

Timeline: Semester 1 Aug. 21- Sep. 13

Common Core State Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RI 7.5 RI 7.6 RL 7.2 RL 7.3 RL 7.4 L 7.1 L 7.2 L 7.4 L 7.5	<p>I can analyze the organization of an informational text.</p> <p>I can identify aspects of text that reveal an author's point of view or purpose.</p> <p>I can determine a theme or central ideas in literary text.</p> <p>I can analyze the interaction of literary elements in a story or drama.</p> <p>I can determine meaning of words and phrases in text (figurative language).</p> <p>I can use correct grammar and usage when writing.</p> <p>I can use correct capitalization, punctuation, and spelling.</p> <p>I can analyze figurative language, word relationships and nuances in word meanings.</p> <p>I can use a variety of strategies to determine the meaning of unknown words or phrases.</p>	<p>"Burning Out at Nine"</p> <p>"Seventh Grade" Unit</p> <p>"Oranges"</p>	Construct an outline (plot hill). Label the exposition, rising action, conflict, climax, falling action, and resolution. (See Units of Study)	<p>nouns (common and proper)</p> <p>Capitalization</p>	purpose support argument interpret figurative language central idea cite evidence tone word choice analyze setting character character traits plot drama infer inference determine theme objective summarize multiple meaning context clues function part of speech root word affix prefix suffix consult precise meaning synonym etymology inferred meaning

Timeline: Semester 1 Sept.16 - Oct. 4

Common Core State Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RI 7.5 RL 7.2 RL 7.3 RL 7.4 RL 7.5 L 7.1 L 7.2 L 7.4 L 7.5 W 7.1	<p>I can analyze the organization of an informational text.</p> <p>I can determine a theme or central idea.</p> <p>I can analyze the interaction of literary elements of a drama or a story.</p> <p>I can determine meaning of words and phrases (figurative, connotative, and technical meanings).</p> <p>I can use a variety of strategies to determine the meaning of unknown words or phrases.</p> <p>I can analyze figurative language, word relationships and nuances in word meanings.</p> <p>I can write arguments to support claims with clear reasons and relevant evidence.</p>	<p>“Annabelle Lee” Unit</p> <p>“How Do Rainmakers Make Rain?”</p> <p>“Two Kinds”</p> <p>“Ribbons”</p> <p>“Song of Myself”</p> <p>“I’m Nobody”</p>	<p>Write a multi-paragraph persuasive essay on the following topic: Do you think this poem would make a good song? Be sure to support your claim with logical, relevant reasoning.</p>	<p>Personal Pronoun Pronoun Antecedent</p>	<p>analyze text structure major sections contribute graphics headers captions determine theme central idea analyze objective summarize cite evidence setting character character traits plot drama infer inference figurative meaning connotative meaning specific impact tone word choice multiple meaning context clues function part of speech root word</p>

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Timeline: Semester 1 Oct.7 - Oct.25

Common Core State Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 7.3 RL 7.7 RI 7.3 RI 7.5 W 7.1 W 7.2 W 7.4 W 7.5 W 7.7 W 7.8 W 7.9 L 7.1 L 7.2 L 7.4	<p>I can analyze the interaction of literary elements of a story or drama.</p> <p>I can compare and contrast different media versions of literary text.</p> <p>I can analyze the interactions between individuals, events and ideas in a text.</p> <p>I can analyze the organization of an informational text.</p> <p>I can write arguments to support claims with clear reasons and relevant evidence.</p> <p>I can write an informative/explanatory essay.</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose and audience.</p> <p>I can use the writing process to ensure that purpose and audience have been addressed.</p> <p>I can use technology to produce and publish writing.</p> <p>I can conduct short research projects to answer a question.</p>	<p>“The Monsters are Due on Maple Street” Unit</p> <p>“Making Fantasy Real”</p> <p>“Memos”</p>	<p>1. Write a multi-paragraph essay in which you compare and contrast the teleplay to its video version. Discuss how the effects of video techniques (i.e. lighting, shadows, music, camera angles, etc.) enhance the plot.</p> <p>2. Construct a multi-paragraph research paper that reflects your understand of the Cold War. Include the motives and the outcome.</p>	Verbs-action and linking	analyze setting character character traits plot drama infer inference compare contrast medium evaluate portrayal text structure major sections headers multiple meaning context clues function part of speech root word affix prefix suffix consult precise meaning synonym etymology inferred meaning

	<p>I can gather relevant information from a variety of sources.</p> <p>I can use a variety the strategies to determine the meaning of unknown words or phrases.</p>				

Timeline: Semester 1 Oct. 28-Nov. 15

Common Core State Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 7.3 RL 7.5 RL 7.4 L 7.1 L 7.2 L 7.4 L 7.5 RI 7.5 W 7.1 W 7.4	<p>I can analyze the interaction of literary elements.</p> <p>I can analyze how a drama's or poem's form or structure contributes to its meaning.</p> <p>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meaning).</p> <p>I can analyze figurative language, word relationships and nuances in word meanings.</p> <p>I can use a variety the strategies to determine the meaning of unknown words or phrases.</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose and audience.</p>	<p>“The Cremation of Sam McGee” Unit</p> <p>“Washed in Silver”</p> <p>“Winter”</p> <p>“The Iceman”</p>	<p>Write a multi-paragraph essay which discusses whether the narrator is obligated to cremate Sam McGee. Support your claim with evidence from the text.</p>	adjectives adverbs prepositions, simple subject, simple predicate	analyze setting character character traits plot drama infer inference figurative meaning specific impact word choice determine interpret text structure major sections contribute headers captions organization task purpose audience arguments/counter arguments claims address relevant evidence topic text persuade style

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Timeline: Semester 1 Nov. 18-Dec. 13

Common Core State Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 7.3 RL 7.6 RI 7.5 L 7.1 L 7.2 L 7.4 W 7.3	<p>I can analyze the interaction of literary elements of a story or drama.</p> <p>I can analyze how an author develops and contrasts the points of view of characters and narrators in a text.</p> <p>I can analyze the organization of an informational text.</p> <p>I can use correct grammar and usage when writing or speaking.</p> <p>I can use correct capitalization, punctuation and spelling to send a clear message to my reader.</p> <p>I can use a variety the strategies to determine the meaning of unknown words or phrases.</p> <p>I can write a narrative text.</p>	<p>“Zoo” Unit</p> <p>“Rikki-tikki-tavi”</p> <p>“The Oregon Trail”</p>	<p>Write a multi-paragraph narrative from the point of view of the horse-spider people of Kaan as they leave Earth and travel on to other planets. Be sure to describe what the people of Kaan see as they visit these other planets.</p>	<p>compound subject</p> <p>compound predicate</p> <p>conjunctions</p> <p>direct and indirect object</p>	<p>analyze</p> <p>setting</p> <p>character</p> <p>character traits</p> <p>plot</p> <p>drama</p> <p>infer</p> <p>inference</p> <p>author</p> <p>point of view</p> <p>develop</p> <p>narrator</p> <p>omniscient</p> <p>subjective</p> <p>objective</p> <p>text structure</p> <p>sections</p> <p>contribute</p> <p>graphics</p> <p>headers</p> <p>captions</p> <p>multiple meaning</p> <p>context clues</p> <p>function</p> <p>part of speech</p> <p>root word</p> <p>affix</p> <p>prefix</p> <p>suffix</p> <p>consult</p> <p>precise meaning</p> <p>synonym</p> <p>etymology</p> <p>inferred meaning</p>

Timeline: Semester 1 Jan. 6- Jan. 24

Common Core State Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 7.2 RL 7.3 RL 7.4 W 7.2 W 7.4 L 7.1 L 7.2 L 7.4	<p>I can determine a theme or the central idea.</p> <p>I can analyze the interaction of literary elements in a story or drama.</p> <p>I can determine the meaning of words and phrases in text (figurative, connotative and technical meanings).</p> <p>I can write arguments to support claims with clear reasons and relevant evidence.</p> <p>I can write an informative/explanatory essay.</p> <p>I can use correct grammar and usage when writing or speaking.</p> <p>I can use correct capitalization, punctuation and spelling to send a clear message to my reader.</p> <p>I can use a variety the strategies to determine the meaning of unknown words or phrases.</p>	<p>Unit “Stopping by Woods on Snowy Evening”</p> <p>“Four Skinny Trees”</p> <p>“Charge of the Light Brigade”</p> <p>“Let the Reader Beware”</p>	<p>Write a multi-paragraph essay that discusses three different poetic devices used by Frost to enhance the poem.</p> <p>Develop a poem using Frost’s structure in “Stopping by Woods on a Snowy Evening.” Incorporate your own topic/subject.</p> <p>Ex. <i>Whose _____ these are I think I know.</i>”</p>	<p>simple and compound sentences, clauses</p>	<p>figurative meaning connotative meaning analyze specific impact word choice determine analysis convey explanatory organization selection thesis statement topic transitions style task purpose audience setting character character traits plot drama infer inference multiple meaning context clues function part of speech root word affix</p>

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Timeline: Semester 2 Jan. 27- Feb. 14

Common Core State Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 7.3 RL 7.4 RL 7.6 W 7.1 W 7.4 RI 7.5 RI 7.6 L 7.1 L 7.2 L 7.4	<p>I can analyze the interaction of literary elements of a story or drama.</p> <p>I can analyze how an author develops and contrasts the points of view of characters and narrators in a text.</p> <p>I can write arguments to support claims with clear reasons and relevant evidence</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose and audience.</p> <p>I can analyze the organization of an informational text.</p> <p>I can identify aspects of the text that reveal an author's point of view</p> <p>I can use a variety the strategies to determine the meaning of unknown words or phrases.</p>	<p>Unit “Papa’s Parrot”</p> <p>“Let the Good Times Roll”</p> <p>“Mother to Son”</p>	<p>Hypothesize how Harry and his father’s relationship will be when his father recovers. Write a multi-paragraph essay, citing textual evidence to support your hypothesis.</p>	<p>appositives</p> <p>four functions of sentences</p>	<p>analyze</p> <p>setting</p> <p>character</p> <p>character traits</p> <p>plot</p> <p>infer</p> <p>inference</p> <p>author</p> <p>point of view</p> <p>develop</p> <p>omniscient</p> <p>evolve</p> <p>arguments</p> <p>claims</p> <p>address</p> <p>relevant evidence</p> <p>topic</p> <p>figurative</p> <p>language</p> <p>connotative</p> <p>meaning</p> <p>analyze</p> <p>specific</p> <p>tone</p> <p>word choice</p> <p>multiple meaning</p> <p>context clues</p> <p>function</p> <p>part of speech</p> <p>root word</p> <p>affix</p> <p>prefix</p> <p>suffix</p> <p>consult</p>

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Timeline: Semester 2 Feb. 17 - March 7

Common Core State Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 7.1 RL 7.3 W 7.1 W 7.4 W 7.5 RI 7.1 RI 7.5 RI 7.6 L 7.1 L 7.2 L 7.4	<p>I can cite several pieces of evidence to support an analysis of literary text.</p> <p>I can analyze the interaction of literary elements in a story or drama.</p> <p>I can write arguments to support a claim.</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose and audience.</p> <p>I can use the writing process to ensure that purpose and audience have been addressed.</p> <p>I can cite several pieces of evidence to support an analysis of informational text.</p> <p>I can analyze the organization of an informational text.</p> <p>I can identify aspects of the text that reveal an author's point of view or purpose.</p> <p>I can use a variety the strategies to determine the meaning of unknown words or phrases.</p>	<p>Unit “All Summer in a Day”</p> <p>“The Eternal Frontier”</p> <p>“A Colony in the Sky”</p>	<p>Write a multi-paragraph essay in which you propose a punishment for William and his classmates. Defend your proposal with adequate and appropriate evidence.</p>	<p>Active Voice</p> <p>Degree of Modifiers</p> <p>interjection</p>	<p>analyze</p> <p>setting</p> <p>character</p> <p>character traits</p> <p>plot</p> <p>drama</p> <p>infer</p> <p>inference</p> <p>proposal</p> <p>adequate</p> <p>appropriate</p> <p>claims</p> <p>compare and contrast</p> <p>cite</p> <p>textual</p> <p>evidence</p> <p>author</p> <p>point of view</p> <p>develop</p> <p>narrator</p> <p>text structure</p> <p>sections</p> <p>contribute</p> <p>graphics</p> <p>captions</p> <p>headers</p> <p>multiple</p> <p>meaning</p> <p>context clues</p> <p>function</p> <p>part of speech</p> <p>root word</p> <p>affix</p> <p>prefix</p>

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Timeline: Semester 2 Mar. 10 - Mar. 28

Common Core State Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 7.2 RL 7.3 RL 7.4 RL 7.5 RL 7.7 L 7.1 L 7.2 L 7.4 L 7.5 W 7.2 RI 7.5	<p>I can determine a theme or the central ideas in literary text.</p> <p>I can determine the meaning of words and phrases in text.</p> <p>I can analyze how a drama's or poem's form or structure contribute to its meaning.</p> <p>I can compare and contrast different media versions of literary text.</p> <p>I can analyze figurative language, word relationships and nuances in word meanings.</p> <p>I can write an informative/explanatory essay.</p> <p>I can use a variety the strategies to determine the meaning of unknown words or phrases.</p> <p>I can analyze the organization of informational text.</p>	<p>Unit "Sarah Cynthia Stout Would Not Take the Garbage Out"</p> <p>"Chronograph Timer"</p> <p>"Algal Blooms"</p> <p>"The Third Wish"</p>	<p>How does reading <i>Sarah Cynthia Stout Would Not Take the Garbage Out</i> compare to its audio version? Which medium most impacts your understanding?</p> <p>Write a multi-paragraph in which you analyze a common theme in <i>Sarah Cynthia Stout Would Not Take the Garbage Out</i> and <i>Turning Off the Faucet</i>. Cite textual evidence to support your claim.</p>	<p>Quotations & Comma</p> <p>Semicolon & Bracket</p> <p>Hyphens & Dashes</p>	<p>poem (narrative)</p> <p>analyze stanza</p> <p>hyperbole</p> <p>compare contrast</p> <p>medium audio</p> <p>figurative language/meaning</p> <p>alliteration</p> <p>cite textual evidence</p> <p>setting</p> <p>character</p> <p>character traits</p> <p>plot</p> <p>drama</p> <p>infer</p> <p>inference</p> <p>multiple meaning</p> <p>context clues</p> <p>function</p> <p>part of speech</p> <p>root word</p> <p>affix</p> <p>prefix</p> <p>suffix</p> <p>consult</p> <p>precise meaning</p> <p>synonym</p>

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Timeline: March 31- April 30

Common Core State Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
Review for CST/Triage using data from District Benchmark #3		CST Release Questions			

Timeline: May 1-16 CST Window**Timeline: May 19 - June 5**

Common Core State Standards	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
Introduction to 8th Grade Standards					

Note: Language Standards 7.1 - 7.3 are introduced and practiced throughout the year.

Other recommended readings from Prentice Hall Bronze:

Nonfiction

Walking for Exercise and Pleasure

Bill of Rights

Pandas

Bat Attacks

Moving Mountains

Tenochtitlan: Inside the Aztec Capital

Fiction

The Highwayman

Popocatepetl and Ixtlaccihuatl

The Village Blacksmith

Loo-Wit