

**Timeline: Aug. 21- Sep. 13**

Common Core State Standard	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RI 8.1 RI 8.2 W8.2 RL 8.6 L 8.1 L 8.2 L 8.3 L 8.4	<p>I can cite the strongest evidence from informational text to support my analysis.</p> <p>I can determine a theme or central ideas of informational text.</p> <p>I can write an informative/explanatory essay.</p> <p>I can analyze how difference in points of view between characters and audience create effects in writing.</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 intentionally use verbs in active and passive.</p> <p>I can use a variety of strategies to determine the meaning words or phrases.</p>	<p>“Charles”</p> <p>“Old Man”</p> <p>“Grandma Ling”</p> <p>“Old Grandfather and his Little Son”</p> <p><b>Unit “Why the Leaves Turn Color in the Fall”</b></p>	<p>Write a multi-paragraph essay that discusses Ackerman’s natural, scientific, and reflective approach to why leaves turn color in the fall.</p>	<p>Nouns- Common, Proper, General, Specific                      Pronoun- Antecedent, Personal                      Capitalization</p>	<p>textual evidence analysis                      explicit                      cite                      central idea                      convey/transmit                      relevant/pertinent                      appropriate                      active voice                      passive voice                      exact edit                      verb mood                      verb tone                      indicative mood                      imperative mood                      interrogative mood                      subjunctive mood                      conditional mood                      homophone                      comma                      ellipsis                      dash                      omission                      pause                      active voice                      passive voice                      uniform                      mood                      voice                      Greek affix                      Latin affix                      affix                      thesaurus                      similar                      opposite context clues                      dictionary</p>

**Timeline: Sept. 16 - Oct. 4**

Common Core State Standard	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 8.1 RL 8.2 RL 8.3 RI 8.9 RI 8.10 L 8.1 L 8.2 L 8.3 L 8.4	<p>I can cite the strongest evidence from literary text to support my analysis.</p> <p>I can determine a theme or the central ideas of literary text.</p> <p>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.</p> <p>I can analyze texts for disagreement on facts or interpretation.</p> <p>I can read grade level 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 to my reader.</p> <p>I can intentionally use verbs in active and passive.</p> <p>I can use a variety of strategies to determine the meaning words or phrases.</p>	<p><b>Unit “Brown vs. Board of Education”</b></p> <p>“Thank You”</p> <p>“How to be Polite Online”</p> <p>“Mushrooms”</p>	<p>1. Imagine if the Supreme Court did not rule in favor of Brown. What would our school setting look like today? Write a multi-paragraph fictional narrative describing a segregated school environment.</p> <p>2. Write a letter to the Supreme Court persuading the judges to end segregation in schools.</p>	<p>Verbs-Verb phrases</p> <p>-</p> <p>Action/Linking</p> <p>-</p> <p>Transitive/Intransitive</p> <p>-</p> <p>Active/Passive</p> <p>-Principal Parts of regular verbs</p> <p>-Principal parts of Irregular verbs</p> <p>-Verb tenses</p>	<p>cite</p> <p>explicit</p> <p>inference</p> <p>conclude</p> <p>compare</p> <p>contrast</p> <p>analyze</p> <p>determine</p> <p>theme</p> <p>central idea</p> <p>analyze</p> <p>objective</p> <p>summarize</p> <p>cite evidence</p> <p>dialogue</p> <p>incident</p> <p>propel</p> <p>aspect</p> <p>reveal</p> <p>provoke</p> <p>active voice</p> <p>passive voice</p> <p>exact edit</p> <p>verb mood</p> <p>verb tone</p> <p>indicative mood</p> <p>imperative mood</p> <p>interrogative mood</p> <p>subjunctive mood</p> <p>conditional mood</p> <p>homophone</p> <p>comma</p> <p>ellipsis</p> <p>dash</p>

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**Timeline: Oct. 7 - Oct. 25**

Common Core State Standard	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 8.3 RL 8.5 RI 8.4 RI 8.5 W 8.4 W 8.5 L 8.1 L 8.2 L 8.3 L 8.4	<p>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.</p> <p>I can compare and contrast the structure of multiple texts.</p> <p>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings)</p> <p>I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept).</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 correct grammar and usage when writing or speaking.</p> <p>I can use correct capitalization, punctuation and spelling to send a clear message to to my reader.</p> <p>I can intentionally use verbs in active</p>	<p><b>Unit: Always to Remember: The Vision of Maya Lin and Vietnam Veterans Memorial: Infographic</b></p> <p>“The Cub Pilot of the Mississippi”</p> <p>“Harlem Night Song”</p> <p>“Map and Directions to the Monterey Bay Aquarium”</p> <p>“Employment Contract”</p>	<p>Write a multi-paragraph essay comparing and contrasting <i>Vietnam Veterans Memorial: Infographic</i> and <i>Always to Remember: The Vision of Maya Ying Lin</i>.</p>	<p>- Adjectives</p> <p>- Coordinate Adjectives</p> <p>- Adverbs/ Adverb clause</p>	<p>dialogue</p> <p>incident</p> <p>propel</p> <p>aspect</p> <p>reveal</p> <p>provoke</p> <p>text structure</p> <p>biographical profile</p> <p>audience</p> <p>organizational patterns</p> <p>transitions</p> <p>thesis statement</p> <p>conclusion</p> <p>revising</p> <p>organization</p> <p>planning</p> <p>active voice</p> <p>passive voice</p> <p>exact edit</p> <p>verb mood</p> <p>verb tone</p> <p>indicative mood</p> <p>imperative mood</p> <p>interrogative mood</p> <p>subjunctive mood</p> <p>conditional mood</p> <p>homophone</p> <p>comma</p> <p>ellipsis</p> <p>dash</p> <p>omission</p> <p>pause</p> <p>active voice</p> <p>passive voice</p>

	<p>and passive.</p> <p>I can use a variety of strategies to determine the meaning words or phrases.</p>				<p>uniform mood voice Greek affix Latin affix affix thesaurus similar opposite context clues dictionary text structure contribute compare contrast differ</p>
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**Timeline: Oct. 28 - Nov. 15**

Common Core State Standard	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 8.1 RL 8.3 RL 8.4 RL 8.6 RI 8.5 L 8.1 L 8.2 L 8.3 L 8.4	<p>I can cite the strongest evidence from literary text to support my analysis.</p> <p>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.</p> <p>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meaning)                      I can analyze how difference in point of view between characters and audience create effects in writing.</p> <p>I can analyze the structure of a specific paragraph in a text (in the role of a particular sentences in developing and refining a key concept)</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 to my reader.</p> <p>I can intentionally use verbs in active and passive.</p> <p>I can use a variety of strategies to determine the meaning words or phrases.</p>	<p><b>Unit “Tell-Tale Heart”</b></p> <p>“A Simple Shadow Puppet”</p> <p>“Wreck of the Hesperus”</p> <p>“How to Use a Microscope”</p>	<p>Compose multiple diary entries written by the narrator before he commits the crime.</p> <p>Construct an outline (plot hill). Label the exposition, rising action, conflict, climax, falling action, and resolution.</p>	<p>- Prepositions</p> <p>- Prepositional Phrases</p>	<p>detail                      structure                      specific                      text feature                      graphic                      header                      caption                      dialogue                      incident                      propel                      reveal                      provoke                      figurative meaning                      analyze                      impact                      word choice                      author                      point of view                      narrator                      developI                      suspense active voice                      passive voice                      exact edit                      verb mood                      verb tone                      indicative mood                      imperative mood                      interrogative mood                      subjunctive mood                      conditional mood                      homophone                      comma                      ellipsis                      dash</p>

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**Timeline: Nov. 18 - Dec. 13**

Common Core State Standard	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RI 8.2 RL 8.3  RL 8.4  RL 8.5 L 8.1 L 8.2 L 8.3 L 8.4	<p>I can determine a theme or central idea of informational text.</p> <p>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.</p> <p>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). I can compare and contrast the structure of multiple texts.</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 intentionally use verbs in active and passive.</p> <p>I can use a variety of strategies to determine the meaning words or phrases.</p>	<p><b>Unit “Paul Revere’s Ride”</b></p> <p>from “Sharing an American Dream”</p> <p>“A Ribbon for Baldy”</p> <p>“love is a place”</p>	<p>Construct a timeline of events during Paul Revere’s historic ride. Use images and written descriptions for each event on the timeline. Use <i>Paul Revere’s Ride</i> and <i>The Real Story of Revere’s Ride</i> as sources for your information.</p>	<p>- Coordinating/ subordinating/ correlative conjunctions</p> <p>- Correct punctuation and capitalization</p>	<p>central idea                      analyze                      development                      summary                      dialogue                      incident                      propel                      aspect                      reveal                      text structure                      compare                      contrast                      differ                      active voice                      passive voice                      exact edit                      verb mood                      verb tone                      indicative mood                      imperative mood                      interrogative mood                      subjunctive mood                      conditional mood                      homophone                      comma                      ellipsis                      dash                      omission                      pause                      active voice                      passive voice                      uniform                      mood                      voice</p>

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**Timeline Semester 1 Jan. 6 - Jan. 24**

Common Core State Standard	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 8.1 RL 8.3 RL 8.4 RI 8.1 RI 8.2 RI 8.4 W 8.1 W8.4 SL8.6 L 8.1 L 8.2 L 8.3 L 8.4 L8.5	<p>I can cite the strongest evidence from literary text.</p> <p>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.</p> <p>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings)</p> <p>I can cite the strongest evidence from informational text.</p> <p>I can determine a theme or central ideas of an informational text.</p> <p>I can use correct grammar and usage when writing or speaking.</p> <p>I can determine the meaning of w                      I can use correct capitalization, punctuation and spelling to send a clear message to to my reader.</p> <p>I can intentionally use verbs in active and passive.</p> <p>I can use a variety of strategies to determine the meaning words or phrases.</p>	<p><b>Unit “The New Colossus”</b></p> <p>“Raymond’s Run”</p> <p>“Choice: A Tribute to Dr. Martin Luther King, Jr.”</p> <p>“Achieving the American Dream”</p>	<p><b>(1.) Write a paragraph that discusses what the Statue of Liberty embodies to the immigrant coming through Ellis Island.</b></p> <p><b>(2.) Memorize and orate lines 9-11.</b></p>	<p>- coordination, subordination</p>	<p>central idea                      analyze                      development                      summary                      dialogue                      incident                      propel                      aspect                      reveal                      active voice                      passive voice                      exact edit                      verb mood                      verb tone                      indicative mood                      imperative mood                      interrogative mood                      subjunctive mood                      conditional mood                      homophone                      comma                      ellipsis                      dash                      omission                      pause                      active voice                      passive voice                      uniform                      mood                      voice                      greek affix                      latin affix                      affix                      thesaurus                      similar                      opposite context clues                      dictionary</p>

**Timeline: Semester 2 Jan. 27 - Feb. 14**

Common Core State Standard	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 8.1 RL 8.2 RL 8.4 RL 8.6 RI 8.6 W 8.4 W 8.5 L 8.1 L 8.2 L 8.3 L 8.4 L 8.5	<p>I can cite the strongest evidence from literary text to support my analysis.</p> <p>I can determine a theme or central ideas of literary text.</p> <p>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings).</p> <p>I can analyze how difference in points of view between characters and audience create effects in writing. I can identify aspects of the text that reveal an author’s point of view or purpose.</p> <p>I can use the writing process to ensure that purpose and audience have been addressed.</p> <p>I can produce clear and coherent writing that is appropriate 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 to my reader.</p> <p>I can intentionally use verbs in active and passive.</p>	<p><b>Unit “Sonnet 18”</b></p> <p>“The Underground Railroad”</p> <p>“Harriet Tubman: Guide to Freedom”</p> <p>“She Dwelt Among the Untrodde[n] Ways”</p>	<p>Write a multi-paragraph essay in which you interpret words and verses in <i>Sonnet 18</i> to establish the connotative and figurative meanings; analyze how Shakespeare’s specific word choices shape the meaning or tone of <i>Sonnet 18</i>.</p>	<p>- Simple/compo und/ complex sentences</p>	<p>point of view                      narrator                      omniscient                      subjective                      objective                      purpose                      acknowledge                      cite                      analyze                      explicit                      inference                      textual evidence                      theme                      central idea                      connotation                      personification                      figurative language                      active voice                      passive voice                      exact edit                      verb mood                      verb tone                      indicative mood                      imperative mood                      interrogative mood                      subjunctive mood                      conditional mood                      homophone                      comma                      ellipsis                      dash                      omission                      pause                      active voice</p>

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**Timeline: Semester 2 Feb. 17 - Mar. 7**

Common Core State Standard	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 8.2 RI 8.3 RI 8.2 RI 8.4 RI 8.5 W 8.9 W 8.8 L 8.1 L 8.2 L 8.3 L 8.4 L 8.5	<p>I can determine theme or central ideas of literary text.</p> <p>I can analyze the connections and distinctions between individuals, ideas or events in a text.</p> <p>I can determine a theme or central idea of an informational text.</p> <p>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings).</p> <p>I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept).</p> <p>I can use evidence from informational texts to support analysis, reflection and research.</p> <p>I can gather relevant information from a variety of sources.</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 intentionally use verbs in active</p>	<p><b>Unit “O Captain My Captain”</b></p> <p>“Emancipation, from Lincoln: A Photobiography”</p> <p>“Brer Possum’s Dilemma”</p> <p>“Why the Waves have Whitecaps”</p>	<p>1. Write a multi-paragraph essay that reflects how Lincoln’s assassination triggered the use of powerful language across literary works. Included the discussion of literary devices.</p> <p>2. Using digital sources, locate a third account of Lincoln’s assassination. Evaluate the author’s word choice to establish tone and mood. Write a multi-paragraph essay comparing how the third source is similar or different to “O Captain! My Captain” and “The Lincoln Assassination Conspiracy.”</p>	<p>- who/whom                      -there,their, they’re</p>	<p>analyze specific impact tone word choice determine mood digital source active voice passive voice exact edit verb mood verb tone indicative mood imperative mood interrogative mood subjunctive mood conditional mood homophone comma ellipsis dash omission pause active voice passive voice uniform mood voice greek affix latin affix affix thesaurus similar</p>

	and passive.  I can use a variety of strategies to determine the meaning words or phrases.				opposite context clues dictionary
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**Timeline: Semester 2 Mar. 10 - Mar. 28**

Common Core State Standard	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
RL 8.1 RL 8.2 RL 8.3 RI 8.2 RI 8.5 W 8.1 W 8.10 W 8.7 W 8.9 L 8.1 L 8.2 L 8.3 L 8.4	<p>I can cite the strongest evidence from literary analysis.</p> <p>I can determine a theme or central idea of literary text.</p> <p>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of character, or provoke a decision.</p> <p>I can determine a theme or the central ideas of an informational text.</p> <p>I can analyze the structure of a specific paragraph in a text (including the role of a particular sentence in developing and refining a key concept).</p> <p>I can write arguments to support claims with clear reasons and evidence.</p> <p>I can conduct short research projects to answer a question (including a self generated question).</p> <p>I can use evidence from informational texts to support analysis, reflection and research.</p> <p>I can adjust my writing practices for different time frames.</p>	<p><b>Unit “Drummer Boy of Shiloh”</b></p> <p>“The Road not Taken”</p> <p>“Harriet Beecher Stowe”</p> <p>“Analysis of Legislative Bill”</p>	<p>Conduct a short research project on the Battle of Shiloh or the role of the drummer boy in the Civil War. Draw on multiple sources for your research.</p>	<ul style="list-style-type: none"> <li>- Pronoun/Antecedent Agreement</li> <li>- Indefinite pronoun</li> <li>- Comparison of modifiers</li> <li>- Irregular Modifiers</li> </ul>	<p>determine theme central idea objective summarize cite evidence active voice passive voice exact edit verb mood verb tone indicative mood imperative mood interrogative mood subjunctive mood conditional mood homophone comma ellipsis dash omission pause active voice passive voice uniform mood voice Greek affix Latin affix affix thesaurus similar opposite context clues</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 to my reader.</p> <p>I can intentionally use verbs in active and passive.</p> <p>I can use a variety of strategies to determine the meaning words or phrases.</p>			<p>dictionary                  dialogue                  incident                  propel                  aspect                  reveal                  provoke                  cite                  analyze                  explicit                  textual evidence                  inference                  conclude                  argument                  claim                  relevant                  evidence                  paraphrase                  credit                  source                  cite                  bibliography                  citation page                  valid                  historical account                  author's portrayal                  factual                  fictional                  text                  text feature                  graphic                  structure</p>
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**Timeline: March 31- April 30**

Common Core State Standard	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 Standard	LOL	Suggested Works	Performance Tasks	Grammar	Academic Vocabulary
Introduction to 9th Grade Standards <b>OR</b> Anne Frank		"The Diary of Anne Frank"			

**Note: Language Standards 8.1-8.4 are introduced and practiced throughout the year.**

**Other recommended readings from Prentice Hall Silver:**

**Nonfiction**

Letter of Guidance

Debbie

Warranties and Product Directions

How to Operate Your Extinguisher in a Fire Emergency

Stopwatch Operating Instructions and Warranty

Why is the Sea Blue?

Are Animals Smart?

**Fiction**

Chicoria

Coyote Steals the Sun and Moon

The Day I Got Lost

Flowers for Algernon

The White Umbrella

The Story Teller

The Medicine Bag

Lights in the Night

Up the Slide

The Adventure of the Speckled Band