179, 186, 192, 195 (RI.8.4, L.8.5c)*
  - *Practice & Apply:*
    - *Analyze the Text TE p. 196 (RI.8.1, RI.8.3, RI.8.4, RI.8.5)*
    - *Critical Vocabulary TE p. 197 (L.8.4a, L.8.4d)*
    - *Vocabulary Strategy: Use Context Clues TE p. 197 (L.8.4a, L.8.4d)*
  - *Selection-Based Performance Task:*
    - *Respond in Writing TE p. 196 (W.8.9b)*

## Resources

## Standards & Benchmarks

including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## Text Support

## Resources

### Research to Build and Present Knowledge

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9b Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when

## Standards & Benchmarks

irrelevant evidence is introduced”).

## Text Support

## Resources

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening  
Comprehension and Collaboration

- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Standards & Benchmarks

- L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4d 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

## Text Support

## Resources

**[Novel Unit 1 - The Fall of the House of Usher](#)** (Week 16, 3 Weeks) CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

### Novel Unit #1 - 3 Weeks

**Novel: The Fall of the House of Usher**  
**Purpose of Unit:**

**Universal Access Support**  
coming soon in 2014-15...  
**Teaching**

## Standards & Benchmarks

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 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.
- 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.

## Craft and Structure

- RL.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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text

## Text Support

- **Students will be able to identify and analyze theme**
- **Students will be able to analyze characters' influence on the plot**
- **Students will be able to analyze character motivation and how it advances the plot**
- **Students will be able to identify elements of plot**
- **Students will be able to recognize example of figurative language**
- **Students will be able to infer meaning from figurative language**
- **Students will be able to determine the author's purpose for using figurative language**

## Learning Plan (see available resources):

- **Analyze theme** (RL.8.1, RL.8.2, W.8.1, W.8.2)
- **Trace plot development** (RL.8.1, RL.8.3, RL.8.5)
- **Interpret and analyze figurative language** (RL.8.1, RL.8.4)
- **Interpret and analyze narrator and characters' points of view** (RL.8.1, RL.8.6, W.8.1, W.8.2)

## Evidence of Learning:

- **Written interpretation of theme of novel**
- **Compare/Contrast of multiple characters (traits, motivation, evolution, influence on plot, etc)**
- **Plot Mountain**
- **Explanation of figurative language examples from novel and how they enhance the novel**

**\*See documents under Resources for: Journal Prompts / Text Dependent Questions and Graphic organizers to support evidence of learning**

## Resources

### Resources/Documents

See below for [Journal Prompts / Text Dependent Questions and Graphic organizers](#)

### Professional Development

coming soon in 2014-15...

### My.hrw.com

See below list of [Level-Up Tutorials](#)

 [Journal Prompts & Text Dependent Questions for Characterization.doc](#)

 [Graphic Organizers to Teach Characterization.docx](#)

 [Journal Prompts & Text Dependent Questions for PLOT.docx](#)

 [Graphic Organizers to Teach Plot.docx](#)

 [Graphic Organizers to Teach Setting.docx](#)

 [Journal Prompts & Text Dependent Questions for THEME.docx](#)

 [Graphic Organizers to Teach Theme.docx](#)

 [Journal Prompts & Text Dependent Questions for LANGUAGE.docx](#)

 [Vocabulary List](#)

 [The Fall of the House of Usher Digital Text Options](#)

 [The Fall of the House](#)

## Standards & Benchmarks

contributes to its meaning and style.

- 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing Text Types and Purposes

- W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.8.2 Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## Text Support

## Resources

[of Usher Free Online Audio](#)

[!\[\]\(ce7c5d6a792a8783ba1f4b0eeb0acbd0\_img.jpg\) \[The Fall of the House of Usher HQ PDF\]\(#\)](#)

[!\[\]\(a0c20551745271d88e99b0e44767ed91\_img.jpg\) \[Level-Up Tutorial: Plot Stages\]\(#\)](#)

[!\[\]\(d7efc02a020ca4a994cb6ace4bf9369b\_img.jpg\) \[Level-Up Tutorial: Plot: Sequence of Events\]\(#\)](#)

[!\[\]\(c2c0fb2e55e2f29a54aed2574f151d70\_img.jpg\) \[Level-Up Tutorial: Conflict\]\(#\)](#)

[!\[\]\(6bd7b83a8622516fadd6fd8d129fea00\_img.jpg\) \[Level-Up Tutorial: Setting\]\(#\)](#)

[!\[\]\(311d3fdf119e400053cfa1c69cfafcf8\_img.jpg\) \[Level-Up Tutorial: Setting: Effect on Plot\]\(#\)](#)

[!\[\]\(486da8c6e7017d89bb72a0a0a030190f\_img.jpg\) \[Level-Up Tutorial: Setting and Mood\]\(#\)](#)

[!\[\]\(c48f66c56726ea70aee112e739f0b75c\_img.jpg\) \[Level-Up Tutorial: Methods of Characterization\]\(#\)](#)

[!\[\]\(c8c4741e5bbb8d2e224fad5bba5aa52e\_img.jpg\) \[Level-Up Tutorial: Character Traits\]\(#\)](#)

[!\[\]\(cae60ec0d680756f33be42947c09c0be\_img.jpg\) \[Level-Up Tutorial: Character Motivation\]\(#\)](#)

[!\[\]\(06d4e6db6b224669b3fbaf2fd9a6f4ad\_img.jpg\) \[Level-Up Tutorial: Characters and Conflict\]\(#\)](#)

[!\[\]\(cf1eceaa74f80980debbf159597f9174\_img.jpg\) \[Level-Up Tutorial: Making Inferences About Characters\]\(#\)](#)

[!\[\]\(3b8bb2f625483be2543bc7366e3315ba\_img.jpg\) \[Level-Up Tutorial: Theme\]\(#\)](#)

[!\[\]\(fa2c09509a19281e5d59b45f8131413c\_img.jpg\) \[Level-Up Tutorial: Universal and Recurring Themes\]\(#\)](#)

[!\[\]\(8609ac540f576666ed72640259238699\_img.jpg\) \[Level-Up Tutorial: Point of View\]\(#\)](#)

[!\[\]\(fd5e08c94a26dcbe6b35ce67c5805701\_img.jpg\) \[Level-Up Tutorial: First Person Point of View\]\(#\)](#)

## Standards & Benchmarks

## Text Support

## Resources

### Collection 4 - "Approaching Adulthood" Week 1 (Week 19, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text  
Key Ideas and Details

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### Craft and Structure

- 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

COLLECTION 4 - "Approaching Adulthood" - Week 1  
**ANCHOR TEXT: When Do Kids Become Adults (Argument) TE pp. 235-244**  
**CLOSE READER SELECTION:** None  
**SUPPORTING TEXTS:** None

- **Instructional Focus:**
  - **Trace and Evaluate an Argument TE pp. 235-243** (RI.8.5, RI.8.6, RI.8.8)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 244** (RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.8, RI.8.9)
  - *Critical Vocabulary TE p. 245 (L.8.4b, L.8.4d)*
  - **Vocabulary Strategy: Greek Roots TE p. 245** (L.8.4b, L.8.4d)
  - **Language Convention: Shifts in Voice and Mood TE p. 246** (L.8.1d)
- **Selection-Based Performance Task: Speaking Activity: Debate TE p. 244** (W.8.7, SL.8.3, SL.8.4, SL.8.5, SL.8.6)

- [!\[\]\(c928bb1c968797b454e2a433707d0158\_img.jpg\) Level-Up Tutorial: Third Person Point of View](#)
- [!\[\]\(ecf72c1fd7275a75c89f7dfe9ddbcb23\_img.jpg\) Level-Up Tutorial: Figurative Language](#)
- [!\[\]\(9930d711fab464aed38e220a20328c20\_img.jpg\) Level-Up Tutorial: Connotations and Denotations](#)
- [!\[\]\(3ba29da6bd88b86d807645b17f3af0f7\_img.jpg\) Level-Up Tutorial: Literal and Figurative Meanings](#)

Universal Access Support  
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Teaching Resources/Documents  
coming soon in 2014-15...  
Professional Development  
coming soon in 2014-15...  
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## Standards & Benchmarks

texts. (See grade 8 Language standards 4–6 for additional expectations.) CA

- 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.
- RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing Research to Build and Present Knowledge

- W.8.7 Conduct short research projects to answer a question (including a self-

## Text Support

## Resources

## Standards & Benchmarks

generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening

- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

## Presentation of Knowledge and Ideas

- SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a

## Text Support

## Resources

### Standards & Benchmarks

variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.

Vocabulary Acquisition and Use  
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4d 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).

### Text Support

### Resources

**Collection 4 - "Approaching Adulthood" Week 2**  
(Week 20, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text  
Key Ideas and Details

**COLLECTION 4 - "Approaching Adulthood" - Week 2**  
**ANCHOR TEXT:** None  
**CLOSE READER SELECTION:** None  
**SUPPORTING TEXTS:**

**Universal Access Support**  
coming soon in 2014-15...  
**Teaching Resources/Documents**

## Standards & Benchmarks

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 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).

## Craft and Structure

- 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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and

## Text Support

- "Is 16 Too Young to Drive a Car?" (Article) TE pp. 247-255
- "Fatal Car Crashes Drop for 16 Year-Olds, Rise for Older Teens" (Article) TE pp. 256-260

**\*\*\*These two text are meant to be used together to hit the comparing text standards.**

**SUPPORTING TEXT: "Is 16 Too Young to Drive a Car?" (Article) TE pp. 247-255**

- **Instructional Focus:**
  - **Determine Central Ideas and Details TE pp. 247, 248, 249, 251, 253, 254, 255** (RI.8.1, RI.8.2, RI.8.3, RI.8.5)
- **Practice & Apply:**
  - **Analyze the Text TE p. 255** (RI.8.1, RI.8.2, RI.8.3, RI.8.5)
- **Selection-Based Performance Task:** none

**SUPPORTING TEXTS: "Fatal Car Crashes Drop for 16 Year-Olds, Rise for Older Teens" (Article) TE pp. 256-260**

- **Instructional Focus:**
  - **Compare Text: Analyze Information in Texts TE pp. 256, 257, 258, 259** (RI.8.1, RI.8.3, RI.8.4, RI.8.8, RI.8.9)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 258** (RI.8.1, RI.8.3, RI.8.4, RI.8.7, RI.8.8)
  - **Analyzing the Text TE p. 260** (RI.8.1, RI.8.2, RI.8.3, RI.8.5, RI.8.8, RI.8.9)
  - **Critical Vocabulary TE p. 261** (L.8.4a, L.8.6)
  - **Vocabulary Strategy: Domain-Specific Words TE p. 261** (L.8.4a, L.8.6)
  - **Language Conventions: Fragments TE p. 262** (L.8.1)
- **Selection-Based Performance Task: Writing Activity: Opinion TE p. 260** (W.8.1a, W.8.1b, W.8.4, W.8.9b, W.8.10)

## Resources

coming soon in 2014-15...  
**Professional Development**  
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## Standards & Benchmarks

refining a key concept.

## Text Support

## Resources

### Integration of Knowledge and Ideas

- R1.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- R1.8.8 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.
- R1.8.9 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing  
Text Types and Purposes

- W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and

## Standards & Benchmarks

demonstrating an understanding of the topic or text.

## Text Support

## Resources

### Production and Distribution of Writing

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.9b Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

### Range of Writing

- W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English

## Standards & Benchmarks

grammar and usage when writing or speaking.

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

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.8.6 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.

## Text Support

## Resources

## Standards & Benchmarks

### Collection 4 - "Approaching Adulthood" Week 3 (Week 21, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 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.
- 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.

#### Craft and Structure

- RL.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. (See grade 8 Language standards 4–6 for additional expectations.) CA

## Text Support

COLLECTION 4 - "Approaching Adulthood" - Week 3  
**ANCHOR TEXT: Marigolds (Short Story) TE pp. 213-224**  
**CLOSE READER SELECTION:** None  
**SUPPORTING TEXTS:** None

- **Instructional Focus:**
  - **Analyze Stories: Characters' Motivation TE pp. 215, 217, 221, 222, 225** (RL.8.1, RL.8.3)
  - **Determine Theme TE pp. 213, 214, 218, 223, 224, 225** (RL.8.1, RL.8.2, RL.8.4)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 226** (RL.8.1, RL.8.2, RL.8.3, RL.8.4)
  - *Critical Vocabulary TE p. 227* (L.8.4b, L.8.4d, L.8.6)
  - **Vocabulary Strategy: Use Latin Suffixes TE p. 227** (L.8.4b, L.8.4d, L.8.6)
  - **Language Conventions: Infinitives TE p. 228** (L.8.1a)
- **Selection-Based Performance Task: Writing Activity: Essay TE p. 226** (W.8.2, W.8.4, W.8.9a, W.8.10)

## Resources

Universal Access Support  
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Teaching Resources/Documents  
coming soon in 2014-15..  
Professional Development  
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## Standards & Benchmarks

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing

- W.8.2 Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### Production and Distribution of Writing

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.9a Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

### Range of Writing

- W.8.10 Write routinely over extended time frames (time for research, reflection, and

## Text Support

## Resources

## Standards & Benchmarks

revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4d 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).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career

## Text Support

## Resources

## Standards & Benchmarks

readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.8.6 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.

## Text Support

## Resources

**Collection 4 - "Approaching Adulthood" (Perf Task)**  
(Week 22, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text  
Key Ideas and Details

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing  
Text Types and Purposes

- W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an

**COLLECTION 4 - "Approaching Adulthood" - Performance Task**  
**Performance Task B: Produce a Multimedia Campaign TE pp. 273-276** (RI.8.1, W.8.1a-e, W.8.5, W.8.6, W.8.8, W.8.9b, SL.8.4, SL.8.5, SL.8.6)

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## Standards & Benchmarks

understanding of the topic or text.

- W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1d Establish and maintain a formal style.
- W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.
  
- W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
  
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
  
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and

## Text Support

## Resources

## Standards & Benchmarks

quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- W.8.9b Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening  
Presentation of Knowledge and Ideas

- SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a

## Text Support

## Resources

## Standards & Benchmarks

variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

## Text Support

## Resources

### Collection 4 - Assess/Reteach/Extend (Week 23, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 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.
- 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.

### Craft and Structure

- RL.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

### COLLECTION 4 - "Approaching Adulthood" - Assess/Reteach/Extend

#### Administer Common Assessment 4

Choose 3 days of lessons from the following choices based on student needs:

- **Reteach:**
  - *Analyze Stories: Characters' Motivation TE p. 228a (RL.8.3)*
  - *Determine Theme TE p. 234a (RL.8.2)*
  - *Trace and Evaluate an Argument TE p. 246a (RI.8.6, RI.8.8)*
  - *Analyze Information in Texts TE p. 262a (RI.8.9)*
  - *Evaluating Advantages and Disadvantages of Media TE p. 268b (RI.8.7, SI.8.2)*
- **Extend:**
  - *Close Reader Selection: "The Whistle" (Short Story) TE p. 228c-228g (CR p. 71-78)*
  - *Close Reader Selection: "Identity" & "Hard on the Gas" (Poems) TE p. 234c-234e (CR pp. 79-82)*
  - *Close Reader Selection: "Much Too Young to Work So Hard" (Nonfiction) TE p. 246c-246f (CR pp. 83-88)*
  - *Supporting Text: "Hanging Fire" & "Teenagers" (Poems) TE pp. 229-231 (RL.8.1, RL.8.2, RL.8.4, RL.8.5, W.8.4, W.8.9a, W.8.10, SL.8.1a, SL.8.6, L.8.2c)*
    - **Instructional Focus:**
      - *Make Inferences TE pp. 230, 232 (RL.8.1, RL.8.2)*
      - *Determine Theme TE pp. 230, 232 (RL.8.1, RL.8.2)*
    - **Practice & Apply:**
      - *Analyzing the Text TE p. 233 (RL.8.1, RL.8.2, RL.8.4, RL.8.5)*

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## Standards & Benchmarks

word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA

- RL.8.5 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text

- 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.

Integration of Knowledge and Ideas

- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8 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

## Text Support

- *Language Conventions: Words Ending in y* TE p. 234 (L.8.2c)
- **Selection-Based Performance Task:**
  - *Writing Activity: Comparison* TE p. 233 (W.8.4, W.8.9a, W.8.10)
- **Supporting Text:** "Your Phone Can Wait" (PSA Film) TE pp. 263-265 & "Driving Distracted" (PSA Poster) TE pp. 266 (RI.8.7, W.8.1a, W.8.1b, W.8.7, SL.8.2, SL.8.5)
  - 
  - **Instructional Focus:**
    - *Analyze Ideas and Media* TE pp. 264-265 (SL.8.2)
    - *Analyze Diverse Media* TE p. 267 (SL.8.2)
    - *Evaluate Media* TE p. 268 (R.I.8.7, SL.8.2)
  - **Practice and Apply:**
    - *Analyze the Media* TE p. 265 (SL.8.2)
    - *Analyze the Media* TE p. 267 (SL.8.2)
    - *Analyze the Media* TE p. 268 (SL.8.2)
  - **Seclection-Based Performance Task:**
    - *Media Activity: Public Service Announcement* TE p. 268 (W.8.1a, W.8.1b, W.8.7, SL.8.2, SL.8.5)

## Resources

## Standards & Benchmarks

evidence is introduced.

- RI.8.9 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing  
Text Types and Purposes

- W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Production and Distribution of Writing

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

- W.8.7 Conduct short

## Text Support

## Resources

## Standards & Benchmarks

research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

- W.8.9a Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

## Range of Writing

- W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening  
Comprehension and Collaboration

- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on

## Text Support

## Resources

## Standards & Benchmarks

ideas under discussion.

- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2c Spell correctly.

## Collection 5 - "Anne Frank's Legacy" Week 1 (Week 24, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what

## Text Support

### COLLECTION 5 - "Anne Frank's Legacy" - Week 1

**ANCHOR TEXT: The Diary of Anne Frank Act I, Scenes 1 and 2 (Play) TE pp. 279-292**

**CLOSE READER SELECTION: The Diary of Anne Frank, Act I, Scenes 1 and 2 (Play) TE pp. 354c-354l (CR pp. 91-108)**

**SUPPORTING TEXT: from "The Diary of a Young Girl" (Diary) TE pp. 355-367**

## Resources

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### Teaching

### Resources/Documents

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## Standards & Benchmarks

the text says explicitly as well as inferences drawn from the text.

- 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.

## Craft and Structure

- RL.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. (See grade 8 Language standards 4–6 for additional expectations.) CA

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text  
Key Ideas and Details

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting

## Text Support

**ANCHOR TEXT:** The Diary of Anne Frank Act I, Scenes 1 and 2 (Play) TE pp. 279-292

- **Instructional Focus:**
  - **Analyze Drama** TE pp. 279-284, 288, 291 (RL.8.1, RL.8.3)
  - **Analyze Characters** TE pp. 282, 284, 286, 290, 354a (RL.8.1, RL.8.3)
  - **Analyze Language** TE pp. 283, 285, 287, 288, 289 (RL.8.1, RL.8.3, RL.8.4)
- **Practice & Apply:**
  - *Analyzing the Text* TE p. 354 complete in week 3 when play is finished
- **Selection-Based Performance Task:** *Writing Activity: Character Sketch* TE p. 354 complete in week 3 when play is finished

**SUPPORTING TEXT:** from "The Diary of a Young Girl" (Diary) TE pp. 355-367

- **Instructional Focus:**
  - **Analyze Text: Elements of a Diary** TE pp. 355, 357, 359, 361-362, 365-366 (RI.8.1, RI.8.3, RI.8.6)
  - **Make Inferences** TE pp. 356, 358-359, 362-364, 366 (RI.8.1)
- **Practice & Apply:**
  - **Analyzing the Text** TE p. 367 (RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI. 8.6)
  - *Critical Vocabulary* TE p. 368 (L.8.4a, L.8.4d, L.8.5c)
  - **Vocabulary Strategy** TE p. 368 (L.8.4a, L.8.4d, L.8.5c)
- **Selection-Based Performance Task:** *Speaking Activity: Performance* p. 367 (SL.8.1a, SL.8.1b)

## Resources

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## Standards & Benchmarks

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).

## Craft and Structure

- 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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening  
Comprehension and Collaboration

## Text Support

## Resources

## Standards & Benchmarks

## Text Support

## Resources

- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Vocabulary Acquisition and Use  
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4d 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5c Distinguish among the

## Standards & Benchmarks

connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

## Text Support

## Resources

### Collection 5 - "Anne Frank's Legacy" Week 2 (Week 25, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.3 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.

#### Craft and Structure

- RL.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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- RL.8.6 Analyze how differences in the points of view of the characters and the

### COLLECTION 5 - "Anne Frank's Legacy" - Week 2

**ANCHOR TEXT: The Diary of Anne Frank Act I, Scenes 3-5 & Act II, Scene 1 (Play) TE pp. 292-334**

**CLOSE READER SELECTION:** None

**SUPPORTING TEXTS:** None

- **Instructional Focus:**
  - **Analyze Drama TE pp. 297, 298, 302, 309-310, 312, 314, 317, 320, 324, 325** (RL.8.1, RL.8.3, RL.8.4)
  - **Analyze Characters TE pp. 295, 300, 308, 313, 320, 323, 331**, (RL.8.1, RL.8.3)
  - **Analyze Language TE pp. 294, 297, 299, 301, 306, 315, 316, 323, 328, 334**, (RL.8.1, RL.8.3, RL.8.4, RL.8.6, L.8.5a)
  - **Analyze Incidents in Drama TE p. 326** (RL.8.3)
  - **Analyze Dialogue in Drama TE pp. 327-329** (RL.8.3)
- **Practice & Apply:** *will be completed in week 3*
- **Selection-Based Performance Task:** *will be completed in week 3*

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## Standards & Benchmarks

audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language  
5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.

## Collection 5 - "Anne Frank's Legacy" Week 3 (Week 26, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature  
Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.3 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.

Craft and Structure

- RL.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

## Text Support

## COLLECTION 5 - "Anne Frank's Legacy" - Week 3 ANCHOR TEXT: The Diary of Anne Frank (Play) Act II, Scenes 2-5 TE pp. 334-354

**CLOSE READER SELECTION:** None  
**SUPPORTING TEXTS:** None

- **Instructional Focus:**
  - **Analyze Drama TE pp. 347, 351** (RL.8.1, RL.8.3, RL.8.4)
  - **Analyze Characters TE pp. 344** (RL.8.1, RL.8.3)
  - **Analyze Language TE pp. 337, 342, 348** (RL.8.4)
  - **Analyze Incidents in Drama TE pp. 335, 345, 354** (RL.8.1, RL.8.3)
  - **Analyze Dialogue in Drama TE pp. 336, 341, 349, 354** (RL.8.3)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 354** (RL.8.1, RL.8.3)
  - *Speaking and Listening TE p. 354 (SL.8.1a, SL.8.6)*
- **Selection-Based Performance Task: Writing Activity: Character Sketch TE p. 354** (W.8.4, W.8.9a, W.8.10)

## Resources

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## Standards & Benchmarks

tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA

## Text Support

## Resources

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing Production and Distribution of Writing

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.9a Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

### Range of Writing

- W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–

## Standards & Benchmarks

12, CA: Grade 8, Speaking & Listening  
Comprehension and Collaboration

- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

## Collection 5 - "Anne Frank's Legacy" Week 4 (Week 27, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature  
Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 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.

Craft and Structure

## Text Support

### COLLECTION 5 - "Anne Frank's Legacy" - Week 4

**ANCHOR TEXT:** None

**CLOSE READER SELECTION:** None

**SUPPORTING TEXTS:**

- "After Auschwitz" (Speech) TE pp. 379-384
- "There But for the Grace" (Poem) TE pp. 385-388

**SUPPORTING TEXT:** "After Auschwitz" (Speech) TE pp. 379-384

- **Instructional Focus:**
  - **Analyze Structure: Speech** TE pp. 380, 382, (RI.8.5)
  - **Analyze Word Choices** TE pp. 380-383 (RI.8.4)
- **Practice & Apply:**
  - **Analyzing the Text** TE p. 384 (RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8)
- **Selection-Based Performance Task:**
  - **Speaking Activity: Discussion** TE p. 384 (W.8.7, W.8.8, SL.8.1a, SL.8.1b)

## Resources

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## Standards & Benchmarks

- RL.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. (See grade 8 Language standards 4–6 for additional expectations.) CA

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text  
Key Ideas and Details

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

## Craft and Structure

- 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

## Text Support

### **SUPPORTING TEXT: "There But for the Grace" (Poem) TE pp. 385-388**

- **Instructional Focus:**
  - **Analyze Sound Devices TE pp. 386-387** (RL.8.4)
  - **Analyze Language TE pp. 386** (RL.8.4)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 388** (RL.8.1, RL.8.2, RL.8.4)
- **Selection-Based Performance Task:**
  - *Writing Activity: Analysis TE p. 388 (W.8.1a-e, W.8.4, W.8.9a, W.8.10)*

## Resources

### Standards & Benchmarks

analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA

- 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.
- RI.8.8 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing Text Types and Purposes

- W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an

### Text Support

### Resources

## **Standards & Benchmarks**

understanding of the topic or text.

- W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1d Establish and maintain a formal style.
- W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.

## Production and Distribution of Writing

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## Research to Build and Present Knowledge

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively;

## **Text Support**

## **Resources**

## Standards & Benchmarks

assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- W.8.9a Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

## Range of Writing

- W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening  
Comprehension and Collaboration

- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

## Text Support

## Resources

## Standards & Benchmarks

- SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

## Text Support

## Resources

### Collection 5 - "Anne Frank's Legacy" (Perf Task)

(Week 28, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing

- W.8.2a Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e Establish and maintain a formal style.
- W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

### COLLECTION 5 - "Anne Frank's Legacy" - Week 5

**Performance Task: Expository Essay TE pp. 389-392** (W.8.2a-f, W.8.4, W.8.5, W.8.7, W.9b, W.8.10)

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## Standards & Benchmarks

## Text Support

## Resources

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

### Research to Build and Present Knowledge

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.9b Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the

## Standards & Benchmarks

evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

### Range of Writing

- W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Collection 5 - Assess/Reteach/Extend (Week 29, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 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.
- 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

## Text Support

### COLLECTION 5 - "Anne Frank's Legacy" - Assess/Reteach/Extend

#### Administer Common Assessment 5

Choose 3 days of lessons from the following choices based on student needs:

- **Reteach:**
  - *Analyze Elements of Drama TE p. 354a (RL.8.1, RL.8.3)*
  - *Analyze Elements of a Diary TE p. 368a (RI.8.3, RI.8.6)*
  - *Determine Author's Point of View TE p. 378a (RI.8.6)*
  - *Analyze Persuasive Techniques TE p. 384 (RI.8.4)*
  - *Analyze Sound Devices TE p.388b (RL.8.4)*
- **Extend:**
  - *Compare and Contrast Structure TE p. 386a (RL.8.5)*
  - *Supporting Text: from "Anne Frank: The Book, The Life, The Afterlife" (Literary Criticism) TE pp. 369-377*
    - **Instructional Focus:**
      - *Determine Author's Point of View TE pp. 369-370, 372, 374-375 (RI.8.6, )*
      - *Analyze the Meaning of Words and*

## Resources

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## Standards & Benchmarks

provoke a decision.

### Craft and Structure

- RL.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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- RL.8.5 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text  
Key Ideas and Details

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 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

## Text Support

*Phrases TE p. 371, 373, 375 (RI.8.4)*

- **Practice & Apply:**
  - *Analyzing the Text TE p. 376 (RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6)*
  - *Critical Vocabulary TE p. 377 (L.8.4a, L.8.4.d)*
  - *Vocabulary Strategy: Latin Suffixes TE p. 377 (L.8.4a, L.8.4.d)*
  - *Language Conventions: Use Ellipses TE p. 378 (L.8.2a, L.8.2b)*
- **Selection-Based Performance Task: Writing Activity: Analysis TE p. 376 (RI.8.8, W.8.4, W.8.9b, W.8.10, SL.8.1a, SL.8.1b)**
- *Evaluate Reasoning TE p. 378a (RI.8.8)*
- *Analyze Elements of a Speech TE p. 384a (RI.8.5)*
- *Theme TE p. 388a (RL.8.2)*
- *Paraphrase TE p. 388a (RL.8.1, RL.8.2)*
- *Analyze Imagery TE p. 388b (RL.8.4)*

## Resources

## Standards & Benchmarks

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).

## Craft and Structure

- 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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- 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.
- RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is

## Text Support

## Resources

## Standards & Benchmarks

relevant and sufficient;  
recognize when irrelevant  
evidence is introduced.

## Text Support

## Resources

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing  
Production and Distribution of Writing

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.9b Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

### Range of Writing

- W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening

## Standards & Benchmarks

### Comprehension and Collaboration

- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language  
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2b Use an ellipsis to indicate an omission.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the

## Text Support

## Resources

## Standards & Benchmarks

meaning of a word or phrase.

- L.8.4d 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).

## Text Support

## Resources

### Collection 6 - "The Value of Work" Week 1 (Week 30, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 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.
- 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.

### Craft and Structure

- RL.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

### COLLECTION 6 - "The Value of Work" - Week 1

**ANCHOR TEXT:** from The Adventures of Tom Sawyer (Novel) TE pp. 395-400

**CLOSE READER SELECTION:** Comparing Versions of The Flying Machine TE pp. 404c-404j (CR pp. 111-124)

**SUPPORTING TEXTS:** None

**ANCHOR TEXT:** from The Adventures of Tom Sawyer (Novel) TE pp. 395-400

- **Instructional Focus:**
  - **Analyze Point of View** TE pp. 395, 397, 398, 401 (RL.8.1, RL.8.4, RL.8.6)
  - **Determine Meanings of Words and Phrases** TE pp. 399, 400, 401 (RL.8.1, RL.8.4, RL.8.6)
- **Practice & Apply:**
  - **Analyze the Text** TE p. 402 (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6)
  - *Critical Vocabulary* TE p. 403 (L.8.5a)
  - **Vocabulary Strategy: Verbal Irony and Puns** TE p. 403 (L.8.5a)
  - **Language Conventions: Interrogative Mood** TE p. 404 (L.8.1c)
- **Selection-Based Performance Task:** *Writing Activity: Analysis* TE p. 402 (RL.8.2, W.8.4, W.8.9a, W.8.10)

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## Standards & Benchmarks

word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA

- 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing Production and Distribution of Writing

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.9a Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

Range of Writing

- W.8.10 Write routinely over

## Text Support

## Resources

## Standards & Benchmarks

extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.

## Collection 6 - "The Value of Work" Week 2 (Week 31, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text  
Key Ideas and Details

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 Determine a central

## Text Support

### Collection 6 - "The Value of Work" - Week 2

**ANCHOR TEXT:** None

**CLOSE READER SELECTION:** *The Real McCoy Biography* by Jim Haskins TE pp. 418C-418f (CR pp. 125-130)

**SUPPORTING TEXT:** "One Last Time" (Memoir) TE pp. 405-414

**SUPPORTING TEXT:** "One Last Time" (Memoir) TE pp. 405-414

- **Instructional Focus:**
  - **Cite Evidence to Draw Conclusions** TE pp. 407, 408, 410, 412, 415 (RI.8.1)
  - **Analyze the Meanings of Words and Phrases** TE pp. 405, 408, 409, 411, 413, 414, 415 (RI.8.1, RI.8.4)

## Resources

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## Standards & Benchmarks

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).

## Craft and Structure

- 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. (See grade 8 Language standards 4–6 for additional expectations.) CA
- 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening  
Comprehension and Collaboration

- SL.8.1a Come to discussions prepared, having read or

## Text Support

- **Practice & Apply:**
  - **Analyze the Text TE p. 416** (RI.8.1, RI.8.3, RI.8.4, RI.8.6)
  - *Critical Vocabulary TE p. 417* (L.8.4c, L.8.4d)
  - **Vocabulary Strategy: Using a Dictionary TE p. 417** (L.8.4c, L.8.4d)
  - **Language Conventions: Semicolons and Run-ons TE p. 418** (L.8.1, L.8.2)
- **Selection-Based Performance Task: Speaking Activity: Presentation p. 416** (RI.8.2, SL.8.1a, SL.8.1b)

## Resources

## Standards & Benchmarks

researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## Text Support

## Resources

## Standards & Benchmarks

- L.8.4c 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 or trace the etymology of words.
- L.8.4d 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).

### Collection 6 - "The Value of Work" Week 3 (Week 32, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Informational Text  
Key Ideas and Details

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 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.

Craft and Structure

- RI.8.4 Determine the meaning of words and phrases as they are used in a

## Text Support

### COLLECTION 6 - "The Value of Work" - Week 3

**ANCHOR TEXT:** None

**CLOSE READER SELECTION:** None

**SUPPORTING TEXTS:**

- "Teens Need Jobs, Not Just Cash" TE pp. 419-421
- Teens at Work" TE pp. 422-425

**\*\*\*These two texts are meant to be used together to hit the comparing text standards.**

**SUPPORTING TEXT:** "Teens Need Jobs, Not Just Cash" TE pp. 419-421

- **Instructional Focus:**
  - Delineate and Evaluate an Argument TE pp. 419-421 (RI.8.1, RI.8.5, RI.8.6, RI.8.8)

**SUPPORTING TEXT:** Teens at Work TE pp. 422-424

- **Instructional Focus:**
  - Delineate and Evaluate an Argument TE pp. 422-424 (RI.8.1, RI.8.5, RI.8.8)
- **Practice & Apply:**
  - Analyzing the Text p. 425 (RI.8.1, RI.8.2, RI.8.4, RI.8.6, RI.8.8)

## Resources

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## Standards & Benchmarks

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. (See grade 8 Language standards 4–6 for additional expectations.) CA

- 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.
- RI.8.8 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing Research to Build and Present Knowledge

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related,

## Text Support

- *Critical Vocabulary p. 426 (L.8.4b, L.8.4d)*
- **Vocabulary Strategy: Using Greek Suffixes p. 426 (L.8.4b, L.8.4d)**
- **Selection-Based Performance Task: Speaking Activity: Oral Report p. 425 (W.8.7, SL.8.4, SL.8.5, SL.8.6)**

## Resources

## Standards & Benchmarks

focused questions that allow for multiple avenues of exploration.

## Text Support

## Resources

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Speaking & Listening  
Presentation of Knowledge and Ideas

- SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Language Vocabulary Acquisition and Use  
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and

## Standards & Benchmarks

consulting general and specialized reference materials, as appropriate.

- L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4d 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).

## Collection 6 - "The Value of Work" Week 4 (Week 33, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 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.

Craft and Structure

- RL.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

## Text Support

### COLLECTION 6 - "The Value of Work" - Week 4

#### **ANCHOR TEXTS:**

- "Chicago" (Poem) TE pp. 427-430
- "Find Work" (Poem) TE pp. 431-432
- "My Mother Enters the Work Force" (Poem) TE pp. 433-434

**CLOSE READER SELECTION:** To Be of Use & A Story of How a Wall Stands (Poem) TE pp. 436c-436e (CR pp. 131-134)

**SUPPORTING TEXTS:** None

**\*\*\*These three texts are meant to be used together to hit the comparing text standards.**

**ANCHOR TEXT:** "Chicago" (Poem) TE pp. 427-430

- **Instructional Focus:**
  - **Determine Meaning of Words and Phrases TE pp. 428-430** (RL.8.1, RL.8.4)
- **Practice & Apply:**
  - **Analyze the Text TE p. 430** (RL.8.1, RL.8.4)
- **Selection-Based Performance Task:** None

**ANCHOR TEXT:** "Find Work" (Poem) TE pp. 431-432

- **Instructional Focus:**
  - **Analyze Structure TE pp. 431-432** (RL.8.1, RL.8.5)
- **Practice & Apply:**

## Resources

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## Standards & Benchmarks

word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA

- RL.8.5 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing Production and Distribution of Writing

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.9a Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

## Range of Writing

- W.8.10 Write routinely over extended time frames (time

## Text Support

- **Analyze the Text TE pp. 432** (RL.8.1, RL.8.2, RL.8.5)
- **Selection-Based Performance Task:** None

**ANCHOR TEXT: "My Mother Enters the Work Force" (Poem) TE pp. 433-434**

- **Instructional Focus:**
  - **Analyze Structure pp. 433-434** (RL.8.1, RL.8.5)
- **Practice & Apply:**
  - **Analyze the Text p. 434** (RL.8.1, RL.8.2, RL.8.4, RL.8.5)
- **Selection-Based Performance Task:** None

## After Reading All ANCHOR TEXTS:

- **Instructional Focus:**
  - **Compare and Contrast Structure TE p. 435** (RL.8.5)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 436** (RL.8.1, RL.8.2, RL.8.4, RL.8.5)
- **Selection-Based Performance Task: Writing Activity: Compare and Contrast Essay TE p. 436** (W.8.4, W.8.9a, W.8.10)

## Resources

## Standards & Benchmarks

for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Text Support

## Resources

### Collection 6 - "The Value of Work" (Performance Task)

(Week 34, 1 Week)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing

- W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

### COLLECTION 6 - "The Value of Work" - Performance Task Performance Task A: Write A Short Story p. 437-440 (W.8.3a-e, W.8.4, W.8.5, W.8.10)

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## Standards & Benchmarks

## Text Support

## Resources

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

### Range of Writing

- W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Novel Unit 2 - The Glory Fields

(Week 35, 3 Weeks)

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Reading: Literature Key Ideas and Details

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what

### Novel Unit#2 - 3 Weeks

#### **Novel: The Glory Fields**

#### **Purpose of Unit:**

- **Students will be able to identify and analyze theme**
- **Students will be able to analyze characterization**
- **Students will be able to make inferences from**

### Universal Access Support

coming soon in 2014-15...

### Teaching

### Resources/Documents

See below for Journal Prompts / Text Dependent

## Standards & Benchmarks

the text says explicitly as well as inferences drawn from the text.

- RL.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.
- 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.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6 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.

CA: CCCS: English Language Arts 6–12, CA: Grade 8, Writing Text Types and Purposes

- W.8.1 Write arguments to support claims with clear reasons and relevant

## Text Support

### characterization

- **Students will be able to analyze characters' influence on the plot**
- **Students will be able to analyze character motivation and how it advances the plot**
- **Students will be able to identify elements of plot**
- **Students will analyze the novel from various points of view (i.e. narrator, characters)**

### Learning Plan

- **Analyze theme** (RL.8.1, RL.8.2, W.8.1, W.8.2)
- **Analyze characterization** (RL.8.1, RL.8.3, W.8.1, W.8.2)
- **Trace plot development** (RL.8.1, RL.8.3, RL.8.5)
- **Interpret and analyze narrator and characters' points of view** (RL.8.1, RL.8.6, W.8.1, W.8.2)
- **Write a Response to Literature essay** (W.8.1, W.8.2)

### Evidence of Learning:

- **Written interpretation of theme of novel**
- **Compare/Contrast of multiple characters (traits, motivation, evolution, influence on plot, etc)**
- **Plot Mountain**
- **Compare/Contrast points of view**
- **Response to Literature essay**

**\*See documents under Resources for: Journal Prompts / Text Dependent Questions and Graphic organizers to support evidence of learning**

## Resources

Questions and Graphic organizers

### Professional Development

coming soon in 2014-15...

My.hrw.com

See below list of Level-Up Tutorials

 [Journal Prompts & Text Dependent Questions for Characterization.doc](#)

 [Graphic Organizers to Teach Characterization.docx](#)

 [Journal Prompts & Text Dependent Questions for PLOT.docx](#)

 [Graphic Organizers to Teach Plot.docx](#)

 [Journal Prompts & Text Dependent Questions for THEME.docx](#)

 [Graphic Organizers to Teach Theme.docx](#)

 [Introductory Material \(Teacher\)](#)

 [Introductory Material \(Student\)](#)

 [July 1753- March 1864 Worksheet](#)

 [May 1930 Worksheet](#)

 [January 1964 Worksheet](#)

 [August 1994 Epilogue Worksheet](#)

 [Dialect Graphic Organizer](#)

## Standards & Benchmarks

evidence.

- W.8.2 Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## Text Support

## Resources

- [!\[\]\(d8468c7c5aadc769e0c7665c85692e1d\_img.jpg\) Motif Graphic Organizer](#)
- [!\[\]\(e6ec9be651cd651a249d4709b9196e7c\_img.jpg\) Symbol Graphic Organizer](#)
- [!\[\]\(bab8f7253ea3bc2f1d91a5e342d580d5\_img.jpg\) Whole Novel Discussion and Activities](#)
- [!\[\]\(dffda7302a0d5ac01354deb00eccd664\_img.jpg\) Multiple Choice Test](#)
- [!\[\]\(d3227ac1a16ace752cd6a6c4725d32dd\_img.jpg\) Multiple Choice Test Answer Key](#)
- [!\[\]\(162e4414a3083d1e973dbd939d0ee9bf\_img.jpg\) Level-Up Tutorial: Plot Stages](#)
- [!\[\]\(e1d4f77175d4d613adf7a71f4172534f\_img.jpg\) Level-Up Tutorial: Plot: Sequence of Events](#)
- [!\[\]\(7cb53be9526f1bf23c13ae69138399f2\_img.jpg\) Level-Up Tutorial: Conflict](#)
- [!\[\]\(db0b3900294ed24a1389737b87e1e191\_img.jpg\) Level-Up Tutorial: Setting](#)
- [!\[\]\(e1dc409620524fa51cf42d3e76709982\_img.jpg\) Level-Up Tutorial: Setting: Effect on Plot](#)
- [!\[\]\(85f83e5b1238f2eaec16dcceafd71292\_img.jpg\) Level-Up Tutorial: Setting and Mood](#)
- [!\[\]\(61de5e5499050da267431042f5b29ce5\_img.jpg\) Level-Up Tutorial: Methods of Characterization](#)
- [!\[\]\(0cd594cf9a44905bc2ac64f5ac9a35c8\_img.jpg\) Level-Up Tutorial: Character Traits](#)
- [!\[\]\(67641ff8ea1ead46f473861f91f47e5e\_img.jpg\) Level-Up Tutorial: Character Motivation](#)
- [!\[\]\(452c8c8bd04eb918ac7f5b96a2de6855\_img.jpg\) Level-Up Tutorial: Characters and Conflict](#)
- [!\[\]\(aec8ea7503d7598879de6f7501ec6faa\_img.jpg\) Level-Up Tutorial: Making Inferences About Characters](#)
- [!\[\]\(1bee65c147ba35b24732f2d0db8b9a83\_img.jpg\) Level-Up Tutorial: Theme](#)
- [!\[\]\(ef8701e86814b8df5eff96a86273d756\_img.jpg\) Level-Up Tutorial:](#)

Standards & Benchmarks

Text Support

Resources

**Universal and Recurring Themes**

 **Level-Up Tutorial: Point of View**

 **Level-Up Tutorial: Third Person Point of View**

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