

# SpringBoard<sup>®</sup>

**English Language Arts and  
English Language Development**

**California Edition**

Scope and Sequence  
Grades 6–8

## **Scope and Sequence — Grades 6–8**

### **SpringBoard® English Language Arts and SpringBoard English Language Development**

This scope and sequence is intended to delineate the depth and breadth of SpringBoard English Language Art and English Language Development content in grades 6–8. Information about the thematic unit activities, pacing, the texts, the major skills addressed, the standards correlations, and instructional pathways is contained in this document. It may be used to review SpringBoard resources and plan for implementation of SpringBoard ELA and ELD.

### **PREPARING FOR ACADEMIC SUCCESS**

SpringBoard is the College Board's comprehensive instructional program in English Language Arts for all students in grades 6–12. Written by teachers for teachers, this program has been crafted specifically for California's Standards and to help students acquire the skills and knowledge needed for Advanced Placement®, and for success in college and beyond.

## Unit 1: Stories of Change

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
1.1 Previewing the Unit			RL.6.2 ▪ <b>W.6.10</b> ▪ <b>L.6.6</b>
1.2 What Makes a Narrative?	“The Circuit,” by Francisco Jimenez	Short Story Narrative Writing	<b>RL.6.2, RL.6.3</b> , RL.6.1, RL.6.4, RL.6.5, RL.6.6 ▪ <b>W.6.3, W.6.3a</b> , W.6.3b, W.6.3d, W.6.4, W.6.10 ▪ L.6.4b, L.6.6
1.3 Planning for Independent Reading			<b>RL.6.10</b> , RL.6.3
1.4 Personal Narrative: Incident-Response-Reflection	“My Superpowers,” by Dan Greenburg	Personal Narrative Narrative Writing	<b>RI.6.5</b> , RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.10, RI.6.1, RI.6.2, RI.6.3, RI.6.10 ▪ <b>W.6.3a</b> , W.6.3b, W.6.5 ▪ L.6.3a, L.6.4d, L.6.6
1.5 He Said, She Said: Characterization	Excerpt from <i>Flipped</i> , by Wendelin Van Draanen	Novel Narrative Writing	<b>RL.6.1</b> , RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.10 ▪ W.6.3a, W.6.3b, W.6.3d, W.6.4, W.6.5, W.6.10 ▪ <b>L.6.1, L.6.1a, L.6.1b</b> , L.6.1e, L.6.5c, L.6.6
1.6 Analyzing Narratives	“The Jacket,” by Gary Soto	Personal Narrative	<b>RI.6.1, RI.6.3</b> , RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RI.6.2, RI.6.4, RI.6.10 ▪ L.6.5a, L.6.6
1.7 Creating a Narrative		Narrative Writing	<b>W.6.3, W.6.3a</b> , W.6.5, W.6.10
1.8 Creating a Narrative: Prewriting and Drafting		Narrative Writing	<b>W.6.3b, W.6.3c, W.6.5</b> , W.6.3a, W.6.3d, W.6.3e, W.6.4, W.6.10
1.9 Creating a Narrative: Revising		Narrative Writing and Revising	RL.6.5, RI.6.5 ▪ <b>W.6.3a, W.6.3b, W.6.3c, W.6.3d</b> , W.6.4, W.6.5, W.6.10 ▪ L.6.6
<b>Embedded Assessment 1: Writing a Personal Narrative</b>		Narrative Writing and Revising	<b>W.6.3, W.6.3a, W.6.3b, W.6.3c</b> , W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10 ▪ L.6.1e, L.6.2b, L.6.3a
1.10 Previewing Embedded Assessment 2 and Preparing to Write a Short Story			<b>L.6.6</b>
1.11 What's in a Short Story?	“Thank You, M'am,” by Langston Hughes	Short Story Narrative Writing	<b>RL.6.3</b> , RL.6.1, RL.6.2, RL.6.4, RL.6.5 ▪ <b>W.6.3b</b> , W.6.3a, W.6.3d, W.6.10 ▪ L.6.1a, L.6.1b, L.6.4b, L.6.6
1.12 Plot Elements		Narrative Writing	RL.6.2, RL.6.3 ▪ <b>W.6.3, W.6.3a</b> , W.6.10 ▪ <b>SL.6.2</b> ▪ L.6.4b, L.6.6
1.13 In the Beginning	“Daedalus and Icarus,” from <i>Greek Myths</i> by Geraldine McCaughrean	Myth Narrative Writing	<b>RL.6.1, RL.6.3</b> , RL.6.2, RL.6.4, RL.6.10 ▪ W.6.3a, W.6.3d, W.6.10 ▪ <b>L.6.3, L.6.3a</b> , L.6.4b, L.6.6
1.14 A Day of Change: Developing the Story	“Eleven,” from <i>Woman Hollering Creek and Other Stories</i> by Sandra Cisneros	Short Story Narrative Writing	<b>RL.6.3, RL.6.6</b> , RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.10 ▪ W.6.3a, W.6.3b, W.6.3d, W.6.9, W.6.10 ▪ L.6.3a, L.6.5a
1.15 In the End	“The Treasure of Lemon Brown,” by Walter Dean Myers	Short Story Narrative Writing	<b>RL.6.2, RL.6.10</b> , RL.6.1, RL.6.3, RL.6.4, RL.6.5, RL.6.6 ▪ <b>W.6.3e</b> , W.6.3b, W.6.3d, W.6.9, W.6.10 ▪ L.6.1a, L.6.3a
1.16 Analyzing a Story	“The Fun They Had,” by Isaac Asimov	Short Story	<b>RL.6.2, RL.6.3, RL.6.5</b> , RL.6.1, RL.6.10 ▪ <b>SL.6.1a</b> ▪ L.6.6
1.17 Sparking Ideas	<i>The Mysteries of Harris Burdick</i> or other picture books by Chris Van Allsburg	Picture Books Narrative Writing	RL.6.10 ▪ <b>W.6.3, W.6.5</b> , W.6.3a, W.6.3b, W.6.3d, W.6.3e, W.6.4, W.6.9, W.6.10
<b>Embedded Assessment 2: Writing a Short Story</b>		Narrative Writing and Revising	<b>W.6.3, W.6.3a, W.6.3b, W.6.3c</b> , W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10 ▪ L.6.1a, L.6.1e, L.6.2b, L.6.3a

\*Focus standards are bolded.

## Additional Skill Topics

### Language and Writer's Craft

- ▶ Transitions
- ▶ Verbs
- ▶ Sentence Variety
- ▶ Revising

### Grammar and Usage

- ▶ Pronouns
- ▶ Punctuating Dialogue
- ▶ Fragments
- ▶ Commas
- ▶ Semicolons

### Speaking and Listening

- ▶ Discussion Groups
- ▶ Jigsaw
- ▶ Socratic Seminar
- ▶ Fishbowl Discussion
- ▶ Passage Audio

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 1</b>			
1.1 Selecting Language Resources		Vocabulary	PI.6.1, PI.6.4, PI.6.5, PI.6.6c, PI.6.12, PII.6.6
1.2 Academic and Social Language Preview		Vocabulary	PI.6.1, PI.6.5, PI.6.12a
1.3 Interpret the Text Using Close Reading	“The Jacket,” by Gary Soto	Close Reading of a Personal Narrative	PI.6.1, PI.6.2, PI.6.5, PI.6.6, PI.6.7, PI.6.10b, PI.6.12, PII.6.1
1.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.6.1, PI.6.3, PI.6.5, PI.6.6c, PI.6.12, PII.6.6
1.5 How English Works: Pronouns and Point of View		Pronouns and Point of View	PI.6.1, PI.6.2, PI.6.5, PI.6.10b, PI.6.12, PII.6.2a
1.6 Interacting in Meaningful Ways: Analyze Figurative Language		Figurative Language	PI.6.1, PI.6.5, PI.6.6c, PI.6.7, PI.6.8, PI.6.10b, PI.6.11, PI.6.12, PII.6.5
1.7 Interacting in Meaningful Ways: Writing a Personal Narrative		Personal Narrative Writing	PI.6.1, PI.6.2, PI.6.3, PI.6.6b, PI.6.10a, PI.6.11a, PI.6.12a, PII.6.1
<b>Part 2</b>			
2.1 Selecting Language Resources		Vocabulary	PI.6.1, PI.6.4, PI.6.5, PI.6.6c, PI.6.12a, PII.6.6
2.2 Academic and Social Language Preview		Vocabulary	PI.6.1, PI.6.5, PI.6.12a
2.3 Interpret the Text Using Close Reading	“Thank You, M’am,” by Langston Hughes	Close Reading of a Short Story	PI.6.1, PI.6.2, PI.6.5, PI.6.6, PI.6.10b, PI.6.12a, PII.6.1
2.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.6.1, PI.6.3, PI.6.5, PI.6.6a-c, PI.6.12, PII.6.6
2.5 Interacting in Meaningful Ways: Analyzing Sensory Language		Sensory Language	PI.6.1, PI.6.2, PI.6.5, PI.6.8, PI.6.12, PII.6.2a
2.6 How English Works: Story Structure		Story Structure	PI.6.1, PI.6.5, PI.6.6c, PI.6.8, PI.6.10b, PI.6.12, PII.6.1, PII.6.2b, PII.6.5
2.7 Interacting in Meaningful Ways: Writing a Comparison		Comparison Writing	PI.6.1, PI.6.2, PI.6.4, PI.6.5, PI.6.9, PI.6.10, PI.6.12, PII.6.1, PII.6.2
<b>Part 3</b>			
3.1 Selecting Language Resources		Vocabulary	PI.6.1, PI.6.4, PI.6.5, PI.6.6c, PI.6.12a
3.2 Academic and Social Language Preview		Vocabulary	PI.6.1, PI.6.5, PI.6.12a

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
3.3 Interpret the Text Using Close Reading	“Eleven,” from <i>Woman Hollering Creek and Other Stories</i> by Sandra Cisneros	Close Reading of a Short Story	PI.6.1, PI.6.2, PI.6.5, PI.6.6, PI.6.10b, PI.6.12, PII.6.1
3.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.6.1, PI.6.3, PI.6.5, PI.6.6a-c, PI.6.12, PII.6.6
3.5 How English Works: Figurative Language		Figurative Language	PI.6.1, PI.6.2, PI.6.5, PI.6.8, PI.6.12, PII.6.2a
3.6 How English Works: Plot Structure		Plot Structure	PI.6.1, PI.6.5, PI.6.6c, PI.6.8, PI.6.10b, PI.6.12, PII.6.1, PII.6.2b
<b>Embedded Assessment: Personal Narrative</b>		Narrative Writing	PI.6.1, PI.6.2, PI.6.4, PI.6.5, PI.6.9, PI.6.12, PII.6.1, PII.6.2

**Additional Skill Topics**

**Speaking and Listening**

- ▶ Having Quick Conversations
- ▶ Asking Questions
- ▶ Present a Narrative
- ▶ Present a Comparison
- ▶ Present a Personal Narrative

**Language**

- ▶ Using Pronouns for Point of View
- ▶ Analyzing Figurative Language
- ▶ Identifying Vivid Verbs

## Unit 2: The Power to Change

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
2.1 Previewing the Unit			L.6.6
2.2 Forces of Change	Clips from <i>Up</i> , directed by Pete Docter	Film Explanatory Writing	RL.6.3, RI.6.1, RI.6.2 ■ W.6.2, W.6.2a, W.6.2b, W.6.4 ■ L.6.6
2.3 Beginning the Journey	<i>Walk Two Moons</i> , by Sharon Creech	Novel	RL.6.1 ■ W.6.10 ■ L.6.6
2.4 Planting the Seeds of Character Analysis		Explanatory Writing	RL.6.3 ■ W.6.2a, W.6.9, W.6.2b, W.6.2c ■ L.6.1c, L.6.1e, L.6.6
2.5 Mapping the Journey: Plot and Subplot			RL.6.3, RL.6.1, RL.6.2 ■ W.6.10 ■ SL.6.1 ■ L.6.6
2.6 A Tree of One's Own: Setting		Explanatory Writing	RL.6.2, RL.6.1 ■ W.6.2a, W.6.2b, W.6.2c, W.6.5 ■ L.6.3, L.6.3a, L.6.1a, L.6.1c, L.6.1e, L.6.3a, L.6.6
2.7 Questions and Discussions			SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.6 ■ L.6.4b, L.6.6
2.8 Diction Detectives and "Evidence"		Revising	RL.6.4, RL.6.3 ■ W.6.5 ■ L.6.4, L.6.4a, L.6.5, L.6.5a, L.6.4b, L.6.4c, L.6.4d, L.6.6
2.9 Reporting from Paradise Falls	Clips from <i>Up</i> , directed by Pete Docter	Film Explanatory Writing	RL.6.2, RL.6.3 ■ W.6.2, W.6.2a, W.6.2b, W.6.2c, W.6.2d ■ SL.6.1, SL.6.1a, SL.6.2, SL.6.6 ■ L.6.1c, L.6.1e, L.6.6
2.10 Making Connections and Visualizing Art		Explanatory Writing	RL.6.1, RL.6.3, RL.6.4, RL.6.9 ■ W.6.2a, W.6.2b, W.6.2c, W.6.4, W.6.10 ■ SL.6.1, SL.6.1a ■ L.6.3a, L.6.6
2.11 Stepping into the Literature Circle			RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5 ■ SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.6
2.12 Circling the Moon: Literature Circle Discussion		Explanatory Writing	W.6.2a, W.6.2b, W.6.2c, W.6.4, W.6.10 ■ SL.6.2, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d ■ L.6.2b, L.6.3a
<b>Embedded Assessment 1: Responding to Literature</b>		Explanatory Writing and Revising	W.6.2, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.4, W.6.5, W.6.6, W.6.10 ■ L.6.1e, L.6.2b, L.6.3a, L.6.5
2.13 Previewing Embedded Assessment 2 and Expository Writing			RL.6.10, RI.6.10 ■ W.6.10
2.14 Explaining and Interpreting Change		Explanatory Writing	RI.6.1, RI.6.2, RI.6.3 ■ W.6.2, W.6.2a, W.6.2b, W.6.2c, W.6.4, W.6.10 ■ L.6.4b, L.6.6
2.15 Writing and Changing Together		Explanatory Writing and Revising	W.6.2f, W.6.4, W.6.5, W.6.2a, W.6.2b, W.6.2c, W.6.10 ■ SL.6.1a ■ L.6.3a, L.6.6
2.16 Traveling with Charley: Literary Nonfiction	Excerpt from <i>Travels with Charley</i> , by John Steinbeck	Memoir	RI.6.2, RI.6.3, RI.6.1, RI.6.4, RI.6.5, RI.6.6, RI.6.8, RI.6.10 ■ L.6.4a, L.6.4c, L.6.4d, L.6.6
2.17 Reflecting on Marley: Textual Evidence	"Saying Farewell to a Faithful Pal," by John Grogan	Memoir Explanatory Writing	RI.6.1, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.8 ■ W.6.9, W.6.9b, W.6.2a, W.6.2b, W.6.10 ■ L.6.5c, L.6.6
2.18 Making Connections Through Research	"Dogs Make Us Human" from <i>Animals in Translation</i> , by Temple Grandin and Catherine Johnson	Autobiography Research Writing	RI.6.1, RI.6.2, RI.6.6, RI.6.8 ■ W.6.7, W.6.10

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
2.19 Synthesizing Temple's Story	<i>Temple Grandin</i> "My Story" from <i>Animals in Translation</i> , by Temple Grandin and Catherine Johnson  Excerpt from "Chapter 6: Hampshire School for Wayward Wizards" from <i>Temple Grandin: How the Girl Who Loved Cows, Embraced Autism and Changed the World</i> , by Sy Montgomery	Film Biography Autobiography Biography Explanatory Writing	<b>RL.6.3</b> , RI.6.1, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.9, RI.6.10 ▪ <b>W.6.9, W.6.9b</b> , W.6.2a, W.6.2b
<b>Embedded Assessment 2: Writing a Expository Essay</b>		Explanatory and Research Writing and Revising	RI.6.1, RI.6.2, RI.6.3 ▪ <b>W.6.2a, W.6.2b, W.6.2c, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9b</b> , W.6.10 ▪ SL.6.1c ▪ L.6.1e, L.6.2b, L.6.3b

\*Focus standards are bolded.

**Additional Skill Topics**

**Language and Writer's Craft**

- ▶ Pronoun Agreement
- ▶ Levels of Diction
- ▶ Verb Tenses
- ▶ Sentence Variety
- ▶ Revising
- ▶ Parallel Structure

**Grammar and Usage**

- ▶ Transitions
- ▶ Compound Sentences
- ▶ Comma Use

**Speaking and Listening**

- ▶ Film Viewing
- ▶ Fishbowl Discussion
- ▶ Literature Circles
- ▶ Passage Audio



Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 1</b>			
1.1 Selecting Language Resources		Vocabulary	PI.6.1, PI.6.4, PI.6.5, PI.6.6c, PI.6.12, PII.6.6
1.2 Academic and Social Language Preview		Vocabulary	PI.6.1, PI.6.5, PI.6.12a
1.3 Interpret the Text Using Close Reading	Excerpt from <i>Walk Two Moons</i> , by Sharon Creech	Close Reading of a Novel	PI.6.1, PI.6.2, PI.6.5, PI.6.6, PI.6.10b, PI.6.12, PII.6.4
1.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.6.1, PI.6.3, PI.6.5, PI.6.6, PI.6.12
1.5 How English Works: Adjectives and Adjectival Phrases		Adjectives and Adjectival Phrases	PI.6.1, PI.6.2, PI.6.5, PI.6.7, PI.6.10b, PI.6.11, PI.6.12, PII.6.4
1.6 How English Works: Transitions for Comparisons and Contrast		Transitions for Comparisons and Contrast	PI.6.1, PI.6.5, PI.6.6c, PI.6.7, PI.6.8, PI.6.10b, PI.6.11, PI.6.12, PII.6.5
1.7 Interacting in Meaningful Ways: Writing an Expository Text		Expository Writing	PI.6.1, PI.6.2, PI.6.5, PI.6.6, PI.6.9, PI.6.10, PII.6.4, PII.6.6
<b>Part 2</b>			
2.1 Selecting Language Resources		Vocabulary	PI.6.1, PI.6.4, PI.6.5, PI.6.6c, PI.6.12, PII.6.6
2.2 Academic and Social Language Preview		Vocabulary	PI.6.1, PI.6.5, PI.6.12a
2.3 Interpret the Text Using Close Reading	Excerpt from <i>Travels with Charley</i> , by John Steinbeck	Close Reading of a Memoir	PI.6.1, PI.6.2, PI.6.5, PI.6.6, PI.6.10b, PI.6.12, PII.6.4
2.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.6.1, PI.6.3, PI.6.5, PI.6.6a, PI.6.12
2.5 How English Works: Verbs and Vivid Verbs		Verbs and Vivid Verbs	PI.6.1, PI.6.2, PI.6.5, PI.6.8, PI.6.10b, PI.6.12, PII.6.5
2.6 Interacting in Meaningful Ways: Analyzing Sentence Construction		Analyzing Sentence Construction	PI.6.1, PI.6.2, PI.6.3, PI.6.5, PI.6.6a, PI.6.10b, PI.6.12, PII.6.2, PII.6.6
2.7 Interacting in Meaningful Ways: Writing with Purpose		Writing with Purpose	PI.6.1, PI.6.2, PI.6.5, PI.6.6, PI.6.9, PI.6.10, PII.6.5, PII.6.6
<b>Part 3</b>			
3.1 Selecting Language Resources		Vocabulary	PI.6.1, PI.6.5, PI.6.6c, PI.6.12, PII.6.6
3.2 Academic and Social Language Preview		Vocabulary	PI.6.1, PI.6.5, PI.6.12a

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
3.3 Interpret the Text Using Close Reading	“Dogs Make Us Human” from <i>Animals in Translation</i> , by Temple Grandin and Catherine Johnson	Close Reading of an Autobiography	PI.6.1, PI.6.2, PI.6.5, PI.6.6, PI.6.10b, PI.6.12, PII.6.1
3.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.6.1, PI.6.3, PI.6.5, PI.6.6, PI.6.12
3.5 How English Works: Dependent and Independent Clauses		Dependent and Independent Clauses	PI.6.1, PI.6.2, PI.6.5, PI.6.8, PI.6.10b, PI.6.12, PII.6.2
3.6 How English Works: Transitions for Adding Details		Transitions for Adding Details	PI.6.1, PI.6.3, PI.6.5, PI.6.6a, PI.6.10b, PI.6.12, PII.6.2, PII.6.6
<b>Embedded Assessment: Expository Essay</b>		Informative/ Explanatory Writing	PI.6.1, PI.6.2, PI.6.5, PI.6.6, PI.6.9, PI.6.10, PII.6.5, PII.6.6

**Additional Skill Topics**

**Speaking and Listening**

- ▶ Having Quick Conversations
- ▶ Asking Questions
- ▶ Giving an Oral Presentation of a Short Argument
- ▶ Presenting on the Author’s Use of Vivid Verbs
- ▶ Giving an Oral Presentation on Clauses
- ▶ Presenting an Expository Essay

**Language**

- ▶ Identifying Adjectives and Adjectival Phrases
- ▶ Combining Clauses to Make Connections
- ▶ Using Comparison and Contrast Language
- ▶ Analyzing the Effects of Vivid Verbs
- ▶ Evaluating Sentence Construction
- ▶ Combining Dependent and Independent Clauses
- ▶ Using Transitions to Add Detail

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
3.1 Previewing the Unit			<b>L.6.6</b>
3.2 It Is Time to Argue and Convince		Revising	<b>W.6.5</b> , W.6.10 ▪ <b>L.6.4c</b> , <b>L.6.4d</b> , L.6.4a, L.6.6
3.3 Peanuts and Pennies: Identifying Claims in an Argument	“Don’t ban peanuts at school, but teach about the dangers,” by <i>Des Moines Register Editorial Board</i> “Penny Problem: Not Worth Metal It’s Made Of,” by Yunji de Nies	Editorial News Article Argument Writing	<b>RI.6.6</b> , RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.9, RI.6.10 ▪ <b>W.6.1</b> ▪ SL.6.1a, SL.6.1c, SL.6.4, SL.6.6 ▪ L.6.4a, L.6.6
3.4 Support the Sport? Creating Support with Reasons and Evidence	“Should Dodge Ball Be Banned in Schools?” by Staff of <i>Time for Kids</i> “Most Dangerous ‘Sport’ of All May Be Cheerleading,” by Lisa Ling and Arash Ghadishah “High School Football: Would a Pop Warner Ban Limit Concussions?” by Tina Akouris	Online Article News Article News Article Argument Writing	<b>RI.6.1</b> , <b>RI.6.5</b> , RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.10 ▪ W.6.1a, W.6.1b, W.6.10 ▪ <b>SL.6.1</b> , SL.6.1a, SL.6.1b, SL.6.1c, SL.6.6 ▪ L.6.4a, L.6.4c, L.6.4d, L.6.6
3.5 Do Your Research: Sources, Citation, and Credibility		Research Writing	RI.6.1 ▪ <b>W.6.8</b> , W.6.7, W.6.10 ▪ L.6.6
3.6 The Formality of It All: Style and Tone	“Letter on Thomas Jefferson,” by John Adams (1776)	Historical Document Argument Writing	<b>RI.6.10</b> , RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6 ▪ <b>W.6.1d</b> , W.6.1a, W.6.1b, W.6.4 ▪ SL.6.1c ▪ <b>L.6.3</b> , <b>L.6.3b</b> , L.6.6
3.7 A Graphic Is Worth a Thousand Words	“E-Readers Catch Younger Eyes and Go in Backpacks,” Julie Bosman	News Article Argument Writing	<b>RI.6.7</b> , RI.6.1, RI.6.2, RI.6.5a, RI.6.8, RI.6.10 ▪ W.6.1a, W.6.1b, W.6.10 ▪ <b>SL.6.2</b> , <b>SL.6.5</b> , SL.6.1a, SL.6.1c, SL.6.4, SL.6.6 ▪ L.6.6
3.8 Debate It: Organizing and Communicating an Argument	“Social Networking’s Good and Bad Impacts on Kids,” from <i>Science Daily</i> “Pro & Con Arguments: ‘Are social networking sites good for our society?’”	Article Informational Text Argument and Research Writing	<b>RI.6.2</b> , RI.6.1, RI.6.5, RI.6.5a, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10 ▪ <b>W.6.5</b> , W.6.1a, W.6.1b, W.6.1d, W.6.7, W.6.8, W.6.10 ▪ <b>SL.6.1</b> , SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6 ▪ L.6.6
<b>Embedded Assessment 1: Researching and Debating a Controversy</b>		Research Writing	RI.6.1, RI.6.2, RI.6.7 ▪ W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.10 ▪ <b>SL.6.1</b> , <b>SL.6.2</b> , <b>SL.6.3</b> , <b>SL.6.4</b> , <b>SL.6.5</b> , <b>SL.6.6</b> , SL.6.1a, SL.6.1b
3.9 Previewing Embedded Assessment 2: Preparing for Argumentative Writing			RI.6.10 ▪ <b>SL.6.1</b> , <b>SL.6.1a</b> , SL.6.1c
3.10 Looking at a Model Argumentative Letter		Argument Writing	<b>RI.6.1</b> , <b>RI.6.6</b> , RI.6.2, RI.6.3, RI.6.5, RI.6.6 ▪ <b>W.6.1</b> , W.6.1a, W.6.1b, W.6.1e, W.6.4, W.6.7, W.6.10
3.11 Facts and Feelings: Rhetorical Appeals in Argumentative Writing	“The First Americans,” by Scott H. Peters, Grand Council Fire of American Indians	Letter	<b>RI.6.5</b> , <b>RI.6.6</b> , RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.8, RI.6.10 ▪ L.6.6
3.12 Citing Evidence		Argument and Research Writing	RI.6.2, RI.6.10 ▪ <b>W.6.8</b> , W.6.1a, W.6.1b, W.6.5, W.6.10 ▪ <b>L.6.3</b> , L.6.3a, L.6.6
3.13 Playing with Persuasive Diction: Appealing to Pathos		Revising	<b>RI.6.4</b> , RI.6.10 ▪ <b>W.6.4</b> , W.6.5, W.6.10
3.14 Writing an Introduction and a Conclusion		Argument Writing	RI.6.1, RI.6.6 ▪ <b>W.6.1</b> , <b>W.6.1a</b> , <b>W.6.1e</b> , W.6.1b, W.6.6, W.6.10 ▪ L.6.2b

<b>Activity</b>	<b>Text Selections</b>	<b>Reading and Writing Focus</b>	<b>CA CCSS Addressed*</b>
3.15 Saying Too Much or Too Little?		Revising	RI.6.1 ▪ <b>W.6.4, W.6.5</b> , W.6.1c, W.6.10 ▪ SL.6.1b ▪ L.6.2b
3.16 Preparing to Write an Argument			RI.6.1, RI.6.2 ▪ L.6.4a, L.6.4c, L.6.4d, L.6.6
<b>Embedded Assessment 2: Writing an Argumentative Letter</b>		Argument and Research Writing	RI.6.1, RI.6.2 ▪ <b>W.6.1a, W.6.1b, W.6.1c, W.6.1d, W.6.1e</b> , W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10 ▪ L.6.2b

\*Focus standards are bolded.

### **Additional Skill Topics**

#### **Language and Writer’s Craft**

- ▶ Formal Style
- ▶ Using Appositives
- ▶ Revising by Creating Complex Sentences

#### **Grammar and Usage**

- ▶ Prepositions
- ▶ Regular and Irregular Verbs

#### **Speaking and Listening**

- ▶ Presenting
- ▶ Debating
- ▶ Discussion Groups
- ▶ Jigsaw
- ▶ Passage Audio

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 1</b>			
1.1 Selecting Language Resources		Vocabulary	PI.6.4, PI.6.12
1.2 Academic and Social Language Preview		Vocabulary	PI.6.1, PI.6.5, PI.6.12a
1.3 Interpret the Text Using Close Reading	“Don’t ban peanuts at school, but teach about the dangers,” by <i>Des Moines Register</i> Editorial Board	Close Reading of an Editorial	PI.6.1, PI.6.3, PI.6.6, PI.6.10a, PI.6.11a, PII.6.1
1.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.6.1, PI.6.3, PI.6.5, PI.6.6c, PI.6.12, PII.6.6
1.5 How English Works: Subject-Verb Agreement		Subject-Verb Agreement	PI.6.1, PI.6.6, PI.6.10a, PII.6.3
1.6 How English Works: Prepositional Phrases		Prepositional Phrases	PI.6.1, PI.6.5, PI.6.6c, PI.6.8, PI.6.10b, PI.6.12, PII.6.5, PII.6.7
1.7 Interacting in Meaningful Ways: Participating in a Debate		Participating in a Debate	PI.6.1, PI.6.3, PI.6.6, PI.6.10a, PI.6.11a-b, PII.6.1, PII.6.3, PII.6.5
<b>Part 2</b>			
2.1 Selecting Language Resources		Vocabulary	PI.6.1, PI.6.4, PI.6.5, PI.6.12a
2.2 Academic and Social Language Preview		Vocabulary	PI.6.1, PI.6.8, PI.6.12
2.3 Interpret the Text Using Close Reading	“Most Dangerous ‘Sport’ of All May Be Cheerleading,” by Lisa Ling and Arash Ghadishah	Close Reading of a News Article	PI.6.1, PI.6.2, PI.6.6, PI.6.10a, PI.6.12a, PII.6.1
2.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.6.1, PI.6.3, PI.6.5, PI.6.6a-c
2.5 How English Works: Regular and Irregular Verbs		Regular and Irregular Verbs	PI.6.1, PI.6.2, PI.6.8, PI.6.12a, PII.6.3, PII.6.4
2.6 Interacting in Meaningful Ways: Appositives		Appositives	PI.6.1, PI.6.5, PI.6.7, PI.6.8, PI.6.10a, PI.6.12a, PII.6.4
2.7 Interacting in Meaningful Ways: Writing an Argument		Writing an Argument	PI.6.1, PI.6.3, PI.6.6, PI.6.10a, PI.6.11a, PII.6.1, PII.6.3, PII.6.6
<b>Part 3</b>			
3.1 Selecting Language Resources		Vocabulary	PI.6.1, PI.6.4, PI.6.5, PI.6.12a
3.2 Academic and Social Language Preview		Vocabulary	PI.6.1, PI.6.5, PI.6.12a

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
3.3 Interpret the Text Using Close Reading	"The First Americans," by Scott H. Peters, Grand Council Fire of American Indians	Close Reading of a Letter	PI.6.1, PI.6.2, PI.6.6a, PI.6.7, PI.6.10a, PI.6.12a, PII.6.1
3.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.6.1, PI.6.3, PI.6.5, PI.6.6, PI.6.12a, PII.6.6
3.5 How English Works: Analyzing Precise Words		Analyzing Precise Words	PI.6.1, PI.6.2, PI.6.7, PI.6.8, PI.6.10a, PI.6.12a
3.6 How English Works: Passive and Active Verbs		Passive and Active Verbs	PI.6.1, PI.6.4, PI.6.10a, PI.6.11, PI.6.12a, PII.6.3
<b>Embedded Assessment: Argumentative Letter</b>		Argumentative Writing	PI.6.1, PI.6.3, PI.6.6, PI.6.10a, PI.6.11a, PII.6.1, PII.6.3, PII.6.5

## Additional Skill Topics

### Speaking and Listening

- ▶ Having Quick Conversations
- ▶ Asking Questions
- ▶ Having a Short Conversation
- ▶ Debating an Issue With a Partner
- ▶ Giving a Short Talk
- ▶ Present an Argumentative Letter

### Language

- ▶ Determining Subject-Verb Agreement
- ▶ Using Prepositional Phrases
- ▶ Using Adverbs
- ▶ Using Verbs
- ▶ Using Appositives
- ▶ Understanding Formal Style and Precise Words
- ▶ Using Active and Passive Voice

## Unit 4: The Final Act

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
4.1 Previewing the Unit			RI.6.1 ■ <b>L.6.6</b>
4.2 Shakespeare in School	"Shakespeare dumbed down in comic strips for bored pupils," by Laura Clark	Article Argument Writing	RI.6.1, RI.6.2, RI.6.4, RI.6.8 ■ <b>W.6.1, W.6.1a, W.6.1b</b> ■ <b>SL.6.3</b> , SL.6.1a, SL.6.1b, SL.6.4, SL.6.6
4.3 Shakespeare and His Society	"Shakespeare's Life," The British Library	Informational Text Explanatory Writing Revising	<b>RI.6.1</b> , RI.6.2, RI.6.5, RI.6.10 ■ <b>W.6.2, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.4, W.6.5, W.6.8, W.6.10</b> ■ SL.6.4a ■ <b>L.6.3a</b> , L.6.4b, L.6.6
4.4 Researching to Deepen Understanding		Explanatory and Research Writing Revising	<b>RI.6.7</b> , RI.6.1, RI.6.2 ■ <b>W.6.7, W.6.8</b> , W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.4, W.6.5, W.6.6, W.6.10 ■ L.6.3a, L.6.3b
4.5 Planning to Present Research		Explanatory Writing	W.6.2c, W.6.4 ■ <b>SL.6.4, SL.6.4a, SL.6.5</b> , SL.6.1a, SL.6.1b, SL.6.1c, SL.6.2 ■ L.6.6
4.6 Understanding Shakespeare's Language	Excerpt from "Reading Shakespeare's Language," by Barbara A. Mowat and Paul Werstine (editors)	Essay Explanatory Writing	<b>RI.6.2</b> , RI.6.1, RI.6.3, RI.6.4, RI.6.5, RI.6.10 ■ W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.4, W.6.5, W.6.7, W.6.10 ■ SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.4 ■ <b>L.6.5, L.6.5a</b> , L.6.3a, L.6.3b, L.6.6
<b>Embedded Assessment 1: Researching and Presenting Shakespeare</b>		Research Writing and Revising	RI.6.7 ■ W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.10 ■ <b>SL.6.1a, SL.6.1b, SL.6.1d, SL.6.2, SL.6.4, SL.6.4a, SL.6.5, SL.6.6</b> ■ L.6.1e, L.6.3a, L.6.3b
4.7 Previewing Embedded Assessment 2 and Preparing for a Performance			RL.6.10 ■ <b>L.6.6</b>
4.8 Play Ball: Analyzing a Game of Life	"The Southpaw," by Judith Viorst	Short Story Explanatory Writing	<b>RL.6.2, RL.6.4, RL.6.5</b> , RL.6.1, RL.6.3, RL.6.6 ■ W.6.2a, W.6.2b, W.6.2d, W.6.2e, W.6.5, W.6.10 ■ SL.6.1a ■ L.6.4c, L.6.4d, L.6.6
4.9 Drama Games: Connecting the Mind and Body			RL.6.3 ■ W.6.10 ■ <b>SL.6.6</b> ■ L.6.1a, L.6.1b, L.6.1c, L.6.1d, L.6.1e, L.6.4b, L.6.6
4.10 Lear's Limericks: Playing with Rhythm and Rhyme	Limericks from <i>A Book of Nonsense</i> , by Edward Lear	Poetry	<b>RL.6.5</b> , RL.6.1 ■ W.6.10 ■ <b>SL.6.6</b> , SL.6.2, SL.6.4 ■ L.6.2a, L.6.6
4.11 Planning and Presenting a Reader's Theater	"The Millionaire Miser," by Aaron Shepard	Drama	<b>RL.6.3, RL.6.4</b> , RL.6.1, RL.6.2, RL.6.7 ■ W.6.10 ■ SL.6.2, SL.6.6
4.12 A Poetic Performance	"Oranges," by Gary Soto "Jabberwocky," by Lewis Carroll "Fireflies," by Paul Fleischman	Poetry	<b>RL.6.2, RL.6.4</b> , RL.6.3, RL.6.10 ■ W.6.10 ■ <b>SL.6.6</b> , SL.6.2, SL.6.4 ■ L.6.4a, L.6.4c, L.6.4d, L.6.5a, L.6.5c, L.6.6
4.13 Previewing the Play			<b>RL.6.1, RL.6.3</b> , RL.6.2, RL.6.4, RI.6.1 ■ SL.6.1a, SL.6.6 ■ L.6.5b
4.14 Guided Reading of <i>The Taming of the Shrew</i>	"Excerpts from <i>The Taming of the Shrew</i> , by William Shakespeare <i>The Taming of the Shrew</i> , directed by Franco Zeffirelli, 1967	Drama Film	<b>RL.6.3</b> , RL.6.1, RL.6.2, RL.6.4, RL.6.10 ■ <b>SL.6.6</b> , SL.6.1a, SL.6.1b, SL.6.1c, SL.6.2, SL.6.4
4.15 One Text, Two Perspectives	<i>The Taming of the Shrew</i> , directed by Franco Zeffirelli, 1967	Film Explanatory Writing	<b>RL.6.7</b> ■ W.6.2a, W.6.2b, W.6.2d, W.6.9a ■ L.6.5a
<b>Embedded Assessment 2: Performing Shakespeare</b>			<b>RL.6.3, RL.6.5, RL.6.10</b> ■ <b>W.6.10</b> ■ <b>SL.6.1a, SL.6.1b, SL.6.1d</b> , SL.6.2, SL.6.5, SL.6.6 ■ L.6.1e, L.6.2a

\*Focus standards are bolded.

## Additional Skill Topics

### Language and Writer's Craft

- ▶ Structure
- ▶ Pronoun Usage

### Grammar and Usage

- ▶ Subordinating Conjunctions
- ▶ Adjectives and Predicate Adjectives
- ▶ Adverbs
- ▶ Punctuation Conventions

### Speaking and Listening

- ▶ Drama Games
- ▶ Performance: Reader's Theater
- ▶ Debating
- ▶ Choral Reading
- ▶ Fishbowl Discussion
- ▶ Passage Audio



Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 1</b>			
1.1 Selecting Language Resources		Vocabulary	PI.6.1, PI.6.4, PI.6.5, PI.6.6c, PI.6.12a, PII.6.6
1.2 Academic and Social Language Preview		Vocabulary	PI.6.1, PI.6.5, PI.6.12a
1.3 Interpret the Text Using Close Reading	"Shakespeare's Life," The British Library	Close Reading of an Informational Text	PI.6.1, PI.6.2, PI.6.5, PI.6.6, PI.6.10b, PI.6.12, PII.6.1
1.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.6.1, PI.6.3, PI.6.5, PI.6.6a-c, PI.6.12, PII.6.6b
1.5 How English Works: Subordinate Conjunctions		Subordinate Conjunctions	PI.6.1, PI.6.2, PI.6.5, PI.6.8, PI.6.12, PII.6.2a, PII.6.6
1.6 Interacting in Meaningful Ways: Analyzing Sentence Variety		Sentence Variety	PI.6.1, PI.6.5, PI.6.6c, PI.6.7, PI.6.8, PI.6.10b, PI.6.12, PII.6.2b
1.7 Interacting in Meaningful Ways: Presenting Information Learned through Research		Presenting Information through Research	PI.6.1, PI.6.2, PI.6.5, PI.6.6a-b, PI.6.9, PI.6.10, PII.6.5, PII.6.6a
<b>Part 2</b>			
2.1 Selecting Language Resources		Vocabulary	PI.6.1, PI.6.4, PI.6.5, PI.6.6c, PI.6.12a, PII.6.6
2.2 Academic and Social Language Preview		Vocabulary	PI.6.1, PI.6.5, PI.6.12a
2.3 Interpret the Text Using Close Reading	"Oranges," by Gary Soto	Close Reading of Poetry	PI.6.1, PI.6.2, PI.6.5, PI.6.6b, PI.6.10b, PI.6.12, PII.6.1
2.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.6.1, PI.6.3, PI.6.5, PI.6.6a-c, PI.6.12, PII.6.6
2.5 How English Works: Punctuation and Rhythm of the Poem		Punctuation and Rhythm of the Poem	PI.6.1, PI.6.2, PI.6.4, PI.6.5, PI.6.9, PI.6.10b, PI.6.11a-b, PI.6.12, PII.6.2
2.6 Interacting in Meaningful Ways: Analyzing Sensory Language		Sensory Language	PI.6.1, PI.6.5, PI.6.6c, PI.6.7, PI.6.8, PI.6.10b, PI.6.12, PII.6.4
2.7 Interacting in Meaningful Ways: Writing Poetry		Writing Poetry	PI.6.1, PI.6.2, PI.6.5, PI.6.6, PI.6.9, PI.6.10, PII.6.5, PII.6.6

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 3</b>			
3.1 Selecting Language Resources		Vocabulary	PI.6.1, PI.6.4, PI.6.5, PI.6.6c, PI.6.12b, PII.6.7
3.2 Academic and Social Language Preview		Vocabulary	PI.6.1, PI.6.5, PI.6.12a
3.3 Interpret the Text Using Close Reading	Scene from <i>The Taming of the Shrew</i> , by William Shakespeare	Close Reading of Drama	PI.6.1, PI.6.2, PI.6.5, PI.6.6b, PI.6.10a, PI.6.12, PII.6.1
3.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.6.1, PI.6.3, PI.6.5, PI.6.6c, PI.6.12, PII.6.6
3.5 Interacting in Meaningful Ways: Using Context Clues		Using Context Clues	PI.6.1, PI.6.2, PI.6.5, PI.6.6c, PI.6.10a, PI.6.12, PII.6.5
3.6 Interacting in Meaningful Ways: Identifying Roots, Prefixes, and Suffixes		Identifying Roots, Prefixes, and Suffixes	PI.6.1, PI.6.5, PI.6.6c, PI.6.8, PI.6.10b, PI.6.12
<b>Embedded Assessment: Presenting Shakespeare</b>		Dramatic Performance	PI.6.1, PI.6.2, PI.6.5, PI.6.6, PI.6.9, PI.6.10, PII.6.5, PII.6.6

### Additional Skill Topics

#### Speaking and Listening

- ▶ Having Quick Conversations
- ▶ Asking Questions
- ▶ Giving an Oral Presentation Using Dialogue
- ▶ Presenting a Dramatic Shakespeare Performance

#### Language

- ▶ Using Subordinate Conjunctions
- ▶ Using Sentence Variety
- ▶ Analyzing Punctuation and Rhythm
- ▶ Identifying Sensory Language
- ▶ Using Context Clues
- ▶ Using Morphology

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
1.1 Previewing the Unit			<b>L.7.6</b>
1.2 Exploring the Concept of Choice			<b>RI.7.6</b> ▪ <b>W.7.10</b> ▪ L.7.6
1.3 Choices and Consequences: Paired Poetry	“The Road Not Taken,” by Robert Frost “Choices,” by Nikki Giovanni	Poetry Explanatory Writing	<b>RL.7.1, RL.7.2, RL.7.4</b> , RL.7.5, RL.7.10 ▪ W.7.2a, W.7.9a ▪ L.7.1a, L.7.4c, L.7.5a, L.7.5c, L.7.6
1.4 Exploring the Personal Narrative	“The Scholarship Jacket,” by Marta Salinas	Personal Narrative Narrative Writing	<b>RL.7.2</b> , RL.7.1, RL.7.3, RL.7.4, RL.7.6 ▪ <b>W.7.3, W.7.3a</b> , W.7.4 ▪ L.7.4b
1.5 Analyzing Language	Excerpt from <i>Bad Boy</i> , by Walter Dean Myers	Memoir Narrative Writing	<b>RI.7.1, RI.7.3</b> , RI.7.2, RI.7.4, RI.7.6, RI.7.10 ▪ <b>W.7.3, W.7.3a</b> , W.7.3b, W.7.3c, W.7.4, W.7.10 ▪ L.7.1a, L.7.4a, L.7.4b, L.7.4c, L.7.6
1.6 Timed Writing: Choosing a Topic and Drafting a Personal Narrative		Narrative Writing and Revising	<b>W.7.3, W.7.3a</b> , W.7.3c, W.7.4, W.7.5 ▪ <b>SL.7.1, SL.7.1a</b> , SL.7.1b, SL.7.1c ▪ L.7.6
1.7 Once Upon a Time: Revising the Beginning		Revising	<b>RI.7.5</b> , RI.7.3 ▪ <b>W.7.5</b> , W.7.3a, W.7.10 ▪ L.7.6
1.8 Can you Sense It? Revising the Middle	“Why Couldn’t I Have Been Named Ashley?” by Imma Achilike	Personal Narrative Narrative Writing and Revising	<b>RI.7.1</b> ▪ <b>W.7.3d</b> ▪ SL.7.2 ▪ L.7.2a, L.7.4a
1.9 Tie It Together: Revising the Ending		Narrative Writing and Revising	<b>RI.7.5</b> , RI.7.2 ▪ <b>W.7.5, W.7.3e</b> ▪ SL.7.1a
<b>Embedded Assessment 1: Revising a Personal Narrative About Choice</b>		Narrative Writing and Revising	<b>W.7.3a, W.7.3b, W.7.3d, W.7.3e, W.7.5</b> , W.7.2, W.7.4, W.7.10 ▪ SL.7.1 ▪ L.7.2a, L.7.2b
1.10 Previewing Embedded Assessment 2: Expanding Narrative Writing			<b>L.7.6</b>
1.11 Poor Choices: “Phaethon”	“Phaethon,” by Bernard Evslin	Myth Explanatory Writing	<b>RL.7.1, RL.7.3</b> , RL.7.2, RL.7.4, RL.7.10 ▪ W.7.2a, W.7.2b, W.7.2d, W.7.9a, W.7.10 ▪ L.7.3a
1.12 A Matter of Pride	“Arachne,” by Olivia E. Coolidge	Myth Research Writing	<b>RL.7.1, RL.7.3</b> , RL.7.2, RL.7.6, RL.7.10 ▪ W.7.7 ▪ SL.7.1a
1.13 Symbolic Thinking		Research Writing	<b>RL.7.4</b> ▪ <b>W.7.7</b> ▪ SL.7.4 ▪ L.7.6
1.14 Animals as Symbols	“The Burro and the Fox,” by Angel Vigil	Fable Research Writing	<b>RL.7.1, RL.7.4</b> ▪ W.7.9a ▪ L.7.4b

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
1.15 Creation Myths from Around the Globe	<p>“A Note from the Author,” by Virginia Hamilton</p> <p>“Huveane and Clay People,” from <i>Voices of the Ancestors: African Myth</i>, by Tony Allan, Fergus Fleming, and Charles Phillips</p> <p>“Mbombo,” from <i>Voices of the Ancestors: African Myth</i>, by Tony Allan, Fergus Fleming, and Charles Phillips</p> <p>“Raven and the Sources of Light,” by Donna Rosenberg</p>	<p>Informational Text Myths</p> <p>Narrative Writing</p>	<b>RL.7.1, RL.7.2</b> , RL.7.10, RI.7.10 ▪ <b>W.7.5</b> , W.7.4 ▪ SL.7.1a, SL.7.5 ▪ L.7.4a, L.7.4c, L.7.4d, L.7.6
<b>Embedded Assessment 2: Creating an Illustrated Myth</b>		Narrative Writing and Revising	<b>W.7.3a, W.7.3b, W.7.3d, W.7.4, W.7.5</b> ▪ <b>SL.7.2</b>

\*Focus standards are bolded.

## Additional Skill Topics

### Language and Writer’s Craft

- ▶ Sentence Variety
- ▶ Coherence
- ▶ Punctuating Coordinate Adjectives
- ▶ Pronouns and Antecedents

### Grammar and Usage

- ▶ Punctuation
- ▶ Compound-Complex Sentences
- ▶ Commas
- ▶ Pronoun Antecedents

### Speaking and Listening

- ▶ Discussion Groups
- ▶ Jigsaw
- ▶ Writing Groups
- ▶ Passage Audio

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 1</b>			
1.1 Selecting Language Resources		Vocabulary	PI.7.1, PI.7.4, PI.7.5, PI.7.6c, PI.7.12a, PII.7.6
1.2 Academic and Social Language Preview		Vocabulary	PI.7.1, PI.7.5, PI.7.12a
1.3 Interpret the Text Using Close Reading	“The Scholarship Jacket,” by Marta Salinas	Close Reading of a Personal Narrative	PI.7.1, PI.7.2, PI.7.6, PI.7.6c, PI.7.5, PI.7.10b, PI.7.12, PII.7.1
1.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.7.1, PI.7.3, PI.7.5, PI.7.6b
1.5 How English Works: Adverbs and Adverb Phrases		Adverbs and Adverb Phrases	PI.7.1, PI.7.2, PI.7.5, PI.7.8, PI.7.10, PI.7.12, PII.7.5a
1.6 Interacting in Meaningful Ways: Text Structure		Text Structure	PI.7.1, PI.7.3, PI.7.4, PI.7.8, PI.7.5, PI.7.10, PI.7.11, PII.7.5
1.7 Interacting in Meaningful Ways: Writing		Writing	PI.7.1, PI.7.2, PI.7.3, PI.7.5, PI.7.9, PI.7.10b, PI.7.11a, PII.7.1, PII.7.5
<b>Part 2</b>			
2.1 Selecting Language Resources		Vocabulary	PI.7.4, PI.7.12, PII.7.6
2.2 Academic and Social Language Preview		Vocabulary	PI.7.1, PI.7.5, PI.7.12a
2.3 Interpreting the Text Using Close Reading	“Why Couldn’t I Have Been Named Ashley?” by Imma Achilike	Close Reading of a Personal Narrative	PI.7.1, PI.7.2, PI.7.6c, PI.7.5, PI.7.10b, PI.7.12, PI.7.11a
2.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.7.1, PI.7.3, PI.7.5, PI.7.11a, PI.7.12
2.5 Interacting in Meaningful Ways: Figurative Language		Figurative Language	PI.7.1, PI.7.5, PI.7.8, PII.7.5
2.6 How English Works: Analyzing Sentence Types		Sentence Types	PI.7.1, PI.7.8, PI.7.5, PI.7.10, PII.7.6
2.7 Interacting in Meaningful Ways: Presenting		Presenting	PI.7.1, PI.7.5, PI.7.9, PI.7.10b, PI.7.11a, PII.7.5

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 3</b>			
3.1 Selecting Language Resources		Vocabulary	PI.7.1, PI.7.5, PI.7.6c, PI.7.12b, PII.7.6
3.2 Academic and Social Language Preview		Vocabulary	PI.7.1, PI.7.5, PI.7.6c, PI.7.12a
3.3 Interpreting the Text Using Close Reading	“Arachne,” by Olivia E. Coolidge	Close Reading of a Myth	PI.7.1, PI.7.2, PI.7.5, PI.7.6, PI.7.6c, PII.7.1
3.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.7.1, PI.7.5, PI.7.6a, PI.7.6b
3.5 How English Works: Transitions		Transitions	PI.7.1, PI.7.2, PI.7.5, PI.7.6, PI.7.10
3.6 How English Works: Text Structure		Text Structure	PI.7.1, PI.7.11, PI.7.5, PI.7.10a, PII.7.1
<b>Embedded Assessment: Creating an Illustrated Myth</b>		Narrative Writing	PI.7.1, PI.7.11, PI.7.5, PI.7.10a, PII.7.1

## Additional Skill Topics

### Speaking and Listening

- ▶ Having Quick Conversations
- ▶ Asking Questions
- ▶ Giving an Oral Presentation on Figurative and Sensory Language
- ▶ Presenting an Illustrated Myth

### Language

- ▶ Using Adverbs and Adverb Phrases
- ▶ Analyzing Personal Narrative Text Structure
- ▶ Analyzing Figurative Language
- ▶ Using Simple, Compound, and Complex Sentences
- ▶ Understanding Sequence of Events
- ▶ Applying Understanding of Text Structure

## Unit 2: What Influences My Choices?

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
2.1 Previewing the Unit			RI.7.10 ■ <b>L.7.6</b>
2.2 What Is the issue?	“\$211 Billion and So Much to Buy”	Informational Text	<b>RI.7.1, RI.7.5, RI.7.5a</b> , RI.7.2, RI.7.10 ■ W.7.10 ■ <b>SL.7.1</b> , SL.7.6 ■ L.7.6
2.3 Analyzing Informational Text	“Facts About Marketing to Children,” from The Center for a New American Dream	Informational Text	<b>RI.7.5</b> , RI.7.1, RI.7.2, RI.7.5a, RI.7.10 ■ <b>W.7.7</b> ■ <b>SL.7.1</b> ■ L.7.4a, L.7.6
2.4 How Do They Do It? Analyzing Ads		Explanatory Writing and Revising	RI.7.6, RI.7.1 ■ <b>W.7.2, W.7.2a</b> , W.7.2b, W.7.2c, W.7.4, W.7.5 ■ L.7.4b, L.7.6
2.5 Advertising for All		Explanatory Writing	RI.7.1 ■ <b>W.7.2, W.7.2a</b> , W.7.2b, W.7.4, W.7.10 ■ <b>SL.7.1a</b> ■ L.7.3a
2.6 Evaluating Sources: How Credible Are They?	“Not Marketing to Children,” by Mars	Online Text Explanatory and Research Writing	RI.7.1, RI.7.6 ■ <b>W.7.8, W.7.2</b> , W.7.7 ■ <b>SL.7.2, SL.7.6</b>
2.7 Gathering Evidence from a Film	<i>The Myth of Choice: How Junk-Food Marketers Target Our Kids</i>	Online Film Research Writing	<b>W.7.8</b> , W.7.7, W.7.9b ■ <b>SL.7.1a</b> , SL.7.2, SL.7.6
2.8 Gathering Evidence from a News Article	“Marketing to Kids Gets More Savvy with New Technologies”	News Article Explanatory Writing	<b>RI.7.1, RI.7.9</b> , RI.7.2, RI.7.5, RI.7.10 ■ <b>W.7.2</b> , W.7.5 ■ SL.7.1a ■ L.7.1b, L.7.4a, L.7.5a
2.9 Gathering Evidence: Bringing It All Together		Explanatory Writing	<b>W.7.2f, W.7.5</b> , W.7.10
<b>Embedded Assessment 1: Writing an Expository Essay and Participating in a Collaborative Discussion</b>		Explanatory and Research Writing and Revising	<b>W.7.2a, W.7.2b, W.7.2c, W.7.2f, W.7.4, W.7.9b</b> ■ SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d ■ <b>L.7.2b</b> , L.7.1b
2.10 Unpacking Embedded Assessment 2: Preparing for Argumentative Writing			<b>W.7.10</b> ■ <b>SL.7.1a</b> , SL.7.1b
2.11 Which Claims to Believe	“America the Not-So-Beautiful,” by Andrew A. Rooney	Essay Revising	<b>RI.7.8</b> , RI.7.1, RI.7.3, RI.7.4, RI.7.6, RI.7.10 ■ <b>W.7.5</b> ■ SL.7.1a ■ L.7.4b, L.7.6
2.12 Exploring and Evaluating Reasons and Evidence	“Another Study Highlights the Insanity of Selling Junk Food in School Vending Machines,” by Karen Kaplan	Informational Text Argument and Research Writing	<b>RI.7.8</b> , RI.7.1, RI.7.6, RI.7.10 ■ <b>W.7.7</b> , W.7.1a, W.7.1b, W.7.1c, W.7.8 ■ SL.7.1a ■ L.7.1a
2.13 Just the Right Rhetoric: Logical Appeals	“Ain’t I a Woman?” by Sojourner Truth  “Remarks to the U.N. 4th World Conference on Women, Plenary Session” (excerpt), by Hillary Rodham Clinton	Speeches Revising	<b>RI.7.1, RI.7.7, RI.7.8</b> , RI.7.4, RI.7.6, RI.7.9, RI.7.10 ■ W.7.5 ■ SL.7.1a ■ L.7.1a, L.7.6

<b>Activity</b>	<b>Text Selections</b>	<b>Reading and Writing Focus</b>	<b>CA CCSS Addressed*</b>
2.14 Differing Opinions: Acknowledging Opposing Claims	“Failure to Ban Violent Video Games Makes Job Harder for Parents,” by Tamika Mallory “It’s Perverse, but It’s Also Pretend,” by Cheryl K. Olson”	Online Article News Article Argument Writing	<b>RI.7.9</b> , RI.7.1, RI.7.8, RI.7.10 ▪ W.7.5, W.7.9b, W.7.10 ▪ <b>SL.7.4, SL.7.4a</b> , SL.7.6 ▪ L.7.1b, L.7.1c, L.7.6
2.15 To Introduce and Conclude	“Screen Time?”	Student Essay Argument Writing	<b>RI.7.5</b> ▪ <b>W.7.1a, W.7.1e</b> ▪ L.7.1c
<b>Embedded Assessment 2: Writing an Argumentative Essay</b>		Argument and Research Writing	<b>W.7.1a, W.7.1b, W.7.1c, W.7.1d, W.7.1e, W.7.4</b> , W.7.7, W.7.8, W.7.9b ▪ SL.7.1a, SL.7.4a ▪ <b>L.7.2b</b>

\*Focus standards are bolded.

**Additional Skill Topics**

**Language and Writer’s Craft**

- ▶ Revising for Cohesion and Clarity
- ▶ Revising for Precise Language and Formal Style
- ▶ Sentence Variety
- ▶ Sentence Structure and Transitions
- ▶ Using Rhetorical Devices
- ▶ Phrases and Clauses

**Grammar and Usage**

- ▶ Colons
- ▶ Compound Sentences
- ▶ Parallel Structure
- ▶ Easily Confused Words
- ▶ Dialect
- ▶ Phrases and Clauses
- ▶ Complex Sentences
- ▶ Dangling Modifiers

**Speaking and Listening**

- ▶ Discussion Groups
- ▶ Fishbowl Discussion
- ▶ Debating
- ▶ Writing Groups
- ▶ Passage Audio



Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 1</b>			
1.1 Selecting Language Resources		Vocabulary	PI.7.1, PI.7.4, PI.7.5, PI.7.12a, PII.7.7
1.2 Academic and Social Language Preview		Vocabulary	PI.7.1, PI.7.5, PI.7.12a, PI.7.6c
1.3 Interpreting the Text Using Close Reading	“\$211 Billion and So Much to Buy”	Close Reading of an Informational Text	PI.7.1, PI.7.6, PI.7.5, PI.7.7, PII.7.1
1.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.7.1, PI.7.3, PI.7.5, PI.7.6b, PI.7.8
1.5 How English Works: Adverbs and Adverbial Clauses		Adverbs and Adverbial Clauses	PI.7.1, PI.7.2, PI.7.5, PI.7.8, PII.7.5, PI.7.11a, PI.7.10b
1.6 Interacting in Meaningful Ways: Evidence		Evidence	PI.7.1, PI.7.8, PI.7.7, PI.7.5, PII.7.5
1.7 Interacting in Meaningful Ways: Writing		Writing	PI.7.1, PI.7.2, PI.7.5, PII.7.2b
<b>Part 2</b>			
2.1 Selecting Language Resources		Vocabulary	PI.7.1, PI.7.5, PI.7.6c, PI.7.12
2.2 Academic and Social Language Preview		Vocabulary	PI.7.1, PI.7.5, PI.7.12a, PI.7.6c
2.3 Interpreting the Text Using Close Reading	“Marketing to Kids Gets More Savvy with New Technologies”	Close Reading of a News Article	PI.7.1, PI.7.6b, PI.7.5, PII.7.7
2.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.7.1, PI.7.3, PI.7.5, PI.7.6b
2.5 How English Works: Using Verbs and Verb Tenses		Verbs and Verb Tenses	PI.7.1, PI.7.10, PI.7.5, PI.7.3, PI.7.10b
2.6 Interacting in Meaningful Ways: Formal and Informal Language		Formal and Informal Language	PI.7.1, PI.7.2b, PI.7.5, PI.7.4, PII.7.2b
2.7 Interacting in Meaningful Ways: Presenting		Presenting	PI.7.1, PI.7.2, PI.7.5, PI.7.9, PII.7.1
<b>Part 3</b>			
3.1 Selecting Language Resources		Vocabulary	PI.7.1, PI.7.5, PI.7.12, PII.7.1
3.2 Academic and Social Language Preview		Vocabulary	PI.7.1, PI.7.4, PI.7.5, PI.7.7c, PI.7.12a

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
3.3 Interpreting the Text Using Close Reading	“America the Not-So-Beautiful,” by Andrew A. Rooney	Close Reading of an Essay	PI.7.1, PI.7.2, PI.7.6b, PI.7.5, PII.7.4
3.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.7.1, PI.7.3, PI.7.5, PI.7.6a
3.5 How English Works: Using Noun and Pronoun Referents		Noun and Pronoun Referents	PI.7.1, PI.7.2, PI.7.5, PI.7.4, PII.7.2b, PI.7.10b, PI.7.7
3.6 How English Works: Argument Structure		Argument Structure	PI.7.1, PI.7.10, PI.7.5, PII.7.1
<b>Embedded Assessment: Argumentative Essay</b>		Argument Writing	PI.7.1, PI.7.3, PI.7.5, PI.7.10a, PI.7.11a, PII.7.1

## Additional Skill Topics

### Speaking and Listening

- ▶ Having Quick Conversations
- ▶ Asking Questions
- ▶ Giving an Oral Presentation

### Language

- ▶ Using Adverbs and Adverbial Clauses
- ▶ Connecting Words or Phrases
- ▶ Using Comparison Words
- ▶ Identifying Simple Present and Present Progressive Verbs
- ▶ Using Formal and Informal Language
- ▶ Establishing Cohesion

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
3.1 Previewing the Unit			<b>L.7.6</b>
3.2 Peeling a <i>Tangerine</i>		Narrative Writing	<b>RL.7.1</b> ▪ <b>W.7.3b, W.7.3d</b> ▪ SL.7.1a ▪ L.7.6
3.3 Reading the Novel <i>Tangerine</i>	<i>Tangerine</i> , by Edward Bloor	Novel	<b>RL.7.1</b> , RL.7.10 ▪ W.7.9a, W.7.10 ▪ <b>SL.7.1, SL.7.1a</b> ▪ L.7.6
3.4 There's a New Kid in Town	<i>Tangerine</i> , by Edward Bloor	Explanatory Writing	<b>RL.7.3</b> , RL.7.1, RL.7.10 ▪ <b>W.7.2, W.7.2a</b> , W.7.5 ▪ <b>L.7.1a</b> , L.7.1b, L.7.6
3.5 Like Mother, Like Son?	<i>Tangerine</i> , by Edward Bloor		<b>RL.7.1, RL.7.6</b> , RL.7.10 ▪ <b>W.7.9</b> , W.7.10 ▪ <b>SL.7.1a</b> ▪ L.7.6
3.6 Oh, Brother!	<i>Tangerine</i> , by Edward Bloor	Explanatory Writing and Revising	<b>RL.7.1</b> , RL.7.10 ▪ <b>W.7.2, W.7.2a, W.7.5</b> , W.7.2b, W.7.2c, W.7.2f, W.7.4, W.7.6, W.7.9a, W.7.10 ▪ <b>SL.7.1a</b> ▪ L.7.1a, L.7.3a
3.7 September 11 Perspectives	"A Stunning Tale of Escape Traps Its Hero in Replay"	News Article Revising	<b>RL.7.9, RI.7.6</b> , RL.7.1, RL.7.10, RI.7.1 ▪ W.7.5, W.7.9a, W.7.10 ▪ <b>SL.7.1a, SL.7.1c</b> ▪ L.7.1a, L.7.1b, L.7.3a, L.7.6
3.8 SIFTing Through <i>Tangerine</i>	<i>Tangerine</i> , by Edward Bloor	Explanatory Writing and Revising	<b>RL.7.1, RL.7.2</b> , RL.7.3, RL.7.4, RL.7.10 ▪ W.7.2a, W.7.2b, W.7.2d, W.7.4, W.7.5, W.7.9a, W.7.10 ▪ <b>L.7.1, L.7.1a</b> , L.7.4c, L.7.5a, L.7.6
3.9 Same Sport, Different School	<i>Tangerine</i> , by Edward Bloor	Explanatory Writing	<b>RL.7.1</b> ▪ <b>W.7.2, W.7.2a</b> , W.7.2b, W.7.2c, W.7.4, W.7.9a ▪ <b>SL.7.1a</b>
3.10 A Good Sport	<i>Tangerine</i> , by Edward Bloor	Explanatory Writing and Revising	<b>RL.7.1</b> , RL.7.2, RL.7.10 ▪ <b>W.7.2, W.7.2a</b> , W.7.2f, W.7.4, W.7.5, W.7.9a, W.7.10 ▪ <b>SL.7.1a</b> , SL.7.1b, SL.7.1c, SL.7.1d
3.11 Seeing is Believing	<i>Tangerine</i> , by Edward Bloor	Explanatory Writing	RL.7.1, RL.7.4, RL.7.10 ▪ <b>W.7.2, W.7.2a</b> , W.7.4 ▪ SL.7.1a, SL.7.1d ▪ <b>L.7.5, L.7.5a</b>
3.12 Conflicts and Consequences	<i>Tangerine</i> , by Edward Bloor		<b>RL.7.3</b> , RL.7.1, RL.7.4, RL.7.10 ▪ <b>W.7.9, W.7.9a</b> , W.7.4 ▪ SL.7.1a, SL.7.1d ▪ L.7.6
3.13 Mourning and Night	"To an Athlete Dying Young," by A.E. Housman	Poetry	<b>RL.7.2, RL.7.4</b> , RL.7.1, RL.7.10 ▪ W.7.10 ▪ L.7.5a, L.7.6
3.14 The Final Score	<i>Tangerine</i> , by Edward Bloor	Explanatory Writing	<b>RL.7.1, RL.7.2</b> , RL.7.3, RL.7.10 ▪ <b>W.7.5</b> , W.7.2, W.7.4, W.7.9a ▪ SL.7.1a, SL.7.4 ▪ L.7.6
<b>Embedded Assessment 1: Writing a Literary Analysis Essay</b>		Explanatory Writing and Revising	RL.7.1, RL.7.2, RL.7.3 ▪ <b>W.7.2a, W.7.2b, W.7.2c, W.7.2d, W.7.2e, W.7.2f, W.7.5, W.7.9a</b> , W.7.10 ▪ SL.7.1a ▪ L.7.2b
3.15 Previewing Embedded Assessment 2 and Analyzing Words That Inspire			<b>SL.7.1, SL.7.1a</b>
3.16 Nelson Mandela in Hollywood	<i>Invictus</i> , directed by Clint Eastwood	Film Research Writing	<b>W.7.7</b> ▪ <b>SL.7.1, SL.7.1a, SL.7.2</b>
3.17 A Long Walk to Peace	"The Nobel Peace Prize 1993, Biography of Nelson Mandela" Excerpt from <i>Long Walk to Freedom</i> , by Nelson Mandela	Biography Autobiography	<b>RI.7.1, RI.7.9</b> , RI.7.2, RI.7.6 ▪ L.7.1a
3.18 Planning for Research and Citing Sources		Research Writing	<b>W.7.8</b> , W.7.7 ▪ <b>SL.7.4</b> , SL.7.1a ▪ L.7.6

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
3.19 Visual Impact			RI.7.5a ▪ <b>SL.7.2, SL.7.5</b>
3.20 Comparing Text and Film	“Invictus,” by William Ernest Henley Excerpt from <i>Playing the Enemy: Nelson Mandela and the Game That Made a Nation</i> , by John Carlin	Poetry Nonfiction	<b>RL.7.1, RL.7.2</b> , RI.7.7, RI.7.10, RI.7.1, RI.7.3, RI.7.5, RI.7.9 ▪ W.7.8 ▪ SL.7.1a, SL.7.2
3.21 Follow the Leader	Excerpt from Nelson Mandela’s Nobel Prize Acceptance Speech Speeches by Great Leaders	Speech Research Writing	<b>RI.7.1</b> , RI.7.4, RI.7.10 ▪ <b>W.7.7</b> , W.7.8, W.7.9b ▪ SL.7.1, SL.7.3 ▪ L.7.1c
<b>Embedded Assessment 2: Creating a Biographical Presentation</b>		Research Writing and Revising	<b>W.7.6, W.7.8</b> , W.7.5, W.7.7 ▪ <b>SL.7.1b, SL.7.4, SL.7.5</b> , SL.7.1a, SL.7.1c, SL.7.1d, SL.7.2

\*Focus standards are bolded.

## Additional Skill Topics

### Language and Writer’s Craft

- ▶ Revising with Subordinate Clauses
- ▶ Revising with Coordinating Conjunctions
- ▶ Understanding Phrases
- ▶ Active versus Passive Voice
- ▶ Adjectival and Prepositional Phrases
- ▶ Dangling and Misplaced Modifiers

### Grammar and Usage

- ▶ Punctuating Direct Quotations and Transitions
- ▶ Verbs
- ▶ Conjunctions
- ▶ Appositives
- ▶ Correlative Conjunctions

### Speaking and Listening

- ▶ Discussion Groups
- ▶ Jigsaw
- ▶ Writing Groups
- ▶ Passage Audio

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 1</b>			
1.1 Selecting Language Resources		Vocabulary	PI.7.1, PI.7.4, PI.7.5, PII.7.6, PI.7.12a
1.2 Academic and Social Language Preview		Vocabulary	PI.7.1, PI.7.5, PI.7.6c
1.3 Interpret the Text Using Close Reading	Excerpt from <i>Tangerine</i> , by Edward Bloor	Close Reading of a Novel	PI.7.1, PI.7.5, PI.7.6, PI.7.6a, PI.7.6c, PI.7.7, PI.7.8, PII.7.1
1.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.7.1, PI.7.2, PI.7.5, PI.7.6a, PI.7.6b, PI.7.6c, PI.7.12
1.5 How English Works: Verbs and Verb Phrases		Verbs and Verb Phrases	PI.7.1, PI.7.2, PI.7.5, PI.7.10b, PI.7.12
1.6 Interacting in Meaningful Ways: Sensory Language		Sensory Language	PI.7.1, PI.7.3, PII.7.5, PI.7.5, PI.7.6c, PI.7.8, PI.7.10b, PI.7.11
1.7 Interacting in Meaningful Ways: Writing an Expository Analysis		Writing an Expository Analysis	PI.7.1, PI.7.2, PI.7.4, PI.7.5, PI.7.10b, PII.7.5
<b>Part 2</b>			
2.1 Selecting Language Resources		Vocabulary	PI.7.1, PI.7.4, PI.7.5, PI.7.6c, PII.7.7, PII.7.6
2.2 Academic and Social Language Preview		Vocabulary	PI.7.1, PI.7.5, PI.7.6c
2.3 Interpreting the Text Using Close Reading	“The Nobel Peace Prize 1993, Biography of Nelson Mandela”	Close Reading of a Biography	PI.7.1, PI.7.5, PI.7.6, PI.7.7, PI.7.8, PI.7.12, PII.7.1
2.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.7.1, PI.7.5, PI.7.6c, PI.7.12
2.5 How English Works: Coherence		Coherence	PI.7.1, PI.7.2, PI.7.5, PI.7.12, PII.7.2a
2.6 Interacting in Meaningful Ways: Summarizing by Condensing Ideas		Summarizing by Condensing Ideas	PI.7.1, PI.7.5, PI.7.6c, PI.7.8, PI.7.10b, PI.7.12, PII.7.7, PII.7.2
2.7 Interacting in Meaningful Ways: Writing and Presenting a Summary		Writing and Presenting a Summary	PI.7.1, PI.7.2, PI.7.4, PI.7.5, PI.7.9, PI.7.10b, PI.7.12, PII.7.2
<b>Part 3</b>			
3.1 Selecting Language Resources		Vocabulary	PI.7.1, PI.7.4, PI.7.5, PI.7.6c, PI.7.12, PI.7.12a, PII.7.6
3.2 Academic and Social Language Preview		Vocabulary	PI.7.1, PI.7.5, PI.7.6c, PI.7.12a

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
3.3 Interpret the Text Using Close Reading	Excerpt from <i>Long Walk to Freedom</i> , by Nelson Mandela	Close Reading of an Autobiography	PI.7.1, PI.7.2, PI.7.5, PI.7.6, PI.7.6a, PI.7.6c, PI.7.7, PI.7.8, PI.7.10, PI.7.12, PII.7.1
3.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.7.1, PI.7.3, PI.7.5, PI.7.6a, PI.7.6b, PI.7.6c, PI.7.8, PI.7.12
3.5 How English Works: Parallelism and Correlative Conjunctions		Parallelism and Correlative Conjunctions	PI.7.1, PI.7.2, PI.7.5, PI.7.12, PII.7.2a, PI.7.10b
3.6 Interacting in Meaningful Ways: Analyzing Language		Analyzing Language	PI.7.1, PI.7.8, PI.7.5, PI.7.6c, PI.7.12, PII.7.5, PI.7.7
<b>Embedded Assessment: Biographical Presentation</b>		Informative/ Explanatory Writing	PI.7.1, PI.7.2, PI.7.4, PI.7.5, PI.7.9, PI.7.10, PI.7.12, PII.7.2, PII.7.5

## Additional Skill Topics

### Speaking and Listening

- ▶ Having Quick Conversations
- ▶ Asking Questions
- ▶ Giving an Oral Presentation of a Summary
- ▶ Presenting a Biography

### Language

- ▶ Using Verbs and Verb Phrases
- ▶ Analyzing Sensory Language
- ▶ Using Transitions for Coherence
- ▶ Condensing Ideas in a Variety of Ways
- ▶ Using Correlative Conjunctions
- ▶ Using Parallelism
- ▶ Understanding Shades of Meaning and Figurative Language

## Unit 4: How We Choose to Act

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
4.1 Previewing the Unit			<b>L.7.6</b>
4.2 Using Language for Effect	<p>“Stopping by Woods on a Snowy Evening,” by Robert Frost</p> <p>“maggie and milly and molly and may,” by E.E. Cummings</p> <p>“Mother to Son,” by Langston Hughes</p> <p>Haikus by José Juan Tablada</p> <p>“It Happened in Montgomery,” by Phil W. Petrie</p>	Poetry	<b>RL.7.4, RL.7.5</b> , RL.7.10 ▪ W.7.10 ▪ <b>SL.7.1a, SL.7.6</b> ▪ L.7.4a, L.7.6
4.3 Analyzing a Comedic Monologue		Narrative Writing	W.7.3a, W.7.3b ▪ <b>SL.7.2</b> , SL.7.1c, SL.7.1d ▪ L.7.4b, L.7.6
4.4 Analyzing and Presenting a Dramatic Monologue	<p>“Roommate,” by Deborah Karczewski</p> <p>“Mr. Perfect,” by Deborah Karczewski</p> <p>“Family Addition,” by Deborah Karczewski</p>	Monologues	RL.7.10 ▪ <b>SL.7.1, SL.7.1a, SL.7.4</b> , SL.7.2, SL.7.6 ▪ <b>L.7.1b</b> , L.7.1c, L.7.3a, L.7.6
4.5 Analyzing and Responding to Narrative Poetry	“The Raven,” by Edgar Allan Poe	Poetry	<b>RL.7.1</b> , RL.7.2, RL.7.5, RL.7.10 ▪ <b>L.7.6</b>
4.6 Transforming a Traditional Tale	“Little Red Riding Hood and the Wolf,” by Roald Dahl	Poetry Narrative Writing	<b>RL.7.4, RL.7.5</b> , RL.7.1, RL.7.6 ▪ <b>W.7.3, W.7.3a</b> , W.7.3b, W.7.3c, W.7.3d, W.7.3e, W.7.4, W.7.5, W.7.10 ▪ <b>SL.7.1a, SL.7.4, SL.7.6</b> ▪ L.7.6
4.7 Using Language to Develop Theme	<p>“The Highwaymen of Hounslow Heath”</p> <p>“The Highwayman,” by Alfred Noyes</p>	Informational Text Poetry Narrative Writing	<b>RL.7.9</b> , RL.7.1, RL.7.4, RL.7.10, RI.7.2, RI.7.4, RI.7.10 ▪ <b>W.7.3, W.7.3a</b> , W.7.3b, W.7.3c, W.7.3d, W.7.3e, W.7.4, W.7.5, W.7.9b, W.7.10 ▪ L.7.4a
<b>Embedded Assessment 1: Creating and Presenting a Monologue</b>		Narrative Writing and Revising	<b>W.7.3a, W.7.3b, W.7.3c, W.7.3d, W.7.3e, W.7.5, W.7.10</b> , W.7.4 ▪ <b>SL.7.1a, SL.7.4a, SL.7.6</b> ▪ L.7.1b, L.7.2b, L.7.3a
4.8 Previewing Embedded Assessment 2 and Performing Shakespeare			<b>L.7.6</b>
4.9 Putting on the Mask	“We Wear the Mask,” by Paul Laurence Dunbar	Poetry	<b>RL.7.1, RL.7.4</b> , RL.7.10 ▪ SL.7.2, SL.7.4, SL.7.5 ▪ L.7.4a, L.7.5a, L.7.5c
4.10 Improvisation			<b>RL.7.1</b> , RL.7.3 ▪ <b>SL.7.2</b> , SL.7.1c, SL.7.4 ▪ L.7.6
4.11 Analyzing and Delivering a Shakespearean Monologue	<i>Twelfth Night</i> , by William Shakespeare	Drama	<b>RL.7.1, RL.7.7</b> , RL.7.2, RL.7.10 ▪ <b>SL.7.4</b> ▪ L.7.4d, L.7.6
4.12 Acting for Understanding	<i>Twelfth Night</i> , by William Shakespeare	Drama	<b>RL.7.1</b> , RL.7.10 ▪ <b>SL.7.4</b> , SL.7.6 ▪ L.7.5a, L.7.6
4.13 Interpreting Character in Performance		Explanatory Writing	<b>RL.7.1, RL.7.3</b> , RL.7.10 ▪ W.7.2a, W.7.2b, W.7.3a, W.7.9a, W.7.10 ▪ <b>SL.7.4</b> , SL.7.1b

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
4.14 Comparing Film and Text	<i>Twelfth Night</i> , by William Shakespeare	Drama	<b>RL.7.1, RL.7.7</b> , RL.7.10 ▪ SL.7.2, SL.7.4
4.15 Stage Directions	<i>Twelfth Night</i> , by William Shakespeare	Drama	<b>RL.7.7</b> , RL.7.1, RL.7.2, RL.7.10 ▪ SL.7.4 ▪ L.7.6
4.16 Exploring Theatrical Elements	<i>Twelfth Night</i> , by William Shakespeare	Drama	<b>RL.7.1, RL.7.7</b> , RL.7.10
<b>Embedded Assessment 2: Performing a Shakespearean Dialogue</b>			<b>RL.7.1</b> , RL.7.3 ▪ <b>W.7.10</b> ▪ <b>SL.7.2, SL.7.4</b> SL.7.5, SL.7.6 ▪ L.11–12.2b

\*Focus standards are bolded.

## Additional Skill Topics

### Language and Writer's Craft

- ▶ Dangling and Misplaced Modifiers
- ▶ Varying Syntax for Effect

### Grammar and Usage

- ▶ Dialect
- ▶ Punctuation Guides
- ▶ Oral Performance
- ▶ Relative Pronouns

### Speaking and Listening

- ▶ Choral Reading
- ▶ Oral Interpretation
- ▶ Performing
- ▶ Discussion Groups
- ▶ Jigsaw
- ▶ Passage Audio



Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 1</b>			
1.1 Selecting Language Resources		Vocabulary	PI.7.1, PI.7.6c, PI.7.4, PI.7.5, PI.7.12
1.2 Academic and Social Language Preview		Vocabulary	PI.7.6c, PI.7.1, PI.7.5, PI.7.8, PI.7.12
1.3 Interpreting the Text Using Close Reading	“The Raven,” by Edgar Allan Poe	Close Reading of a Narrative Poem	PI.7.1, PI.7.5, PI.7.6, PI.7.8, PI.7.12b, PII.7.1
1.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.7.1, PI.7.2, PI.7.3, PI.7.4, PI.7.5, PI.7.6, PI.7.8, PI.7.12
1.5 Interacting in Meaningful Ways: Poetic Devices		Poetic Devices	PI.7.1, PI.7.5, PI.7.8, PI.7.10, PI.7.11, PI.7.12
1.6 Interacting in Meaningful Ways: Imagery		Imagery	PI.7.1, PI.7.4, PI.7.5, PI.7.7, PI.7.8, PI.7.10, PI.7.11, PI.7.12, PII.7.4
1.7 Interacting in Meaningful Ways: Writing		Writing	PI.7.1, PI.7.3, PI.7.5, PI.7.6, PI.7.10a, PI.7.12a, PII.7.1, PII.7.3
<b>Part 2</b>			
2.1 Selecting Language Resources		Vocabulary	PI.7.1, PI.7.4, PI.7.5, PI.7.12a, PI.7.6c, PII.7.6
2.2 Academic and Social Language Preview		Vocabulary	PI.7.1, PI.7.4, PI.7.5, PI.7.12, PII.7.3
2.3 Interpreting the Text Using Close Reading	“Little Red Riding Hood and the Wolf,” by Roald Dahl	Close Reading of a Narrative Poem	PI.7.1, PI.7.5, PI.7.6, PI.7.12, PII.7.1
2.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.7.1, PI.7.3, PI.7.4, PI.7.5, PI.7.6, PI.7.11, PI.7.12
2.5 How English Works: Verb Tenses		Verb Tenses	PI.7.1, PI.7.5, PI.7.6, PI.7.10, PI.7.12, PII.7.2, PII.7.3
2.6 How English Works: Understanding Cohesion		Understanding Cohesion	PI.7.1, PI.7.5, PI.7.6, PI.7.10, PI.7.12, PII.7.2, PII.7.6
2.7 Interacting in Meaningful Ways: Writing		Writing	PI.7.1, PI.7.4, PI.7.5, PI.7.6, PI.7.9, PI.7.11, PI.7.12, PII.7.1, PII.7.3

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 3</b>			
3.1 Selecting Language Resources		Vocabulary	PI.7.1, PI.7.4, PI.7.5, PI.7.12
3.2 Academic and Social Language Preview		Vocabulary	PI.7.1, PI.7.5, PI.7.12
3.3 Interpreting the Text Using Close Reading	Monologue from <i>Twelfth Night</i> , by William Shakespeare	Close Reading of a Drama	PI.7.1, PI.7.5, PI.7.6, PI.7.12
3.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.7.1, PI.7.5, PI.7.6, PI.7.11, PI.7.12
3.5 How English Works: Pronoun References		Pronoun References	PI.7.1, PI.7.5, PI.7.6, PI.7.11, PI.7.12
3.6 Interacting in Meaningful Ways: Analyzing Imagery		Analyzing Imagery	PI.7.1, PI.7.5, PI.7.6, PI.7.7, PI.7.8, PI.7.11, PI.7.12, PII.7.4
<b>Embedded Assessment: Creating and Presenting a Monologue</b>		Creative Writing and Performance	PI.7.1, PI.7.2, PI.7.4, PI.7.5, PI.7.6a, PI.7.7, PI.7.9, PI.7.10, PI.7.12a, PII.7.1

## Additional Skill Topics

### Speaking and Listening

- ▶ Having Quick Conversations
- ▶ Asking Questions
- ▶ Presenting a Modern Paraphrase
- ▶ Presenting a Monologue

### Language

- ▶ Analyzing Poetic Devices
- ▶ Explaining Imagery
- ▶ Using Verb Tenses
- ▶ Analyzing and Using Dialogue
- ▶ Using Pronoun Referents
- ▶ Using Synonyms
- ▶ Identifying Sensory Details

## Unit 1: The Challenge of Heroism

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
1.1 Previewing the Unit			RL.8.10 ■ <b>L.8.6</b>
1.2 Understanding Challenges			<b>RL.8.4</b> , RL.8.3, RL.8.10 ■ W.8.10 ■ <b>SL.8.1</b> , SL.8.1a, SL.8.4, SL.8.5, SL.8.6
1.3 Opening with Imagery	Excerpt from <i>A Wrinkle in Time</i> by Madeleine L'Engle	Novel Narrative Writing and Revising	<b>RL.8.4</b> , RL.8.1, RL.8.2, RL.8.10 ■ <b>W.8.3d</b> , W.8.5, W.8.10 ■ L.8.6
1.4 Visual Techniques		Explanatory Writing	RL.8.1 ■ <b>W.8.2</b> , W.8.2a, W.8.2b, W.8.10 ■ <b>SL.8.2</b> ■ <b>L.8.6</b>
1.5 Understanding the Hero's Journey Archetype	"Saturday at the Canal," by Gary Soto	Poetry	<b>RL.8.1</b> , <b>RL.8.7</b> , RL.8.2, RL.8.3, RL.8.9 ■ L.8.6
1.6 The Departure	"The Drummer Boy of Shiloh" by Ray Bradbury	Short Story Narrative Writing	<b>RL.8.3</b> , RL.8.1, RL.8.2, RL.8.4, RL.8.10 ■ <b>W.8.3</b> , <b>W.8.3a</b> , <b>W.8.3d</b> , W.8.3b, W.8.4, W.8.10 ■ L.8.4a, L.8.4c
1.7 The Invitation	Excerpt from the <i>Odyssey</i> , by Homer	Narrative Poetry Narrative Writing	<b>RL.8.3</b> , RL.8.1, RL.8.2, RL.8.4, RL.8.10 ■ <b>W.8.3</b> , <b>W.8.3a</b> , <b>W.8.3d</b> , W.8.3b, W.8.3c, W.8.4 ■ L.8.4b, L.8.6
1.8 Language and Writer's Craft: Revising and Editing		Revising Writing	RL.8.3 ■ <b>W.8.5</b> , W.8.10 ■ SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d ■ L.8.1c, L.8.1d, L.8.2c
1.9 The Return	Excerpt from <i>A Wrinkle in Time</i> by Madeleine L'Engle	Novel Narrative Writing and Revising	<b>RL.8.3</b> , RL.8.1, RL.8.2, RL.8.4, RL.8.10 ■ <b>W.8.3e</b> , W.8.3a, W.8.3b, W.8.3c, W.8.3d, W.8.4, W.8.5 ■ L.8.4b, L.8.6
<b>Embedded Assessment 1: Writing a Hero's Journey Narrative</b>		Narrative Writing and Revising	<b>W.8.3a</b> , <b>W.8.3b</b> , <b>W.8.3c</b> , <b>W.8.3d</b> , <b>W.8.3e</b> , W.8.4, W.8.5, W.8.6, W.8.10 ■ <b>SL.8.4a</b> ■ L.8.1c, L.8.2c
1.10 Previewing Embedded Assessment 2 and the Definition Essay			RI.8.10 ■ <b>L.8.6</b>
1.11 The Nuance of Tone			SL.8.4, SL.8.6 ■ <b>L.8.5b</b> , <b>L.8.5c</b> , L.8.4c, L.8.4d, L.8.6
1.12 Physical and Emotional Challenges	"A Man," by Nina Cassian "Soldier home after losing his leg in Afghanistan," by Gale Fiege	Poetry Article	<b>RL.8.2</b> , <b>RL.8.5</b> , RL.8.3, RL.8.4, RL.8.10, RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.10 ■ W.8.10 ■ <b>SL.8.3</b> , <b>SL.8.4</b> , SL.8.1a, SL.8.1b, SL.8.1c, SL.8.2, SL.8.6 ■ L.8.4a, L.8.5a, L.8.6
1.13 Definition Strategies	"Sonnet 116," by William Shakespeare "Where I Find My Heroes," by Oliver Stone	Poetry Article Explanatory Writing	<b>RI.8.2</b> , <b>RI.8.3</b> , RL.8.10, RI.8.1, RI.8.4, RI.8.5, RI.8.10 ■ W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.4, W.8.5, W.8.7, W.8.10 ■ <b>L.8.6</b> , L.8.5c
1.14 Historical Heroes: Examples	Excerpt from White House Funeral Sermon for Abraham Lincoln, by Dr. Phineas D. Gurley "O Captain! My Captain!" by Walt Whitman "Frederick Douglass," by Robert Hayden Excerpt from <i>The Narrative of the Life of Frederick Douglass, an American Slave</i> , by Frederick Douglass	Sermon Poetry Autobiography Explanatory Writing	<b>RI.8.3</b> , RL.8.1, RL.8.4, RL.8.10, RI.8.1, RI.8.2, RI.8.5, RI.8.10 ■ <b>W.8.9</b> , <b>W.8.9a</b> , <b>W.8.9b</b> , W.8.2a, W.8.2b, W.8.2d, W.8.2e, W.8.4, W.8.10 ■ L.8.5a, L.8.5b, L.8.5c, L.8.6
1.15 Language and Writer's Craft: Transitions and Quotations		Explanatory Writing and Revising	<b>W.8.2b</b> , <b>W.8.2c</b> , W.8.4, W.8.5, W.8.8 ■ L.8.4b, L.8.6

<b>Activity</b>	<b>Text Selections</b>	<b>Reading and Writing Focus</b>	<b>CA CCSS Addressed*</b>
1.16 Negation Strategy of Definition	“A Definition of a Gentleman,” by John Henry Newman	Essay Explanatory Writing	<b>RI.8.1, RI.8.10</b> , RI.8.4 ▪ <b>W.8.3b</b> , W.8.2a, W.8.2b, W.8.2c, W.8.10
1.17 Expository Writing Focus: Organization		Explanatory Writing and Revising	RI.8.1 ▪ <b>W.8.2, W.8.2a, W.8.2f, W.8.4</b> , W.8.2b, W.8.2d, W.8.2e, W.8.5 ▪ L.8.4b, L.8.6
<b>Embedded Assessment 2: Writing a Definition Essay</b>		Explanatory and Research Writing and Revising	<b>W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f</b> , W.8.4, W.8.5, W.8.7, W.8.8, W.8.9a, W.8.9b, W.8.10 ▪ L.8.2c

\*Focus standards are bolded.

**Additional Skill Topics**

**Language and Writer’s Craft**

- ▶ Revising and Editing
- ▶ Verbs and Mood
- ▶ Transitions and Quotations

**Grammar and Usage**

- ▶ Mood in Verbs
- ▶ Prepositional Phrases
- ▶ Appositives

**Speaking and Listening**

- ▶ Oral Interpretation
- ▶ Film Viewing
- ▶ Discussion Groups
- ▶ Writing Groups
- ▶ Passage Audio

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 1</b>			
1.1 Selecting Language Resources		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.6c, PI.8.12, PII.8.7
1.2 Academic and Social Language Preview		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.6c, PI.8.8, PI.8.12
1.3 Interpret the Text Using Close Reading	"The Drummer Boy of Shiloh" by Ray Bradbury	Close Reading of a Short Story	PI.8.1, PI.8.2, PI.8.5, PI.8.6, PI.8.10b, PI.8.12, PII.8.1
1.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.8.1, PI.8.3, PI.8.4, PI.8.5, PI.8.6a-c, PI.8.12, PII.8.6
1.5 How English Works: Adjectives and Verbs		Adjectives and Verbs	PI.8.1, PI.8.2, PI.8.4, PI.8.5, PI.8.7, PI.8.8, PI.8.10a, PI.8.12, PII.8.4, PII.8.5
1.6 Interacting in Meaningful Ways: Analyze Clauses		Analyze Clauses	PI.8.1, PI.8.3, PI.8.5, PI.8.7, PI.8.8, PI.8.10a, PI.8.11, PI.8.11a-b, PI.8.12, PI.8.12, PII.8.5, PII.8.7
1.7 Interacting in Meaningful Ways: Writing a Narrative		Writing a Narrative	PI.8.1, PI.8.3, PI.8.6, PI.8.10a, PI.8.11a, PII.8.1, PII.8.2b, PII.8.4, PII.8.5, PII.8.6, PII.8.7
<b>Part 2</b>			
2.1 Selecting Language Resources		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.12
2.2 Academic and Social Language Preview		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.6c, PI.8.8, PI.8.12
2.3 Interpret the Text Using Close Reading	From the <i>Odyssey</i> , by Homer, translation by Tony Kline	Close Reading of an Epic Poem	PI.8.1, PI.8.2, PI.8.4, PI.8.5, PI.8.6, PI.8.8, PI.8.12, PII.8.1, PII.8.3
2.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.8.1, PI.8.3, PI.8.4, PI.8.5, PI.8.6, PI.8.6a-c
2.5 Interacting in Meaningful Ways: Evaluate Diction		Diction	PI.8.1, PI.8.2, PI.8.3, PI.8.7, PI.8.8, PI.8.11, PI.8.12, PII.8.3
2.6 Interacting in Meaningful Ways: Analyze Imagery		Imagery	PI.8.1, PI.8.6, PI.8.6b, PI.8.7, PI.8.10a, PI.8.11a-b, PI.8.12, PII.8.5
2.7 Interacting in Meaningful Ways: Writing a Dialogue		Writing a Dialogue	PI.8.1, PI.8.3, PI.8.4, PI.8.5, PI.8.6, PI.8.10a, PI.8.11a, PII.8.1, PII.8.2b, PII.8.4, PII.8.5, PII.8.6, PII.8.7

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 3</b>			
3.1 Selecting Language Resources		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.12a
3.2 Academic and Social Language Preview		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.6c, PI.8.8, PI.8.12
3.3 Interpret the Text Using Close Reading	"O Captain! My Captain!" by Walt Whitman	Close Reading of a Poem	PI.8.1, PI.8.5, PI.8.6, PI.8.12, PII.8.1
3.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.8.1, PI.8.3, PI.8.4, PI.8.5, PI.8.6, PI.8.12, PII.8.6
3.5 Interacting in Meaningful Ways: Differentiate Tone		Differentiate Tone	PI.8.1, PI.8.2, PI.8.3, PI.8.7, PI.8.8, PI.8.10a, PI.8.11, PI.8.12
3.6 Interacting in Meaningful Ways: Analyze Mood		Analyze Mood	PI.8.1, PI.8.2, PI.8.7, PI.8.8, PI.8.10a, PI.8.11
<b>Embedded Assessment: Definition Essay of a Hero</b>		Informative/ Explanatory Writing	PI.8.1, PI.8.2, PI.8.5, PI.8.6b, PI.8.9, PI.8.10a, PI.8.11a, PII.8.1, PII.8.2b, PII.8.6

## Additional Skill Topics

### Speaking and Listening

- ▶ Having Quick Conversations
- ▶ Asking Questions
- ▶ Presenting an Explanatory Essay

### Language

- ▶ Using Adverbs and Adjectives
- ▶ Using Clauses and Phrases to Establish Pacing
- ▶ Using Precise Diction
- ▶ Using Imagery
- ▶ Understanding Connotation
- ▶ Analyzing Mood

## Unit 2: The Challenge of Utopia

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
2.1 Previewing the Unit			RL.8.10 ■ SL.8.1 ■ <b>L.8.6</b>
2.2 Expository Writing: Compare/Contrast	“Grant and Lee: A Study in Contrasts,” by Bruce Catton	Essay Explanatory Writing	<b>RI.8.3</b> , RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.10 ■ <b>W.8.2, W.8.2a</b> , W.8.2b, W.8.2c, W.8.5, W.8.10 ■ L.8.1c, L.8.4c, L.8.4d, L.8.5a, L.8.5b, L.8.5c, L.8.6
2.3 Utopian Ideals and Dystopian Reality	“Harrison Bergeron,” by Kurt Vonnegut, Jr.	Short Story Explanatory Writing	<b>RL.8.2, RL.8.3</b> , RL.8.1, RL.8.4, RL.8.6 ■ <b>W.8.2b</b> , W.8.2a, W.8.9, W.8.10 ■ L.8.1b, L.8.3a, L.8.4b, L.8.5a, L.8.6
2.4 Understanding a Society's Way of Life	<i>The Giver</i> , by Lois Lowry, or <i>Fahrenheit 451</i> , by Ray Bradbury	Novel Explanatory Writing	<b>RL.8.1, RL.8.3</b> , RL.8.2, RL.8.4 ■ W.8.2a, W.8.2b, W.8.4, W.8.10 ■ SL.8.1a ■ L.8.4a, L.8.6
2.5 Contemplating Conflicting Perspectives	<i>The Giver</i> , by Lois Lowry, or <i>Fahrenheit 451</i> , by Ray Bradbury	Novel Explanatory Writing	<b>RL.8.4, RL.8.6</b> , RL.8.2 ■ W.8.2a, W.8.2b, W.8.4, W.8.5, W.8.9 ■ L.8.1c, L.8.3a, L.8.6
2.6 Questioning Society	<i>The Giver</i> , by Lois Lowry, or <i>Fahrenheit 451</i> , by Ray Bradbury “Banned Books Week: Celebrating the Freedom to Read” from the American Library Association	Novel Article	RL.8.1, RL.8.2, RL.8.4, RL.8.10, RI.8.1, RI.8.2 ■ W.8.9, W.8.10 ■ <b>SL.8.1, SL.8.1a, SL.8.1b, SL.8.1c</b> , SL.8.1d, SL.8.6 ■ L.8.4a, L.8.6
2.7 A Shift in Perspective: Beginning the Adventure	<i>The Giver</i> , by Lois Lowry, or <i>Fahrenheit 451</i> , by Ray Bradbury	Novel Explanatory Writing	<b>RL.8.9</b> , RL.8.1, RL.8.3, RL.8.4, RI.8.2 ■ <b>W.8.2c</b> , W.8.2a, W.8.2b, W.8.4 ■ L.8.1b, L.8.4a, L.8.4b
2.8 Navigating the Road of Trials	<i>The Giver</i> , by Lois Lowry, or <i>Fahrenheit 451</i> , by Ray Bradbury	Novel	<b>RL.8.3</b> , RL.8.1, RL.8.2, RL.8.4 ■ W.8.10 ■ <b>SL.8.1, SL.8.1a</b> , SL.8.6 ■ L.8.4a
2.9 The End of the Journey	<i>The Giver</i> , by Lois Lowry, or <i>Fahrenheit 451</i> , by Ray Bradbury	Novel Explanatory and Research Writing	<b>RL.8.2, RL.8.9</b> , RL.8.1, RL.8.3, RL.8.4, RL.8.6 ■ <b>W.8.9, W.8.9a</b> , W.8.2a, W.8.2b, W.8.4, W.8.5, W.8.10 ■ L.8.1b, L.8.1c, L.8.3a, L.8.4a
<b>Embedded Assessment 1: Writing an Expository Essay</b>		Explanatory and Research Writing and Revising	RL.8.1, RL.8.3 ■ <b>W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f</b> , W.8.4, W.8.5, W.8.8, W.8.9, W.8.10 ■ L.8.1b, L.8.1c, L.8.2c, L.8.3a
2.10 Previewing Embedded Assessment 2 and Effective Argumentation			RL.8.10 ■ W.8.10 ■ <b>SL.8.1b</b> ■ <b>L.8.6</b>
2.11 Understanding Elements of Argumentation		Explanatory Writing	<b>RI.8.5, RI.8.6</b> , RI.8.1, RI.8.2, RI.8.3 ■ W.8.2a, W.8.2b, W.8.4, W.8.5 ■ L.8.6
2.12 Don't Hate – Debate!		Argument Writing	RI.8.1, RI.8.4 ■ W.8.1a, W.8.1b ■ <b>SL.8.3, SL.8.4</b> , SL.8.1a, SL.8.1b, SL.8.1c, SL.8.2, SL.8.6 ■ L.8.6
2.13 Highlighting Logos	“Parents Share Son's Fatal Text Message to Warn Against Texting & Driving,” from the Associated Press “The Science Behind Distracted Driving,” from KUTV Austin	Articles Argument Writing	<b>RI.8.8</b> , RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.10 ■ <b>W.8.1b</b> , W.8.1a, W.8.8 ■ SL.8.6 ■ L.8.1b, L.8.2b, L.8.3a, L.8.6
2.14 Forming and Supporting a Debatable Claim		Argument Writing	<b>RI.8.8</b> ■ <b>W.8.1, W.8.1a</b> , W.8.10 ■ L.8.6
2.15 Conducting Effective Research	“How the Brain Reacts,” by Marcel Just and Tim Keller	Article Argument Writing	RI.8.1, RI.8.2, RI.8.4, RI.8.10 ■ <b>W.8.7, W.8.8</b> , W.8.1b, W.8.4, W.8.10 ■ L.8.6

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
2.16 Gathering and Citing Evidence	"Cellphones and driving: As dangerous as we think?" by Matthew Walberg	Article Argument Writing	RI.8.1, RI.8.2, RI.8.4, RI.8.8, RI.8.9, RI.8.10 ▪ <b>W.8.7, W.8.8</b> , W.8.1a, W.8.1b, W.8.9 ▪ L.8.6
2.17 Organizing and Revising Your Argument		Argument and Research Writing and Revising	RI.8.1, RI.8.2 ▪ W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.4, W.8.5, W.8.7, W.8.8, W.8.10 ▪ <b>SL.8.1b, SL.8.1c, SL.8.1d</b> , SL.8.1a ▪ L.8.1b, L.8.1c, L.8.1d, L.8.3a, L.8.6
<b>Embedded Assessment 2: Writing an Argumentative Essay</b>		Argument and Research Writing and Revising	<b>W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e</b> , W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10 ▪ L.8.2c

\*Focus standards are bolded.

## Additional Skill Topics

### Language and Writer's Craft

- ▶ Embedding Direct Quotations
- ▶ Active and Passive Voice
- ▶ Choosing Mood
- ▶ Shifts in Voice and Mood

### Grammar and Usage

- ▶ Using Ellipses and Brackets
- ▶ Conditional Tense
- ▶ Mood
- ▶ Passive Voice

### Speaking and Listening

- ▶ Socratic Seminar
- ▶ Fishbowl Discussion
- ▶ Discussion Groups
- ▶ Passage Audio



Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 1</b>			
1.1 Selecting Language Resources		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.6c, PI.8.12
1.2 Academic and Social Language Preview		Vocabulary	PI.8.1, PI.8.5, PI.8.12a
1.3 Interpret the Text Using Close Reading	"Harrison Bergeron," by Kurt Vonnegut, Jr.	Close Reading of a Short Story	PI.8.1, PI.8.2, PI.8.5, PI.8.6, PI.8.8, PI.8.12
1.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.8.1, PI.8.5, PI.8.6, PI.8.12
1.5 How English Works: Vivid Verbs		Vivid Verbs	PI.8.1, PI.8.2, PI.8.5, PI.8.7, PI.8.8, PII.8.3
1.6 Interacting in Meaningful Ways: Identify Theme		Identify Theme	PI.8.1, PI.8.8, PI.8.5, PI.8.6, PI.8.10b, PI.8.11, PI.8.12
1.7 Interacting in Meaningful Ways: Write a Comparison-Contrast Essay		Writing a Comparison-Contrast Essay	PI.8.1, PI.8.2, PI.8.3, PI.8.5, PI.8.10b, PI.8.11
<b>Part 2</b>			
2.1 Selecting Language Resources		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.6c, PI.8.12, PII.8.6
2.2 Academic and Social Language Preview		Vocabulary	PI.8.1, PI.8.5, PI.8.12a
2.3 Interpret the Text Using Close Reading	Excerpt from <i>The Giver</i> , by Lois Lowry	Close Reading of a Novel	PI.8.1, PI.8.2, PI.8.6, PI.8.5, PI.8.10b, PI.8.12, PII.8.1
2.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.8.1, PI.8.3, PI.8.5, PI.8.6a, PI.8.6b, PI.8.6c, PI.8.12, PII.8.6
2.5 How English Works: Verbal Moods		Verbal Moods	PI.8.1, PI.8.2, PI.8.5, PI.8.12, PI.8.10b, PII.8.3
2.6 Interacting in Meaningful Ways: Analyze Characters' Perspectives		Character's Perspective	PI.8.1, PI.8.3, PI.8.5, PI.8.6c, PI.8.8, PI.8.10b, PI.8.12
2.7 Interacting in Meaningful Ways: Writing a Dialogue		Writing a Dialogue	PI.8.1, PI.8.2, PI.8.4, PI.8.5, PI.8.9, PI.8.10a, PI.8.10b, PI.8.11b, PI.8.12, PII.8.1, PII.8.3
<b>Part 3</b>			
3.1 Selecting Language Resources		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.6c, PI.8.12
3.2 Academic and Social Language Preview		Vocabulary	PI.8.1, PI.8.5, PI.8.12a

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
3.3 Interpret the Text Using Close Reading	“Cellphones and driving: As dangerous as we think?” by Matthew Walberg	Close Reading of an Article	PI.8.1, PI.8.2, PI.8.5, PI.8.6, PI.8.12
3.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.8.1, PI.8.3, PI.8.5, PI.8.6, PI.8.11
3.5 How English Works: Active and Passive Verbs		Active and Passive Verbs	PI.8.1, PI.8.2, PI.8.5, PI.8.7, PI.8.8, PII.8.1, PII.8.3
3.6 Interacting in Meaningful Ways: Embedding Quotations		Embedding Quotations	PI.8.3, PI.8.7, PI.8.11, PII.8.2
<b>Embedded Assessment: Argumentative Essay About Cell Phone Use</b>		Argument Writing	PI.8.1, PI.8.2, PI.8.5, PI.8.6a, PI.8.9, PI.8.10a, PII.8.1, PII.8.3

## Additional Skill Topics

### Speaking and Listening

- ▶ Having Quick Conversations
- ▶ Asking Questions
- ▶ Making an Oral Presentation on Shades of Meaning
- ▶ Presenting an Oral Argument
- ▶ Presenting an Argument Essay

### Language

- ▶ Conveying Shades of Meaning
- ▶ Using Vivid Verbs
- ▶ Analyzing Theme
- ▶ Understanding and Using Verbal Moods
- ▶ Understanding Character Perspectives
- ▶ Using Active and Passive Voice
- ▶ Citing Text Evidence

## Unit 3: The Challenge to Make a Difference

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
3.1 Previewing the Unit			RL.8.10, RI.8.10 ▪ <b>L.8.6</b>
3.2 Collaborating to Preview Holocaust Narratives			RI.8.1 ▪ W.8.10 ▪ <b>SL.8.1, SL.8.1a, SL.8.1b</b> , SL.8.1c, SL.8.1d, SL.8.6 ▪ L.8.4b, L.8.5a, L.8.5b, L.8.6
3.3 Understanding Literature Circle Discussions		Explanatory Writing	RI.8.1, RI.8.2 ▪ W.8.2, W.8.10 ▪ <b>SL.8.1, SL.8.1a, SL.8.1b</b> , SL.8.1c, SL.8.1d ▪ L.8.6
3.4 Making Thematic Connections	“Excerpt from <i>Night</i> , by Elie Wiesel “First They Came for the Communists,” by Martin Niemoller	Memoir Poetry	<b>RL.8.5, RI.8.1, RI.8.2</b> , RL.8.1, RL.8.2, RL.8.3, RL.8.10, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.10 ▪ W.8.10 ▪ SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d ▪ L.8.4b, L.8.6
3.5 Analyzing an Allegory	<i>Terrible Things: An Allegory of the Holocaust</i> , by Eve Bunting	Children’s Book Explanatory Writing	<b>RL.8.2</b> , RL.8.1, RL.8.3, RL.8.4, RL.8.5, RL.8.6 ▪ W.8.2a, W.8.2b, W.8.2e, W.8.9a, W.8.9b, W.8.10 ▪ <b>SL.8.1a, SL.8.4</b> , SL.8.1c, SL.8.1d, SL.8.6 ▪ L.8.6
3.6 Dangerous Diction		Research Writing	RL.8.4, RI.8.4 ▪ W.8.7 ▪ SL.8.1a, SL.8.1b ▪ <b>L.8.4c</b> , L.8.4a, L.8.4b, L.8.4d, L.8.5c, L.8.6
3.7 Exploring the Museum		Explanatory and Research Writing	RI.8.1, RI.8.2 ▪ W.8.2a, W.8.2b, W.8.2c, W.8.2e, W.8.2f, W.8.7, W.8.8 ▪ <b>SL.8.4</b> , SL.8.1a, SL.8.3
3.8 Presenting Voices		Narrative and Research Writing	RI.8.1, RI.8.2 ▪ <b>W.8.3, W.8.3a</b> , W.8.3b, W.8.3c, W.8.3d, W.8.3e, W.8.5, W.8.7, W.8.10 ▪ SL.8.1a, SL.8.4, SL.8.6 ▪ <b>L.8.1b</b> , L.8.1c, L.8.1d, L.8.3a, L.8.4b, L.8.6
3.9 Finding Light in Film	<i>Life Is Beautiful</i> , directed by Roberto Benigni	Film Explanatory Writing	W.8.2a, W.8.2b, W.8.2e, W.8.5, W.8.10 ▪ <b>SL.8.1, SL.8.1a</b> , SL.8.1b, SL.8.1c, SL.8.2, SL.8.4, SL.8.6
3.10 Dramatic Tone Shifts	Excerpt from <i>The Diary of Anne Frank</i> , by Frances Goodrich and Albert Hackett	Drama Explanatory Writing	<b>RL.8.2, RL.8.3</b> , RL.8.1, RL.8.4 ▪ W.8.2a, W.8.4, W.8.5, W.8.9a ▪ SL.8.1a ▪ L.8.1b, L.8.1c, L.8.2a, L.8.2b, L.8.3a, L.8.6
3.11 The Wrong Side of the Fence	Excerpt from <i>The Boy in the Striped Pajamas</i> , by John Boyne	Fiction Explanatory Writing	<b>RL.8.1</b> , RL.8.2, RL.8.3, RL.8.4, RL.8.10 ▪ <b>W.8.9, W.8.9a</b> , W.8.2a, W.8.2c, W.8.10 ▪ <b>SL.8.1</b> , SL.8.1a, SL.8.1b, SL.8.3, SL.8.4, SL.8.6
3.12 Creating a Memorable Opening	Excerpt from <i>The Diary of a Young Girl</i> , by Anne Frank	Diary	<b>RL.8.5</b> , RL.8.1, RL.8.2, RL.8.4, RI.8.10 ▪ <b>W.8.9, W.8.9b</b> , W.8.9a, W.8.10 ▪ <b>SL.8.6</b> ▪ L.8.6
<b>Embedded Assessment 1: Presenting Voices of the Holocaust</b>		Explanatory Writing	RL.8.1, RL.8.2, RL.8.3, RL.8.10 ▪ W.8.2a, W.8.2b, W.8.2d, W.8.2e, W.8.2f, W.8.4, W.8.10 ▪ <b>SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.3, SL.8.4, SL.8.6</b>
3.13 Previewing Embedded Assessment 2 and Looking at Multimedia			RL.8.10, RI.8.10 ▪ W.8.10 ▪ <b>L.8.6</b> , L.8.5b
3.14 Making a Difference		Research Writing	<b>RI.8.5a, RI.8.7</b> ▪ W.8.8, W.8.10 ▪ <b>SL.8.2</b> , SL.8.1b ▪ L.8.1a, L.8.6
3.15 Never Forget, Never Again	Excerpt from Elie Wiesel’s Nobel Peace Prize Acceptance Speech	Speech Argument Writing	<b>RI.8.1, RI.8.2</b> , RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8 ▪ W.8.1a, W.8.1b, W.8.8, W.8.9a ▪ <b>SL.8.3</b> , SL.8.1a, SL.8.1b, SL.8.1c, SL.8.2, SL.8.5, SL.8.6 ▪ L.8.1c, L.8.3a, L.8.6
3.16 Students Taking Action	Excerpt from <i>Do Something! A Handbook for Young Activists</i>	Informational Text Research Writing	<b>RI.8.1, RI.8.5a</b> , RI.8.4, RI.8.6 ▪ W.8.7 ▪ <b>SL.8.2</b> , SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.6 ▪ L.8.2a, L.8.6

<b>Activity</b>	<b>Text Selections</b>	<b>Reading and Writing Focus</b>	<b>CA CCSS Addressed*</b>
3.17 From Vision to Action	“Wangari Maathai,” from BBC News About Freerice.com Free Rice Online Quiz Game	Informational Texts Argument Writing	<b>RI.8.1</b> , RI.8.2, RI.8.3, RI.8.5a ▪ W.8.1a, W.8.1e, W.8.4, W.8.6, W.8.8, W.8.10 ▪ <b>SL.8.2</b> , SL.8.1a
3.18 Examining Media Campaigns	Public Service Announcements	Informational Text Research Writing	<b>RI.8.7</b> , RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6, RI.8.8 ▪ <b>W.8.8</b> , W.8.4, W.8.6 ▪ <b>SL.8.2</b> , SL.8.5 ▪ L.8.6
3.19 Raising Awareness	Address by Cesar Chavez, President United Farm Workers of America, AFL-CIO	Research Writing	<b>RI.8.8</b> , RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6 ▪ W.8.7 ▪ SL.8.2 ▪ L.8.6
<b>Embedded Assessment 2: Presenting a Multimedia Campaign</b>		Argument and Research Writing and Revising	RL.8.10 ▪ <b>W.8.1a, W.8.1b, W.8.1c, W.8.1e, W.8.4, W.8.6, W.8.7, W.8.8</b> , W.8.5, W.8.10 ▪ SL.8.1a, SL.8.1d, SL.8.2, SL.8.3, SL.8.4-6 ▪ L.8.1c, L.8.3a

\*Focus standards are bolded.

**Additional Skill Topics**

**Language and Writer’s Craft**

- ▶ Diction and Tone
- ▶ Cumulative or Loose Sentence Patterns

**Grammar and Usage**

- ▶ Rhetorical Devices
- ▶ Diction
- ▶ Dash
- ▶ Verbal Phrases

**Speaking and Listening**

- ▶ Literature Circles
- ▶ Presenting
- ▶ Oral Readings
- ▶ Discussion Groups
- ▶ Passage Audio

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 1</b>			
1.1 Selecting Language Resources		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.6c, PI.8.12, PI.8.12a, PII.8.7
1.2 Academic and Social Language Preview		Vocabulary	PI.8.1, PI.8.5, PI.8.8, PI.8.12, PI.8.12a
1.3 Interpret the Text Using Close Reading	Excerpt from <i>The Boy in the Striped Pajamas</i> , by John Boyne	Close Reading of a Novel	PI.8.1, PI.8.2, PI.8.5, PI.8.6, PI.8.6a-c, PI.8.7, PI.8.8, PII.8.1
1.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.8.1, PI.8.3, PI.8.5, PI.8.6, PI.8.6b, PI.8.7, PI.8.8
1.5 How English Works: Pronoun Antecedents		Pronoun Antecedents	PI.8.1, PI.8.2, PI.8.5, PI.8.7, PI.8.8, PI.8.10b, PI.8.12, PII.8.2a
1.6 Interacting in Meaningful Ways: Analyze Dialogue		Analyzing Dialogue	PI.8.1, PI.8.5, PI.8.6b, PI.8.9, PI.8.10b, PI.8.11, PI.8.11a-b
1.7 Interacting in Meaningful Ways: Presenting a Holocaust Narrative		Presenting a Holocaust Narrative	PI.8.1, PI.8.2, PI.8.4, PI.8.6, PI.8.9, PI.8.10b, PII.8.1, PII.8.2, PII.8.2b
<b>Part 2</b>			
2.1 Selecting Language Resources		Vocabulary	PI.8.1, PI.8.3, PI.8.4, PI.8.5, PI.8.12
2.2 Academic and Social Language Preview		Vocabulary	PI.8.1, PI.8.5, PI.8.8, PI.8.12
2.3 Interpret the Text Using Close Reading	Excerpt from Elie Wiesel's Nobel Peace Prize Acceptance Speech	Close Reading of a Speech	PI.8.1, PI.8.5, PI.8.6a-c, PI.8.7, PI.8.8, PI.8.10, PII.8.1
2.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.8.1, PI.8.5, PI.8.6, PI.8.10, PI.8.6, PII.8.1
2.5 How English Works: Adverbial and Adjectival Clauses		Adverbial and Adjectival Clauses	PI.8.1, PI.8.2, PI.8.5, PI.8.7, PI.8.10b, PI.8.11a, PII.8.1, PII.8.5
2.6 How English Works: Analyze an Argument		Analyzing an Argument	PI.8.1, PI.8.5, PI.8.8, PI.8.10, PI.8.10a-b, PI.8.11, PII.8.1
2.7 Interacting in Meaningful Ways: Writing and Presenting a Speech		Writing and Presenting a Speech	PI.8.1, PI.8.4, PI.8.5, PI.8.7, PI.8.9, PI.8.11, PI.8.11a-b, PII.8.1
<b>Part 3</b>			
3.1 Selecting Language Resources		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.12a
3.2 Academic and Social Language Preview		Vocabulary	PI.8.1, PI.8.5, PI.8.6, PI.8.8, PI.8.12, PI.8.12a

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
3.3 Interpret the Text Using Close Reading	Address by Cesar Chavez, President United Farm Workers of America, AFL-CIO	Close Reading of a Speech	PI.8.1, PI.8.2, PI.8.5, PI.8.6, PI.8.6a-b, PI.8.7, PI.8.10b, PI.8.12, PII.8.1
3.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.8.1, PI.8.3, PI.8.5, PI.8.6, PI.8.6a-c, PI.8.11a-b
3.5 Interacting in Meaningful Ways: Verb Tenses		Verb Tenses	PI.8.1, PI.8.3, PI.8.4, PI.8.5, PI.8.7, PI.8.10, PI.8.11, PI.8.12, PII.8.3
3.6 Interacting in Meaningful Ways: Identify Syntax—Sentences and Fragments		Sentences and Fragments	PI.8.1, PI.8.5, PI.8.7, PI.8.10, PI.8.11, PI.8.11a-b, PII.8.1, PII.8.2a-b
<b>Embedded Assessment: Presenting a Multimedia Campaign</b>		Informative/Explanatory Writing	PI.8.1, PI.8.3, PI.8.4, PI.8.5, PI.8.8, PI.8.9, PI.8.10a, PI.8.11a, PI.8.12a, PII.8.1, PII.8.2, PII.8.3, PII.8.5, PII.8.6

## Additional Skill Topics

### Speaking and Listening

- ▶ Having Quick Conversations
- ▶ Asking Questions
- ▶ Presenting a Narrative
- ▶ Presenting a Multimedia Campaign

### Language

- ▶ Understanding Pronoun Antecedents
- ▶ Analyzing Dialogue to Understand Character and Theme
- ▶ Evaluating the Use of Adverbial and Adjectival Clauses
- ▶ Using Relative Pronouns
- ▶ Analyzing Connotative Diction and Imagery
- ▶ Understanding Present Progressive Verb Tenses
- ▶ Identifying Sentences and Sentence Fragments

## Unit 4: The Challenge of Comedy

Activity	Text Selections	Reading and Writing Focus	CA CCSS Addressed*
4.1 Previewing the Unit			RL.8.10, RI.8.10 ▪ <b>L.8.6</b>
4.2 Understanding the Complexity of Humor	“Made You Laugh,” by Marc Tyler Nobleman	Essay Explanatory Writing	<b>RI.8.2</b> , RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.8, RI.8.10 ▪ <b>W.8.2d</b> , W.8.2a, W.8.2b, W.8.4, W.8.5, W.8.9b, W.8.10 ▪ <b>L.8.5c</b> , L.8.1a, L.8.5b, L.8.6
4.3 Classifying Comedy		Explanatory Writing	RL.8.1, RL.8.5, RI.8.1, RI.8.2, RI.8.4 ▪ <b>W.8.2</b> , <b>W.8.2a</b> , <b>W.8.9</b> , <b>W.8.9a</b> , W.8.2b, W.8.2d, W.8.4, W.8.10 ▪ SL.8.6 ▪ <b>L.8.6</b>
4.4 Humorous Anecdotes	Excerpt from <i>Brothers</i> by Jon Scieszka	Essay Explanatory and Narrative Writing	<b>RI.8.1</b> , RI.8.2, RI.8.3, RI.8.4 ▪ <b>W.8.3</b> , <b>W.8.3a</b> , W.8.2a, W.8.2b, W.8.2d, W.8.3e, W.8.4, W.8.5, W.8.9a, W.8.10 ▪ SL.8.1a, SL.8.2, SL.8.6 ▪ <b>L.8.1</b> , <b>L.8.1a</b> , L.8.4b, L.8.6
4.5 Finding Truth in Comedy	“I’ve got a few pet peeves about sea creatures,” by Dave Barry	Essay Explanatory Writing	RI.8.1, RI.8.2, RI.8.4, RI.8.5, RI.8.6, RI.8.10 ▪ <b>W.8.2</b> , <b>W.8.2a</b> , <b>W.8.2d</b> , W.8.2c, W.8.2e, W.8.4, W.8.9b ▪ <b>SL.8.1</b> , SL.8.1a, SL.8.1b, SL.8.1c, SL.8.6 ▪ L.8.5a
4.6 Satirical Humor	“Underfunded Schools Forced to Cut Past Tense from Language Programs,” from <i>The Onion</i>	Online Article Informative/Explanatory Writing	<b>RI.8.4</b> , RL.8.1, RL.8.4, RI.8.3 ▪ <b>W.8.2c</b> , W.8.2a, W.8.2b, W.8.2d, W.8.2e, W.8.4, W.8.5, W.8.9a ▪ L.8.1d, L.8.5a, L.8.5b, L.8.5c, L.8.6
4.7 Elements of Humor: Comic Characters and Caricatures	“The Open Window,” by Saki	Short Story	<b>RL.8.3</b> , RL.8.1, RL.8.2, RL.8.4, RL.8.6, RL.8.10 ▪ W.8.10 ▪ SL.8.1a, SL.8.6 ▪ L.8.4a, L.8.6
4.8 Elements of Humor: Comic Situations	“A Day’s Work” from <i>The Adventures of Tom Sawyer</i> , by Mark Twain	Novel Explanatory Writing	<b>RL.8.4</b> , <b>RL.8.6</b> , RL.8.1, RL.8.2, RL.8.3 ▪ <b>W.8.9</b> , <b>W.8.9a</b> , W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.4, W.8.5 ▪ SL.8.1b ▪ L.8.1a, L.8.5a, L.8.6
4.9 Elements of Humor: Hyperbole	“They Have Yarns,” by Carl Sandburg “Moose,” by Ted Hughes “El Chicle,” by Ana Castillo	Poetry	RL.8.1, RL.8.4, RL.8.9, RL.8.10 ▪ W.8.10 ▪ SL.8.1a, SL.8.1c, SL.8.2, SL.8.6 ▪ <b>L.8.5</b> , <b>L.8.5a</b> , L.8.1a, L.8.6
4.10 Elements of Humor: Comic Wordplay	“Is Traffic Jam Delectable?” by Jack Prelutsky “Who’s on First?” by Bud Abbott and Lou Costello (available online)	Poetry Comedy Skit Explanatory Writing	<b>RL.8.4</b> , RL.8.1 ▪ W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.4, W.8.5, W.8.9a ▪ SL.8.1a, SL.8.6 ▪ <b>L.8.5</b> , <b>L.8.5a</b> , L.8.1a, L.8.6
4.11 Planning and Revising an Analysis of a Humorous Text	“The Power of Pets,” by Isha Sharma	Student Expository Essay Explanatory Writing	RL.8.1, RL.8.4, RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5 ▪ <b>W.8.2</b> , <b>W.8.2a</b> , <b>W.8.9</b> , <b>W.8.9a</b> , W.8.2b, W.8.2c, W.8.2f, W.8.4, W.8.5 ▪ L.8.5a
<b>Embedded Assessment 1: Writing an Analysis of a Humorous Text</b>		Explanatory and Research Writing	RL.8.1, RL.8.2, RL.8.4, RL.8.6, RL.8.10, RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5 ▪ <b>W.8.2a</b> , <b>W.8.2b</b> , <b>W.8.2c</b> , <b>W.8.2d</b> , <b>W.8.2e</b> , <b>W.8.2f</b> , W.8.4, W.8.5, W.8.6, W.8.9a, W.8.9b, W.8.10 ▪ SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d ▪ L.8.1a, L.8.2c, L.8.5a
4.12 Previewing Embedded Assessment 2			RL.8.10 ▪ <b>W.8.10</b> ▪ <b>L.8.6</b>
4.13 Creating Context from Shakespearean Comedy		Narrative and Research Writing	RL.8.2 ▪ <b>W.8.7</b> , W.8.3a, W.8.3b, W.8.3d, W.8.4, W.8.5, W.8.10 ▪ L.8.6
4.14 Insulting Language			RL.8.2, RL.8.4 ▪ W.8.10 ▪ <b>SL.8.6</b> , SL.8.1a ▪ <b>L.8.4</b> , <b>L.8.4a</b> , L.8.6

<b>Activity</b>	<b>Text Selections</b>	<b>Reading and Writing Focus</b>	<b>CA CCSS Addressed*</b>
4.15 A Guided Reading of a Scene	Excerpt from <i>A Midsummer Night's Dream</i> , by William Shakespeare	Drama	<b>RL.8.1, RL.8.2, RL.8.6</b> , RL.8.4, RL.8.10 ▪ W.8.10 ▪ SL.8.1a, SL.8.6 ▪ L.8.4a, L.8.4c, L.8.4d, L.8.6
4.16 Acting Companies and Collaborative Close Reading	Excerpts from <i>A Midsummer Night's Dream</i> , by William Shakespeare	Drama	RL.8.1, RL.8.2, RL.8.4 ▪ W.8.5, W.8.10 ▪ <b>SL.8.1b, SL.8.6</b> , SL.8.1a ▪ L.8.4a, L.8.4c, L.8.4d, L.8.5a
4.17 Facing the Challenge of Performance	Adapted from “Fearbusters–10 Tips to Overcome Stage Fright,” by Gary Guwe	Informational Text	RI.8.1, RI.8.2, RI.8.4 ▪ W.8.10 ▪ <b>SL.8.6</b> , SL.8.1a, SL.8.1c
4.18 Working with Acting Companies and Focus Groups	Excerpts from <i>A Midsummer Night's Dream</i> , by William Shakespeare	Drama	<b>RL.8.3</b> , RL.8.1, RL.8.4, RL.8.10 ▪ W.8.10 ▪ <b>SL.8.1b</b> , SL.8.1a, SL.8.1d, SL.8.4, SL.8.5, SL.8.6
4.19 Same Text, Different Text	<i>A Midsummer Night's Dream</i> Excerpts from <i>A Midsummer Night's Dream</i> , by William Shakespeare	Film Drama	<b>RL.8.7</b> , RL.8.2, RL.8.10 ▪ W.8.10
4.20 Dress Rehearsal			W.8.10 ▪ <b>SL.8.4, SL.8.6</b> , SL.8.1a, SL.8.1d
<b>Embedded Assessment 2: Performing a Shakespearean Comedy</b>			<b>RL.8.4</b> , RL.8.6, RL.8.7, RL.8.10 ▪ <b>SL.8.1a, SL.8.1b, SL.8.5, SL.8.6</b> , SL.8.1c, SL.8.1d, SL.8.4 ▪ L.8.4c, L.8.5a

\*Focus standards are bolded.

## Additional Skill Topics

### Language and Writer’s Craft

- ▶ Verbals
- ▶ Using Verbals

### Grammar and Usage

- ▶ Subject-Verb Agreement
- ▶ Active and Passive Voice
- ▶ Participial Phrases
- ▶ Punctuation: Comma, Question Mark, Semicolon, Exclamation Point, Apostrophe

### Speaking and Listening

- ▶ Performing
- ▶ Film Viewing
- ▶ Socratic Seminar
- ▶ Fishbowl Discussion
- ▶ Passage Audio



Activity	Text Selections	Language Focus	CA ELD Standards Addressed
<b>Part 1</b>			
1.1 Selecting Language Resources		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.6c, PI.8.12, PII.8.4
1.2 Academic and Social Language Preview		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.6c, PI.8.12a, PI.8.12b
1.3 Interpret the Text Using Close Reading	“Made You Laugh,” by Marc Tyler Nobleman	Close Reading of an Essay	PI.8.1, PI.8.2, PI.8.5, PI.8.6c, PI.8.8, PI.8.12, PII.8.1
1.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.8.1, PI.8.3, PI.8.5, PI.8.6a, PI.8.6b, PI.8.6c, PI.8.12, PII.8.6
1.5 How English Works: Compound Sentences		Compound Sentences	PI.8.1, PI.8.2, PI.8.5, PI.8.10b, PI.8.12, PII.8.6
1.6 Interacting in Meaningful Ways: Analyze Precise Diction		Precise Diction	PI.8.1, PI.8.5, PI.8.4, PI.8.6c, PI.8.8, PI.8.10b, PI.8.12, PII.8.5
1.7 Interacting in Meaningful Ways: Writing to Sources		Writing to Sources	PI.8.1, PI.8.2, PI.8.4, PI.8.5, PI.8.10a, PI.8.10b, PI.8.11a, PI.8.12, PII.8.1, PII.8.5
<b>Part 2</b>			
2.1 Selecting Language Resources		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.6c, PI.8.12, PII.8.6
2.2 Academic and Social Language Preview		Vocabulary	PI.8.1, PI.8.5, PI.8.8, PI.8.12a
2.3 Interpret the Text Using Close Reading	“I’ve got a few pet peeves about sea creatures,” by Dave Barry	Close Reading of an Essay	PI.8.1, PI.8.2, PI.8.5, PI.8.6, PI.8.8, PI.8.10b, PI.8.12, PII.8.1
2.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.8.1, PI.8.5, PI.8.3, PI.8.6a, PI.8.6b, PI.8.6c, PI.8.12, PII.8.6
2.5 How English Works: Comic Syntax		Comic Syntax	PI.8.1, PI.8.2, PI.8.5, PI.8.10b, PI.8.11, PI.8.12, PII.8.2a
2.6 Interacting in Meaningful Ways: Analyze Vivid Verbs and Adjectives		Vivid Verbs and Adjectives	PI.8.1, PI.8.5, PI.8.6c, PI.8.8, PI.8.10b, PI.8.12, PII.8.3
2.7 Interacting in Meaningful Ways: Writing an Expository Essay		Expository Essay Writing	PI.8.1, PI.8.2, PI.8.3, PI.8.4, PI.8.5, PI.8.6b, PI.8.10a, PI.8.10b, PI.8.12, PII.8.2, PII.8.5
<b>Part 3</b>			
3.1 Selecting Language Resources		Vocabulary	PI.8.1, PI.8.4, PI.8.5, PI.8.6a, PI.8.12, PII.8.6
3.2 Academic and Social Language Preview		Vocabulary	PI.8.1, PI.8.5, PI.8.12
3.3 Interpret the Text Using Close Reading	Scene from <i>A Midsummer Night’s Dream</i> , by William Shakespeare	Close Reading of a Drama	PI.8.4, PI.8.6, PI.8.7, PI.8.12, PII.8.1

Activity	Text Selections	Language Focus	CA ELD Standards Addressed
3.4 Interacting in Meaningful Ways: Academic Collaboration		Questioning the Text	PI.8.1, PI.8.3, PI.8.4, PI.8.5, PI.8.6
3.5 How English Works: Context Clues		Context Clues	PI.8.1, PI.8.2, PI.8.5, PI.8.8, PI.8.10b, PII.8.2
3.6 Interacting in Meaningful Ways: Identifying Roots, Prefixes, and Suffixes		Roots, Prefixes, and Suffixes	PI.8.6, PI.8.6a, PI.8.6b, PI.8.6c, PI.8.12
<b>Embedded Assessment: Creating and Presenting a Comic Dialogue</b>		Creative Writing and Dramatic Performance	PI.8.1, PI.8.2, PI.8.5, PI.8.6, PI.8.9, PI.8.10

## Additional Skill Topics

### Speaking and Listening

- ▶ Having Quick Conversations
- ▶ Asking Questions
- ▶ Presenting a Comedic Dialogue

### Language

- ▶ Understanding and Creating Compound Sentences
- ▶ Using Precise Diction
- ▶ Analyzing Comic Syntax
- ▶ Using Vivid Verbs and Adjectives
- ▶ Using Exclamations
- ▶ Modifying and Creating Nouns with Affixes



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