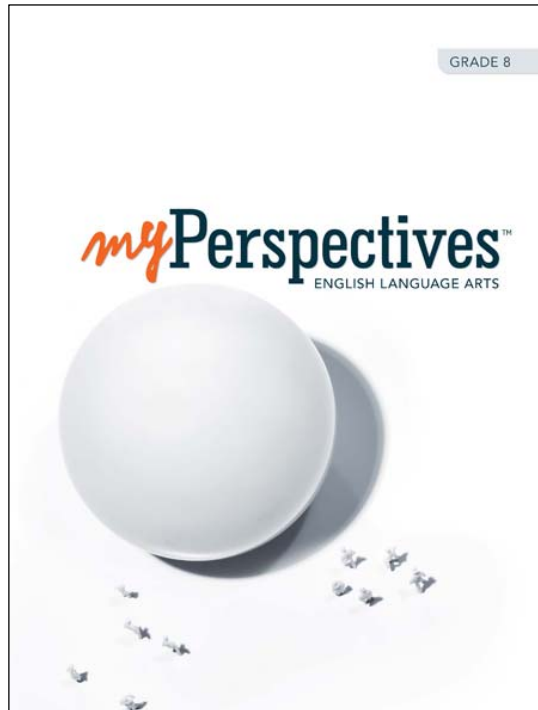


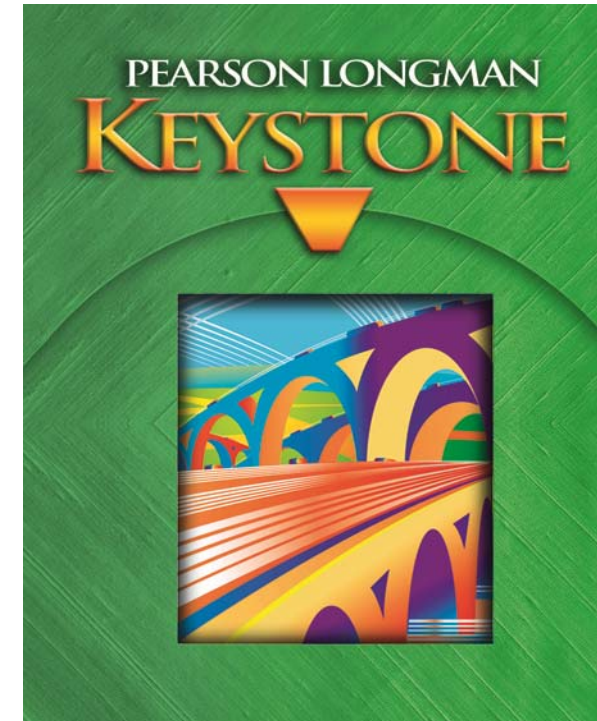
A Correlation of



Grade 8, ©2017



To iLit 45/ELL, ©2016



and Keystone, Level C, ©2013

IMPORTANT NOTE: This Alignment Chart provides suggestions for how to integrate iLit ELL/45, and Keystone into your *myPerspectives* curriculum.

- **iLit ELL/45:** We recommend instruction be taught in sequential order since the program is also adaptive. However, you can also connect to *myPerspectives* themes as well:
 - **Same** Essential Question
 - Vocabulary Development Is **Conceptually Aligned**
 - Thematically **Connected** Read Aloud Think Aloud
 - **Parallel** Genre Elements Taught via Writing
 - **Differentiated Practice** & Leveled Reading
- **Keystone:** We recommend instruction be taught in sequential order since the program grows in text complexity. However, you can also connect to *myPerspectives* themes as well:
 - Vocabulary Development Is **Conceptually Aligned**
 - **Differentiated Practice** & Leveled Reading
 - PELS will allow teachers to search by key words to find additional resources as well.

| myPerspectives Grade 8, Unit 1 | | | | | | | | Cross Program Alignment | |
|--|-------------|--|--|--------------|--|--------------------|------------------------|---|---|
| Whole-Class Learning | | | | | | | | iLit ELL/45 | Keystone-Level C |
| Title and Author | Genre | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author's Style | Writing to Sources | Speaking and Listening | Themes and Key Skills | Key Skills and Word Study |
| The Medicine Bag <i>Virginia Driving Hawk Snede</i> | Short Story | Figurative Meaning: Symbolism symbol symbolism | Words that show someone who is not at full strength: wearily straggled fatigue frail sheepishly | Animal Words | Conventions: Verbs in Active and Passive Voice voice active voice passive voice | Retelling a story | Monologue | Unit 2 Lesson 2: Figurative Language Unit 3 Lessons 4–6: Figurative Language Unit 4 Lesson 23: Analyze Symbols and Figurative Language Unit 4 Lesson 20: Use Active and Passive Voice iLit Library: Remember the Removal; Trickster; Chief Joseph | Unit 1 Reading Strategy: Visualize (pay attention to descriptive words and figurative language) Also see: Unit 2: Writing: Rewrite a Familiar Story Unit 2: Passive Voice: Simple Past; Regular and Irregular Past Participles Unit 4: Learn Literary Words: Symbol |

| Standards | | RL.4 | | L.4 L.4.c L.4.d | L.3 L.3.a L.1 L.1.b | W.3.a W.3.b W.3.d W.3.e | SL.4 | | |
|---|--------------|------|--|-----------------------------------|------------------------------|----------------------------------|--|--|---|
| Apache Girl's Rite of Passage <i>The National Geographic Society</i> | Media: Video | N/A | Media Vocabulary: narration audio close-up contrast pan synchronization (sync) | N/A | N/A | | Writing to Compare: Comparison- and-Contrast Essay | Unit 2 Lessons 11–13: Compare and Contrast Unit 2 Lessons 44–46: Compare and Contrast Unit 4 Lessons 34, 38: Strategy: Compare and Contrast Ideas and Events iLit Library: Remember the Removal; | Unit 1 Grammar: Comparison Structures: Adjectives; Adverbs Media Literacy & Projects Also see: Unit 3: Writing: Write to Compare and Contrast |
| Standards | | | L.6 | | | | SL.2 RI.7 W.2 W.2.a | | |
| Performance Task: Writing Focus | | | | | | | | | |
| Write a Nonfiction Narrative Prompt: What event changed your understanding of yourself, or that of someone you know? Speaking & Listening Outcome: Author's style: Create Cohesion: transitions | | | | Standards: W.3, W.3.a-e, W.4, W.5 | | | | Unit 1 Lesson 5: Write a Narrative Paragraph Unit 2 Lessons 5–8: Plan & Write a Narrative Paragraph Unit 2 Lesson 33: Write a Personal Narrative Essay Unit 2 Lessons 41–43: Write a Narrative Essay | Unit 1 Writing: Describe an Event or an Experience Writing Workshop: Write a Descriptive Essay Also see: Unit 2: Writing: Write a Personal Narrative |

| Small-Group Learning | | | | | | | | iLit ELL/45 | Keystone – Level C |
|--|-------------------|------------------------------|--|---|-----------------------|--|---|--|---|
| Title and Author | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author's Style | Writing to Sources / Speaking and Listening / Research | | |
| You Are the Electric Boogaloo <i>Geoff Herbach</i> Just Be Yourself! <i>Stephanie Pellegrin</i> | Letters | Context Clues | Author's Word Choice: Tone Tone Word choice Connotation Denotation | Words that convey a sense of the extreme: immense majestic numerous | Latin Suffix -ous | Conventions: Verb Moods moods indicative mood imperative mood interrogative mood | Speaking and Listening: Visual presentation Illustrated instructions Illustrated informational report | Unit 4 Lesson 25: Use Context Clues Also see: Unit 6 Lesson 5: Analyze Word Choice Also see: Unit 5 Lesson 2–10: Multimedia Presentation Unit 4: Text: Freak the Mighty; Marching to Their Own Beat; Schooled | Unit 1 Listening & Speaking Workshop: Team Presentation Also see: Unit 3: Word Study: Suffixes -er, -or Unit 4: Word Study: Suffix -ion Unit 6: Reading Strategy (Letter): Analyze Text Structure |
| Standards | | L.4.a | L.5.c L.5 RI.4 | | L.4 L.4.b L.4.c | L.1 L.1.c L.1.d | W.7 SL.4 SL.5 | | |
| Hanging Fire <i>Audre Lorde</i> Translating Grandfather's House <i>E.J. Vega</i> | Poetry Collection | Context Clues | Forms of Poetry: Theme Lyric poetry Narrative poem | Words that seem to suggest a positive change: Horizon Awakenings Beaming | Etymology | Author's Style Word Choice | Speaking and Listening: Group discussion Aspects of growing up | Unit 4 Lesson 25: Use Context Clues Also see: Unit 6 Lesson 5: Analyze Word Choice Also see: Unit 4 Lesson 8: Analyze Development of a Theme Unit 7 Lesson: Introduce Poetry & Poetic Elements | See: Unit 4: Learn Literary Words: Speaker of a Poem Unit 4: Reading Strategy: Analyze Text Structure |

Scope & Sequence: Grade 8

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| | | | | | | | Compare and contrast the speakers | Unit 7: Poetry Collection - "Privacy"; "Dutiful"; "Million Man March" Unit 4 Lesson 42–43: "The Schoolboy" and "Ode to School" (poems) Unit 7 Lessons 1–5: Introduce Poetry and Poetic Elements; "Privacy"; "Dutiful"; "Million Man March" (poems) iLit Library: Many poems exist including: Dutiful; All Good People; Skateboarders | |
| Standards | | L.4 L.9 | RL.2 RL.5 | | L.4 L.4.b | RL.4 L.1 L.4.b | SL.1 SL.1.a SL.1.c SL.1.d | | |
| The Setting Sun and the Rolling World <i>Charles Mungoshi</i> | Short Story | Base words | Point of view in fiction First-person point of view Third-person point of view | Words related to the narrator's feelings toward and relationship with his father: patronized obligations psychological | Greek root - <i>psych-</i> | Conventions: Verb Moods interrogative imperative indicative conditional subjunctive | Research: Informational report Zimbabwean healers Traditional family life in Zimbabwe | Unit 3 Lesson 6: Point of View Unit 4 Lesson 26, 27, 30, 31: Greek and Latin Roots and Affixes Unit 2 Lesson 33: Introduce Genre: Short Story Unit 2 Lesson 33: "Riding Thunder" (another story of father and son) | Unit 1 Build Background (character narration and point of view) Grammar: Sequence Words and Phrases (Use of the Imperative) Also see: Unit 2: Learn Literary Words: Point of View Unit 2: Writing: Rewrite a Familiar Story |

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| | | | | | | | | | Unit 3: Grammar: Imperatives Unit 6: Word Study: Greek and Latin Roots Unit 6: Writing Workshop: Research Report |
| Standards | | L.5 L.5.b | RL.6 | | L.4 L.4.b L.4.c | L.1 L.1.c L.1.d | W.2 W.2.b W.2.f W.7 W.8 | | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | |
| Present Nonfiction Narratives Prompt: What defines an event or experience in a young person’s life as a milestone or rite of passage? Speaking & Listening Outcome: Oral Presentation | | | | Standards: SL.4, SL.5 | | | | Unit 2 Lesson 43–44: Present a Narrative Essay | See Unit 2: Listening and Speaking Workshop: Personal Narrative |
| End-of-Unit Performance-Based Assessment | | | | | | | | | |
| Writing to Sources: Nonfiction Narrative Prompt: What rite of passage has held the most significance for you or for a person you know well? Speaking & Listening Outcome: Oral Presentation | | | | Standards: W.3, W.4, W.10, SL.4, SL.5 | | | | Unit 1 Lesson 5: Write a Narrative Paragraph Unit 2 Lessons 5–8: Plan & Write a Narrative Paragraph Unit 2 Lesson 33: Write a Personal Narrative Essay Unit 2 Lessons 41–43: Write a Narrative Essay | Unit 1 Writing: Describe an Event or an Experience Writing Workshop: Write a Descriptive Essay Also see: Unit 2: Writing: Write a Personal Narrative |

| Grade 8, Unit 2 | | | | | | | | Cross Program Alignment | |
|---|-------|---|---|--|---|-------------------------------------|---|--|--|
| Whole-Class Learning | | | | | | | | iLit ELL/45 | Keystone-Level C |
| Title / Author | Genre | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author's Style | Writing to Sources | Speaking and Listening | Themes and Key Skills | Key Skills and Word Study |
| <i>The Diary of Anne Frank, Act I</i> Frances Goodrich & Albert Hackett | Drama | Analyze Text Structures in Drama Dialogue Mood Conflicts Dramatic irony | Words used to describe feelings of stress and conflict: anxiously tension restraining quarrels bickering hysterically | Greek suffix –ist Latin Suffix –ion | Conventions: The Principal Parts of Verbs verb principal parts regular irregular present present participle past past participle | N/A | N/A | Unit 3 Lesson 1: Drama and Text of Romeo and Juliet Also see: Unit 4 Lesson 3: Analyze Dialogue Unit 4 Lesson 26, 27, 30, 31: Greek and Latin Roots and Affixes | See Unit 5: <i>The Diary of Anne Frank</i> , The Play Reading Strategy: Read Aloud Also see: Unit 1: Grammar: Simple Past: Regular Verbs; Irregular Verbs Unit 3: Word Study: Suffixes -er, -or Unit 4: Word Study: Suffix -ion |
| Standards | | RL.3 RL.6 | | L.4 L.4.b L.4.d | L.1 L.5 L.5.b | | | | |
| <i>The Diary of Anne Frank, Act II</i> Frances Goodrich & Albert Hackett | Drama | Character Motivation Internal motivations External motivations | Words used to reveal feelings about the future: foreboding apprehension intuition mounting rigid insistent | Latin suffix -ent | Conventions: Simple Tenses of Verbs tense simple tenses present tense past tense future tense | Writing to Sources: Drama Review | Speaking and Listening: Dramatic Reading | Unit 2 Lesson 9, 23: Strategy: Characters, Setting, and Plot Unit 4 Lesson 26, 27, 30, 31: Greek and Latin Roots and Affixes Unit 2 Lessons 41, 43: Past Tense Verbs | Unit 2 Reader's Theater Dramatic Reading Also see: Unit 1: Grammar: Simple Past: Regular Verbs; Irregular Verbs Reading Strategy: Read Aloud |

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|---|-----------------|--------------|---|--------------------------------|------------|---|----------------------------------|--|--|
| | | | | | | | | | Unit 3: Reading Strategy: Identify with a Character Unit 3: Word Study: Suffixes -er, -or Unit 4: Word Study: Suffix -ion Unit 5: <i>The Diary of Anne Frank</i> , The Play |
| Standards | | RL.1 RL.3 | | L.4 L.4.b L.4.c L.4.d | L.1 L.3 | W.2 W.2.b W.2.f RL.7 | SL.1 SL.1.a SL.4 SL.1.b | | |
| Frank Family and World War II Timelines | Media: Timeline | N/A | Media Vocabulary: annotated chronological parallel | N/A | N/A | Writing to Compare: Comparison-Contrast Essay | | Unit 2 Lessons 11–13: Compare and Contrast Unit 2 Lessons 44–46: Compare and Contrast Unit 4 Lessons 34, 38: Strategy: Compare and Contrast Ideas and Events | Unit 2 Media Literacy & Projects Also see: Unit 3: Writing: Write to Compare and Contrast |
| Standards | | | | | | RI.7 W.2 W.2.a W.2.b | | | |
| Performance Task: Writing Focus | | | | | | | | | |
| Write an Explanatory Essay Prompt: How are historical events reflected in the play <i>The Diary of Anne Frank</i> ? Language Development: Revising Sentences by Combining With Conjunctions | | | Standards: W.2, W.2.a-f, W.5, W.10, L.1, L.2, L.3 | | | | | Unit 2 Lesson 15–19: Plan & Write an Explanatory Paragraph Unit 4 Lessons 3–6: Plan & Write an Explanatory Paragraph | See Unit 3: Writing Workshop: Write an Expository Essay |

| Small-Group Learning | | | | | | | | iLit ELL/45 | Keystone-Level C |
|---|---------------|------------------------------|--|--|----------------------|--|--|---|---|
| Title / Author | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author's Style | Writing to Sources / Speaking and Listening / Research | | |
| from <i>Anne Frank: The Diary of a Young Girl</i> Anne Frank | Diary Entries | Context Clues | Central Idea and Supporting Details central idea stated central idea topic topic sentence implied central idea inference | Words that describe limits and loss experienced by Jewish people during the Holocaust: forbidden restrictions sacrifices | Latin Root - strict- | Author's Style: Word Choice style word choice diction | Speaking and Listening: Group Discussion collaborative group discussion | Unit 4 Lessons 13–15: Strategy: Identify Main Idea and Key Details Unit 6 Lessons 16, 18: Identify Main Idea and Key Details Unit 4 Lesson 25: Use Context Clues Unit 2 Lesson 26: Latin Roots Unit 3 Lessons 2–3: Characteristics of Drama iLit Library: Anne Frank; Four Perfect Pebbles: A Holocaust Story; Suzy and Leah | Unit 2 In Your Own Words: Main Idea Reading Strategy (Personal Narrative): Identify Problem and Solution Extension: Journal Entry Also see: Unit 5: <i>The Diary of Anne Frank</i> , The Play Reading Strategy: Read Aloud Unit 6: Word Study: Greek and Latin Roots |

| Standards | | L.4 L.4.a | RI.1 RI.2 RI.5 | | L.4 L.4.b L.4.d | RI.4 | SL.1 SL.1.a SL.1.c SL.1.d | | |
|---|---------------|----------------------------------|--|--|-----------------------|--|--|---|---|
| Acceptance Speech for the Nobel Peace Prize <i>Elie Wiesel</i> | Speech | Using a Dictionary and Thesaurus | Author's Purpose and Point of View author's purpose author's point of view inferences | Words that have to do with suffering and oppression: humiliation persecuted traumatized | Greek Root - trauma- | Conventions: Perfect Tenses of Verbs perfect tenses present perfect past perfect future perfect | Speaking and Listening: Group discussion | Unit 2 Lessons 40, 42–43: Recognize Author's Purpose Unit 2 Lessons 3, 6–8, 10, 13–14: Make Inferences and Predictions Unit 4 Lesson 26, 27, 30, 31: Greek and Latin Roots and Affixes iLit Library: The Kingdom of Night by Elie Wiesel | Unit 2 Reading Strategy (Interview): Predict Link the Readings (purpose of the readings) Unit 1: Grammar: Simple Past: Regular Verbs; Irregular Verbs Unit 6: Word Study: Greek and Latin Roots |
| Standards | | L.4 L.4.c L.4.d | RI.1 RI.4 RI.6 | | L.4 L.4.b | L.1 | SL.1 SL.1.a SL.1.b | | |
| from <i>Maus</i> <i>Art Spiegelman</i> | Graphic Novel | | | Media Vocabulary: panel encapsulation speech balloon | N/A | N/A | Research: Informative Report | Unit 6 Lessons 4–6: Plan & Write an Informative Paragraph iLit Library: Anne Frank; Four Perfect Pebbles: A Holocaust Story; The Kingdom of Night by Elie Wiesel | See Unit 6: Writing Workshop: Write a Research Report |

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|---|--|--|--|-----------------------------|--|--|--|--|---|
| Standards | | | | L.6 SL.2 | | | W.2 W.2.a W.2.b W.2.d W.7 W.8 | | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | |
| Deliver a Multimedia Presentation Prompt: How do the selections contribute to your understanding of the Holocaust and the ways in which we remember the past? | | | | Standards: SL.4, SL.5, SL.6 | | | | Unit 5 Lesson 2–10: Multimedia Presentation | Unit 2 Media Literacy & Projects |
| End-of-Unit Performance-Based Assessment | | | | | | | | | |
| Writing to Sources: Explanatory Essay Prompt: How can literature help us remember and honor the victims of the Holocaust? Speaking & Listening Outcome: Oral Presentation | | | | Standards: W.2, W.10, SL.4 | | | | Unit 2 Lesson 15–19: Plan & Write an Explanatory Paragraph Unit 4 Lessons 3–6: Plan & Write an Explanatory Paragraph | See Unit 3: Writing Workshop: Write an Expository Essay |

| Grade 8, Unit 3 | | | | | | | | Cross Program Alignment | |
|---|------------------|---|---|-----------------------------|---|---------------------|-------------------------|---|---|
| Whole-Class Learning | | | | | | | | iLit ELL/45 | Keystone-Level C |
| Title / Author | Genre | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author's Style | Writing to Sources | Speaking and Listening | Themes and Key Skills | Key Skills and Word Study |
| Barrington Irving, Pilot and Educator <i>National Geographic</i> | Magazine Article | Characterization in Nonfiction: Direct characterization Indirect characterization Inferences | Words that relate to the effort an individual puts forth in order to succeed: determination pursue accomplish achieve tackling purposeful | Old English: Suffix -ful | Conventions: Nouns and Pronouns noun pronoun proper nouns possessive nouns personal pronouns possessive pronouns | Argumentative essay | Persuasive presentation | For related material: Unit 2 Lesson 23: Connect Themes to Characters, Setting, and Plot Unit 2 Lessons 6, 8: Pronouns as Subjects and Objects Unit 2 Lesson 11: Possessive Nouns Unit 2 Lesson 38: "Katherine Switzer: Breaking Barriers" Unit 2 Lessons 39–40: "We Shall Overcome" and "Battling Violence with Violins" Unit 4 Lesson 34: "Marching to Their Own Beat" and "The Freedom Writers Diary" iLit Library: We Beat the Street | Unit 3 Reading Strategy: Identify with a Character Writing: Write a Critique Word Study: Suffixes -er, -or Also see: Unit 5: Writing Workshop: Write a Persuasive Speech |

| Standards | | RI.3 RI.1 | L.4 L.5 L.5.b | L.4 L.8.4.b | L.1 L.2 L.2.c | W.1 W.1.a W.1.b W.1.e W.7 | SL.3 SL.4 | | |
|--|---------------|---|--|---------------------------------------|--|---------------------------------------|--------------|--|--|
| Three Cheers for the Nanny State <i>Sarah Conly</i> | Opinion Piece | Author's Argument Claim Relevant Fact Opinion Logical reasoning Author's perspective Point of view Bias | Concept Vocabulary [words related to rules and laws:] Impose Rational Justifiable Principle Status quo | Latin root <i>-just-</i> | Conventions: Clauses Clause Independent clause Dependent, or subordinate clause Adverb clause Relative clause (Adjective clause) Noun clause | N/A | N/A | Unit 2 Lesson 26: Latin Roots For related material see: Unit 2 Lesson 48: Strategy: Supporting Facts with Evidence Unit 6 Lessons 25, 26, 41, 48–49: Identify Author's Viewpoint Unit 2 Lesson 4: Combining Clauses | Unit 3 Grammar: Complex Sentences Also see: Unit 6: Build Background (reading persuasive articles) Unit 6: Word Study: Greek and Latin Roots |
| Standards | | RI.6 RI.8 | | L.4 L.4.b L.4.d L.5 L.5.b | L.1 L.2 | | | | |
| Ban the Ban! Sidney Anne Stone Soda's a Problem but. . . Karin Klein | Opinion Piece | Conflicting arguments Argument Claim Logical fallacies Overgeneralization Slippery slope | Words related to health and health laws: Implemented Intervene Intentions Dictate Exemption Mandates | Latin Prefix <i>ex-</i> | Conventions: Basic Sentence Structures Sentence structure Clauses Independent clause | Argumentative essay | . | Unit 4 Lesson 26, 27, 30, 31: Greek and Latin Roots and Affixes Unit 2 Lesson 4: Combining Clauses iLit Library: Health and Safety Handbook; Healthy Choices | Unit 3 Grammar: Complex Sentences Writing: Write a Critique Also see: Unit 2: Word Study: Prefixes im-, over-, un-, after- Unit 5: Writing Workshop: Write a Persuasive Speech |

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| | | | | | Dependent clause Simple sentence Compound sentence Complex sentence Compound-complex sentence | | | | Unit 6: Build Background (reading persuasive articles) |
| Standards | | RI.1 RI.8 RI.9 | | L.4 L.4.b L.5 L.5.b | L.1 L.2 L.3 | RI.9 W.1 W.9 W.9.b W.1.b W.1.c W.4 | | | |
| Performance Task: Writing Focus | | | | | | | | | |
| Write an Argument Prompt: What is a problem you think needs to be solved? How would you solve it? Language Development: Conventions: Revising for pronoun-antecedent agreement | | | | Standards: W.1.a–e, W.4, W.5, W.6, L.1, L.1.c, L.2, L.2.c | | | Unit 2 Lessons 25–28: Plan & Write an Argumentative Paragraph Unit 4 Lessons 15–18: Plan & Write an Argumentative Paragraph Unit 4 Lessons 31, 35–44: Write an Argumentative Essay | | Unit 3 Writing: Write a Critique Also see: Unit 5: Writing Workshop: Write a Persuasive Speech |

| Small-Group Learning | | | | | | | | iLi ELL/45 | Keystone-Level C |
|---|-------------------|------------------------------|---|---|--|--|---|--|--|
| Title and Author | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author's Style | Writing to Sources / Speaking and Listening / Research | | |
| Words Do Not Pay <i>Chief Joseph</i> | Persuasive Speech | Context Clues | Persuasive Techniques / Word Choice repetition appeals to reason appeals to emotions appeals to authority word choice denotations connotations | Words that have to do with the hardships and misery: misrepresentations misunderstandings | Old English prefix <i>mis-</i> [“not”; “wrong”] | Author's Style: Rhetorical Devices Nonparallel Parallel | Research Research report Historical report Biographical report | Unit 4 Lesson 25: Use Context Clues For related material see: Unit 4 Lessons 31, 35–44: Write an Argumentative Essay iLit Library: Remember the Removal; Trickster; Chief Joseph | Unit 3 Media Literacy & Projects Also see: Unit 2: Word Study: Prefixes im-, over-, un-, after- Unit 5: Writing Workshop: Write a Persuasive Speech Unit 6: Build Background (reading persuasive articles) Unit 6: Writing Workshop: Research Report |
| Standards | | L.4 L.4.a L.4.d | RI.4 | | L.3 L.4 L.4.d L.5 L.5.c | | L.2 L.3 W.2 W.2.a W.2.b W.2.f W.7 W.8 | | |

Scope & Sequence: Grade 8

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| from <i>Follow the Rabbit-Proof Fence</i> <i>Doris Pilkington</i> | Nonfiction Narrative | Using a Dictionary and Thesaurus | Descriptive Writing description sensory details point of view mood | Concept Vocabulary [words related to the girl's journey on foot along the rabbit-proof fence:] urgently nervously confidently cautiously | Old English Suffix -ly | Conventions: Adjectives and Adverbs | Writing to Sources: First-Person Account Fictional retelling Journal entry Letter | Unit 2 Lesson 28: Use Adverb and Adverb Phrases iLit Library: Homeless Teen Shares Her Story; Iqbal Masih | Unit 3 Writing: Write to Compare and Contrast Also see: Word Study: Suffixes -er, -or Also see: Unit 1: Writing: Describe an Event or Experience; Writing Workshop: Write a Descriptive Essay Unit 1: Grammar: Order of Adjectives; Compound Adjectives Unit 2: Reading Strategy (Personal Narrative): Identify Problem and Solution Unit 2: Extension: Journal Entry |
| Standards | | L.4 L.4.c | RI.4 RI.5 RI.6 L.5 | L.1 | L.5 | L.1 | W.3 W.3.a W.3.b W.3.d W.5 W.7 | | |
| The Moth Presents: Aleeza Kazmi <i>Aleeza Kazmi</i> | Media: Video | N/A | N/A | Media Vocabulary performance personal account volume and pacing | N/A | N/A | Speaking and Listening: Group discussion | For related material see: Unit 2 Lesson 46: Analyze Text Structure in Popular Media iLit Library: I Think I Can; Choosing to Follow Your Dreams | Unit 3 Media Literacy & Projects Also see: Unit 4: Listening & Speaking Workshop: TV News Show |

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|--|--|--|--|---------------------------------------|--|--|------------------------------------|--|--|
| Standards | | | | SL.2 | | | SL.1, SL.1.a, SL.1.c, SL.1.d, SL.2 | | |
| Performance Task: Speaking & Listening Focus | | | | | | | | | |
| Deliver an Oral Presentation Prompt: When you take a stand, how much does winning matter? | | | | Standards: SL.1, SL.1.a, SL.4 | | | | Unit 5 Lesson 2–10: Multimedia Presentation | See Unit 5: Writing Workshop: Write a Persuasive Speech Unit 5: Listening & Speaking Workshop: Radio Commercial |
| End-of-Unit Performance-Based Assessment | | | | | | | | | |
| Writing to Sources: Argument Prompt: Is it important for people to make their own choices in life? Speaking & Listening Outcome: Oral Presentation | | | | Standards: W.1, W.9, W.10, SL.4, SL.5 | | | | Unit 2 Lessons 25–28: Plan & Write an Argumentative Paragraph Unit 4 Lessons 15–18: Plan & Write an Argumentative Paragraph Unit 4 Lessons 31, 35–44: Write an Argumentative Essay | Unit 3 Writing: Write a Critique Also see: Unit 5: Writing Workshop: Write a Persuasive Speech |

| Grade 8, Unit 4 | | | | | | | | | Cross Program Alignment | |
|--|-------------|------------------------------|--|---|--------------------------|---|--------------------|---|--|--|
| Whole-Class Learning | | | | | | | | | iLit ELL/45 | Keystone-Level C |
| Title / Author | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Style | Writing to Sources | Speaking and Listening | Themes and Key Skills | Key Skills and Word Study |
| Flowers for Algernon <i>Daniel Keyes</i> | Short Story | N/A | Development of Themes Theme Conflict allusion | Concept Vocabulary [words are related to emotional and psychological states:] subconscious suspicion despised deterioration introspective regression | Latin prefix <i>sub-</i> | Conventions: Direct and Indirect Objects direct object indirect object | N/A | N/A | Unit 4 Lesson 8: Analyze Development of a Theme Unit 4 Lesson 26, 27, 30, 31: Greek and Latin Roots and Affixes Unit 5 Lesson 3: I Have Down Syndrome: Know Me Before You Judge Me | Unit 4 Build Background: short story and theme Also see: Unit 2: Word Study: Prefixes im-, over-, un-, after- Unit 5: Learn Literary Words: Theme |
| Standards | | | RL.1 RL.2 RL.6 RL.9 | | L.4.b | L.1 L.5 L.6 | | | | |
| from <i>Flowers for Algernon</i> David Rogers | Script | N/A | N/A | words are used to describe someone who is performing at the highest level | N/A | N/A | | Writing to Compare: Comparison-and-contrast essay | Unit 2 Lessons 11–13: Compare and Contrast Unit 2 Lessons 44–46: Compare and Contrast Unit 4 Lessons 34, 38: Strategy: Compare and | Unit 4 Reader's Theater Dramatic Reading Also see: Unit 3: Writing: Write to Compare and Contrast |

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| | | | | Clarity peak unleashed | | | | | Contrast Ideas and Events | |
| | | | | | | | | | Unit 5 Lesson 3: I Have Down Syndrome: Know Me Before You Judge Me | |
| Standards | | | RL.7 | | | | | RL.5 W.2 W.2.a, W.2.b W.2.f W.9.a | | |
| Performance Task: Writing Focus | | | | | | | | | | |
| Write an Informative Speech Prompt: What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses? | | | | Standards: W.2.a-e, W.4, W.5, L.1, L.1.b | | | | | Unit 6 Lessons 4–6: Plan &Write an Informative Paragraph | Unit 4 Listening & Speaking Workshop: TV News Show |

| Small-Group Learning | | | | | | | | iLit ELL/45 | Keystone-Level C |
|---|--------------------|------------------------------|--|---|----------------------------|---|--|--|---|
| Title / Author | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author's Style | Writing to Sources / Speaking and Listening / Research | | |
| from <i>Blue Nines and Red Words</i> / from <i>Born on a Blue Day</i> <i>Daniel Tammet</i> | Memoir | Base Words | Analyze Informational Texts: Memoir and Reflective Writing memoir autobiography reflective writing central ideas | Concept Vocabulary [words related to the author's visual perceptions of numbers:] symmetrical spiral aesthetic | Latin suffix - <i>ical</i> | Conventions: Pronoun Case cases nominative case / subjective case objective case possessive case | Research: Brief informational report | Unit 4 Lesson 26, 27, 30, 31: Greek and Latin Roots and Affixes For related material see: Unit 2 Lesson 34: Introduce Genre: Informational Article For related material see: Unit 2 Lesson 38: Genre: Informational Report Unit 5 Lesson 3: I Have Down Syndrome: Know Me Before You Judge Me | Unit 4 Word Study: Suffix -ion Grammar: Adjectival Clauses: Subject Relative Pronouns Also see: Unit 2: Reading Strategy (Personal Narrative): Identify Problem and Solution Unit 2: Extension: Journal Entry Unit 6: Writing Workshop: Research Report |
| Standards | | | RI.2 RI.3 RI.5, RI.6 | | L.4 L.4.b | L.1 | W.2, W.2.b, W.2.d, W.7, W.8 | | |
| The Theory of Multiple Intelligences Infographic <i>Howard Gardner</i> | Media: Infographic | N/A | N/A | Media Vocabulary Infographic Icons Labels and captions | N/A | N/A | Speaking and Listening: Group discussion | For related material see: Unit 6 Lesson 45: Text Features | Unit 4 Media Literacy & Projects Listening & Speaking Workshop: TV News Show |
| Standards | | | | L.6 | | | SL.1, SL.1.a, SL.1.b, SL.1.c, SL.1.d | | |

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| Retort <i>Paul Laurence Dunbar</i> from <i>The People, Yes</i> <i>Carl Sandburg</i> | Poetry Collection | Context clues | Poetic Structures Poetic form Rhyme scheme Free verse Sound devices Alliteration Consonance Assonance | Archaic Vocabulary art tress fair | Multiple-Meaning Words | Conventions: Participial and Infinitive Phrases participle participial phrase infinitive infinitive phrase | Speaking and Listening: Multimedia presentation Dramatic Reading Nonverbal multimedia presentation | Unit 4 Lesson 25: Use Context Clues Unit 3 Lesson 1: Multiple- Meaning Words Unit 7 Lesson: Introduce Poetry & Poetic Elements Unit 7: Poetry Collection - “Privacy”; “Dutiful”; “Million Man March” iLit Library: Buffalo Dusk; How They Broke Away to Go to the Rootabaga Country; Never Kick a Slipper at the Moon – all examples of selection by Carl Sandburg | Unit 4 Learn Literary Words: Speaker of a Poem Reading Strategy (Narrative Poetry): Analyze Text Structure Reader’s Theater Dramatic Reading |
| Standards | | L.5.b L.4.a | RL.5 L.5 | RL.4 | L.4 | L.4.c, L.1, L.1.a | SL.1 SL.1.a SL.5 | | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | |
| Present an Informative Multimedia Presentation Prompt: How does each selection highlight a different way to be intelligent? | | | Standards: SL.1, SL.1.a-d, SL.4, SL.5, SL.6 | | | | | Unit 5 Lesson 2–10: Multimedia Presentation | Unit 4 Media Literacy & Projects Listening & Speaking Workshop: TV News Show |
| End-of-Unit Performance-Based Assessment | | | | | | | | | |
| Writing to Sources: Informative Essay Prompt: In what different ways can people be intelligent? Speaking & Listening Outcome: Speech | | | Standards: W.2, W.9, W.10, SL.4 | | | | | Unit 6 Lessons 4–6: Plan &Write an Informative Paragraph | Unit 4 Writing Workshop: Expository Essay |

| Grade 8, Unit 5 | | | | | | | | Cross Program Alignment | |
|--|------------------|---|---|----------------------|---|-------------------------------|--------------------------|--|---|
| Whole-Class Learning | | | | | | | | iLit ELL/45 | Keystone-Level C |
| Title and Author | Genre | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author's Style | Writing to Sources | Speaking and Listening | Themes and Key Skills | Key Skills and Word Study |
| Uncle Marcos from <i>The House of the Spirits</i> <i>Isabel Allende</i> translated by Magda Bogin | Novel Excerpt | Characters Character Plot Main character Character traits Round character Flat character Dynamic character Static character Dialogue | Concept Vocabulary [words related to cleverness and innovation:] Decipher Invincible Contraption Newfangled Ingenuity Improvisations | Latin suffix -ity | Conventions: Subject Complements linking verb subject complement predicate noun / predicate pronoun predicate adjective | Critical Review | Class Discussion | Unit 2 Lesson 9, 23: Strategy: Characters, Setting, and Plot Unit 3 Lesson 2: Ask Questions About Characters Unit 4 Lesson 6: Compare and Contrast Characters Unit 4 Lesson 26, 27, 30, 31: Greek and Latin Roots and Affixes | Unit 5 Write a Review Also see: Unit 1: Learn Literary Words: Plot; Conflict Unit 2: Grammar: Simple and Compound Sentences Unit 2: Gerunds as Subjects and Subject Complements Unit 2: Word Study: Prefixes im-, over-, un-, after- Unit 3: Reading Strategy: Identify with a Character Unit 3: Word Study: Suffixes -er, -or Unit 4: Word Study: Suffix - ion |
| Standards | | RL.1 RL.3 | L.4 | L.4.b | L.1 | W.1 W.1.b W.1.c RL.9 | SL.1 SL.1.a SL.1.c | | |

Scope & Sequence: Grade 8

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| To Fly from <i>Space Chronicles</i> Neil deGrasse Tyson | Essay | Analyze Text Structure: Expository Writing expository writing expository essay description comparison-and-contrast cause-and-effect allusions | Concept Vocabulary [words that show the contrast between innovative thinking and conventional thinking:] enables myopic foresight naiveté prescient seminal | Old English prefix <i>fore-</i> | Conventions: Capitalization proper nouns proper adjectives | Argumentative Essay | Informative presentation | For related material see: Unit 2 Lesson 34: Introduce Genre: Informational Article For related material see: Unit 2 Lesson 38: Genre: Informational Report ILit Library: Sally Ride: Remembering a National Hero; Chris Hadfield: The Spaceman Who Set the World A- Twitter; Ellen Ochoa; Astronauts Take Flight | Unit 5 Word Study: Capitalization Writing: Write a Persuasive Paragraph Writing Workshop: Write a Persuasive Speech Also see: Unit 2: Word Study: Prefixes im-, over-, un-, after- Unit 4: Listening & Speaking Workshop: TV News Show |
| Standards | | RI.3 RI.4 RI.5 L.5.a | L.4 | L.4 L.4.b | L.2 L.2.c | W.1 W.1.b W.1.e | SL.4 SL.5 | | |

| Small-Group Learning | | | | | | | | iLit ELL/45 | Keystone-Level C |
|--|---------------|------------------------------|---|---|----------------------------|---|--|--|--|
| Title and Author | Genre | Pre-reading Vocabulary Skill | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author's Style | Writing to Sources / Speaking and Listening / Research | | |
| Nikola Tesla: The Greatest Inventor of All? <i>Vicky Baez</i> | Biography | Base Words | Analyze Text Structure: Biographical Writing Chronological order Comparison and contrast Cause and effect | Concept Vocabulary engineer current generators | Multiple-Meaning Words | Conventions: Commas and Semicolons comma semicolon Coordinating conjunction coordinate adjectives nonrestrictive/ nonessential phrases or clauses | | Unit 3 Lesson 1: Multiple- Meaning Words For related material see: Unit 4 Lesson 6–8, 37: Compare and Contrast Characters iLit Library: Steve Jobs | Unit 5 Build Background: Biography Reading Strategy (Biography): Distinguish Fact From Opinion Grammar: Punctuation in Quotations Also see: Unit 1: Grammar: Sequence Words and Phrases Unit 2: Simple and Compound Sentences |
| Standards | | L.5.b | L.5 RI.3 RI.5 | | L.4 L.4.c L.6 | L.2 L.2.a | | | |
| from <i>The Invention of Everything Else</i> <i>Samantha Hunt</i> | Novel Excerpt | | Word Choice: Figurative Language figurative language figures of speech personification simile metaphor | Concept Vocabulary [words relate to the reasons people invent and the results of their inventions:] deficiencies | Connotation and Denotation | Conventions: Comparative and Superlative Forms of Adjectives and Adverbs positive comparative superlative | Compare and contrast essay | Unit 4 Lessons 34, 38: Strategy: Compare and Contrast Ideas and Events Unit 2 Lesson 2: Figurative Language Unit 3 Lessons 4–6: Figurative Language | See Unit 1: Grammar: Comparison Structures: Adjectives; Adverbs Unit 1: Reading Strategy: Visualize (figurative language) Unit 3: Writing: Write to Compare and Contrast |

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| | | | | triumph revolutionized | | irregular adjectives and adverbs | | Unit 4 Lesson 23: Analyze Symbols and Figurative Language Unit 2 Lessons 6– 7: Connotations iLit Library: Steve Jobs | |
| Standards | | | RL.4 L.5 L.5.a | L.4 | L.1 L.5 L.5.c | L.8.1 | W.2 W.9 | | |
| 25 Years Later, Hubble Sees Beyond Troubled Start <i>Dennis Overbye</i> | Science Article | Context Clues | Author’s Purpose: Diction and Tone tone diction | Concept Vocabulary [words related to Hubble’s shortcomings or flaws:] Dismay Controversy outcry | Latin root - vers- | Conventions: Dashes and Ellipses ellipsis dash | Speaking and Listening: Debate | Unit 2 Lessons 40, 42– 43: Recognize Author’s Purpose Unit 4 Lesson 25: Use Context Clues Unit 4 Lesson 26, 27, 30, 31: Greek and Latin Roots and Affixes iLit Library: Sally Ride: Remembering a National Hero; Chris Hadfield: The Spaceman Who Set the World A- Twitter; Ellen Ochoa | Unit 5 Link the Readings (purpose of readings) Also see: Unit 6: Word Study: Greek and Latin Roots Unit 6: Punctuation: Hyphens and Dashes |
| Standards | | L.4.a | RI.10 | L.4 | L.4.b | L.2 L.2.a L.2.b | SL.1 SL.1.a SL.1.b SL.1.c SL.1.d SL.3 | | |

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| Sounds of a Glass Armonica | Media: Video | N/A | N/A | Media Vocabulary zoom video clip focus | N/A | N/A | Research: Multimedia presentation | Unit 5 Lesson 2–10: Multimedia Presentation | Unit 5 Media Literacy & Projects Listening & Speaking Workshop: Radio Commercial Also see: Unit 4: Listening & Speaking Workshop: TV News Show; Unit 6: Writing Workshop: Research Report |
| Standards | | | | L.6 | | | W.7 SL.1, SL.1.a, SL.1.b, SL.5 | | |
| Performance Task: Speaking and Listening Focus | | | | | | | | | |
| Present Multimedia Profiles Prompt: How do people overcome enormous challenges? | | | Standards: SL.1, SL.1.a–d, SL.3, SL.4 | | | | | Unit 5 Lesson 2–10: Multimedia Presentation | Unit 5 Media Literacy & Projects Also see: Unit 4: Listening & Speaking Workshop: TV News Show Unit 6: Writing Workshop: Research Report |
| End-of-Unit Performance-Based Assessment | | | | | | | | | |
| Writing to Sources: Argument Prompt: Which invention described in this unit has had the biggest impact on humanity? Speaking & Listening Outcome: Speech | | | Standards: W.1, W.1.a-d, SL.3, SL.4 | | | | | Unit 4 Lessons 15–18: Plan & Write an Argumentative Paragraph Unit 4 Lessons 31, 35–44: Write an Argumentative Essay Unit 6 Lessons 27–29: Plan & Write an Argument | Unit 5 Write a Persuasive Paragraph; Writing Workshop: Write a Persuasive Speech |