

UNIT/ORGANIZING PRINCIPLE: Information, Media Literacy			Pacing: First Nine Weeks	
			Week 1	
Essential Question(s) How well do students comprehend informational texts and understand the research process?			Big Idea: TEXT FEATURES	
Concepts/Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
<p><b>Information &amp; Media Literacy</b></p> <p><b>Writing Process &amp; Applications</b></p> <p><b>Reading Comprehension</b></p>	<ul style="list-style-type: none"> <li>locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);</li> <li>explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;</li> <li>use new vocabulary that is introduced and taught directly;</li> </ul>	<p>LA.8.2.2.1:</p> <p>LA.8.6.1.1:</p> <p>LA.8.1.6.1:</p>	<p>Comprehends the wide variety of informational text</p> <p>Use information to explain and justify a decision</p> <p>Assess, organize, check reliability &amp; validity of information</p> <p>Write an informational report that includes focused topic, facts...</p> <p>Write an informational draft, revise, and edit for clarity &amp; language conventions</p> <p>Uses multiple strategies to develop vocabulary</p> <p>Uses a variety of strategies to</p>	<p><b>Informational text</b></p> <p><b>Research Process</b></p> <p><b>Draft; Revise; Edit</b></p> <p><b>Informative Writing</b></p> <p><b>Vocabulary</b></p> <p><b>Comprehension</b></p>

			comprehend grade level text	
--	--	--	-----------------------------	--

UNIT/ORGANIZING PRINCIPLE: Information, Media Literacy			Pacing: First Nine Weeks	
			Weeks 2	
<b>Essential Question(s)</b> What skills & strategies will help students comprehend informational text and become strategic readers of informational text?			<b>Big Idea:</b> <b>Text Features</b>	
Concepts/Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
<b>Reading Process</b>  <b>Literary Analysis</b>  <b>Vocabulary</b>	<ul style="list-style-type: none"> <li>locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);</li> <li>identify the characteristics of a variety of types of text and how they are alike and different (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions);</li> <li>use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to</li> </ul>	LA.8.2.2.1:  LA.8.2.2.4:  LA.8.1.7.1:	Uses multiple strategies to develop vocabulary  Uses a variety of strategies to comprehend grade level text  Locate, use, analyze information from organizational text features  State main idea  Show understanding of main ideas (summarizing, mapping...)  Identify characteristics of types of text	<b>Comprehension</b>  <b>Vocabulary</b>  <b>Non-fiction</b>  <b>Fiction</b>

	<p>make and confirm complex predictions of content, purpose, and organization of a reading selection;</p> <ul style="list-style-type: none"><li>• use new vocabulary that is introduced and taught directly</li></ul>	LA.8.1.6.1:		
--	---	-------------	--	--

<b>UNIT/ORGANIZING PRINCIPLE:</b>				<b>Pacing:</b>
<b>NON-FICTION Reading Skills &amp; Strategies</b>				<b>First Nine Weeks</b>
				<b>Week 3</b>
<b>Essential Question(s)</b>				<b>Big Idea:</b>
<b>What skills &amp; strategies will help students comprehend informational text and become strategic readers of informational text?</b>				<b>Main Idea</b>
<b>Concepts/Content</b>	<b>Learning Targets/Skills</b>	<b>Benchmarks</b>	<b>Essential Content and Understanding</b>	<b>Key Terminology</b>
<b>Reading Process</b>	<ul style="list-style-type: none"> <li>The student will synthesize and use information from the text to state the main idea or provide relevant details;</li> <li>The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;</li> <li>The student will organize information to show understanding or relationships among facts,</li> </ul>	LA.8.2.2.2:	Uses multiple strategies to develop vocabulary	<b>Comprehension</b>
<b>Literary Analysis</b>		LA.8.4.2.2	Uses a variety of strategies to comprehend grade level text	<b>Vocabulary</b>
<b>Vocabulary</b>		LA.8.2.2.3	Locate, use, analyze information from organizational text features	<b>Non-fiction</b>
			State main idea	<b>Fiction</b>

	<p>ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)</p> <ul style="list-style-type: none"><li>• The student will use context clues to determine meanings of unfamiliar words;</li><li>• The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;</li></ul>	<p>LA.8.1.6.3</p> <p>LA.8.1.7.3</p>	<p>Show understanding of main ideas (summarizing, mapping...)</p> <p>Identify characteristics of types of text</p> <p>Compare contrast fiction/non fiction passages</p>	
--	--	-------------------------------------	---	--

UNIT/ORGANIZING PRINCIPLE:  NON-FICTION Reading Skills & Strategies		Pacing: First Nine Weeks  Week 4-5		
Essential Question(s)  What skills & strategies will help students comprehend informational text and become strategic readers of informational text?		Big Idea:  Informational Text		
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
<b>Reading Process</b>	<ul style="list-style-type: none"> <li>organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);</li> </ul>	LA.8.2.2.3:	Uses multiple strategies to develop vocabulary	<b>Comprehension</b>
<b>Literary Analysis</b>	<ul style="list-style-type: none"> <li>use information from the text to state the main idea and/or provide relevant details;</li> <li>categorize key vocabulary and identify salient features;</li> <li>relate new vocabulary to familiar words;</li> </ul>	LA.8.2.2.2:	Uses a variety of strategies to comprehend grade level text	<b>Vocabulary</b>
<b>Writing Process</b>	<ul style="list-style-type: none"> <li>determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;</li> <li>use background knowledge of subject and related content</li> </ul>	LA.8.1.6.4: LA.8.1.6.5: LA.8.1.7.3: LA.8.1.7.1:	Use, analyze information from organizational text features State main idea Show understanding of main ideas (summarizing,	<b>Fiction</b>  <b>Non-fiction</b>  <b>Informative</b>

	<p>areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;</p> <ul style="list-style-type: none"> <li>• use new vocabulary that is introduced and taught directly</li> </ul>	LA.8.1.6.1:	<p>mapping...)</p> <p>Identify characteristics of types of text</p> <p>Prewrite making a plan for addressing main idea</p> <p>Prewrite by using organizational tools</p> <p>Write informal communications</p> <p>Write detailed directions</p>	<b>Writing</b>
--	---	-------------	--	----------------

UNIT/ORGANIZING PRINCIPLE: FICTION AND NON-FICTION Reading Skills & Strategies				Pacing: First Nine Weeks Weeks 6-7
Essential Question(s)  What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?  What skills & strategies will help students comprehend informational text and become strategic readers of informational text?			<b>Big Idea:</b>  THEME  AUTHOR'S PURPOSE	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
<b>Reading Process</b>  <b>Literary Analysis</b>  <b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>identify, analyze, and compare the characteristics of various genres (e.g., poetry fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;</li> <li>locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;</li> <li>analyze the author's purpose and/or perspective in a variety of texts and understand how they affect meaning;</li> </ul>	LA.8.2.1.1  LA.8.2.1.2  LA.8.1.7.2:	Uses a variety of strategies to comprehend grade level text  Identifies, analyzes, and applies knowledge of elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection  States the author's purpose for writing a selection  Compares and contrasts themes and topics by different authors of both fiction and nonfiction selections	<b>Comprehension</b>  <b>Vocabulary</b>  <b>Fiction</b>  <b>Nonfiction</b>  <b>Listening &amp; Speaking</b>

	<ul style="list-style-type: none"><li>analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections.</li></ul>	LA.8.1.7.6		
--	--	------------	--	--

UNIT/ORGANIZING PRINCIPLE:  NON-FICTION Reading Skills & Strategies			Pacing: First Nine Weeks  Weeks 8-9	
Essential Question(s)  What skills & strategies will help students comprehend informational text and become strategic readers of informational text?		Big Idea:  CAUSE  EFFECT		
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
<b>Reading Process</b>  <b>Literary Analysis</b>  <b>Communication</b>  <b>Writing process</b>	<ul style="list-style-type: none"> <li>locate various literary devices (e.g., sound, meter, figurative and descriptive)</li> <li>locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis</li> <li>use new vocabulary that is introduced directly</li> </ul>	LA.8.3.1.2:  LA.8.3.1.3:  LA.8.1.6.1	Uses multiple strategies to develop vocabulary  Uses a variety of strategies to comprehend grade level text  Locate, use, analyze information from organizational text features  State main idea  Show understanding of main ideas (summarizing, mapping...)  Identify characteristics of types of text  Prewrite making a plan for addressing main idea	<b>Comprehension</b>  <b>Vocabulary</b>  <b>Fiction</b>  <b>Listening &amp; Speaking</b>



UNIT/ORGANIZING PRINCIPLE: Writing Process, Application, and Communication			Pacing: Second Nine Weeks	
			Week 1	
Essential Question(s): What are the stages of the writing process? How well does the student demonstrate technical and creative writing skills.			Big Idea : Pre-Writing	
Concepts/ Content	Learning Targets	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Reading Process  Writing Process  Communication	<ul style="list-style-type: none"> <li>The student will use prewriting strategies to generate ideas and formulate a plan.</li> <li>The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests</li> <li>The student will prewrite by making a plan for writing that addresses purpose, audience main idea, logical sequence, and time frame for completion</li> <li>The student will prewrite by using organization strategies and tools (e.g. technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story</li> </ul>	<p>LA.8.3.1.0</p> <p>LA.8.3.1.1</p> <p>LA.8.3.1.2</p> <p>LA.8.3.1.3</p>	<p>Use multiple strategies to develop vocabulary and comprehend grade level text</p> <p>Pre-write a plan that addresses main idea, details, purpose, and audience</p> <p>Use graphic organizers and tools to develop an organizational style</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b></p> <p><b>Pre-writing</b></p> <p><b>Ideas and Content</b></p> <p><b>Organization</b></p> <p><b>Voice</b></p> <p><b>Word Choice</b></p> <p><b>Sentence Fluency</b></p> <p><b>Conventions</b></p> <p><b>Drafting</b></p>

	<p>map, plot pyramid) to develop a personal organizational style</p> <ul style="list-style-type: none"><li>• The student will synthesize information from the text to state the main idea and/or provide relevant details</li></ul>	LA.8.2.2.2		
--	---	------------	--	--

UNIT/ORGANIZING PRINCIPLE: Writing Process, Application, and Communication			Pacing: Second Nine Weeks	
			Week 2	
Essential Question(s): What are the stages of the writing process? How well does the student demonstrate technical and creative writing skills?			Big Idea : Drafting	
Concepts/ Content	Learning Targets	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Reading Process  Writing Process  Communication	<ul style="list-style-type: none"> <li>The student will write a draft appropriate to the topic, audience, and purpose</li> <li>The student will draft writing by developing ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience</li> <li>The student will draft writing by establishing a logical organization pattern with support details that are substantial, specific, and relevant</li> <li>The student edits writing for grammar and language conventions including the correct use of capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant)</li> </ul>	LA8.3.2.0  LA8.3.2.1  LA8.3.2.2  LA.8.3.4.2	Draft writing appropriate to topic, audience, and purpose  Draft writing by developing main ideas from pre-writing plan  Review and refine draft for clarity  Edit and correct draft for standard language conventions and word choices	<b>Vocabulary</b>  <b>Comprehension</b>  <b>Drafting</b>  <b>Revise</b>  <b>Edit</b>

	<ul style="list-style-type: none"><li>• The student edits writing for grammar and language conventions, including the correct use of punctuation, including commas, colons, semicolons quotation marks, and apostrophes</li><li>• The student edits writing for grammar and language conventions, including correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement</li><li>• The student edits writing for grammar and language conventions, including the correct use of subject/verb agreement, noun/pronoun agreement</li></ul>	LA.8.3.4.3		
		LA.8.3.4.4		
		LA.8.3.4.5		

UNIT/ORGANIZING PRINCIPLE: Writing Process, Application, and Communication			Pacing: Second Nine Weeks	
			Week 3-4	
Essential			<b>Big Idea <u>Informative Forms</u></b>	
Question(s): What are the stages of the writing process? How well does the student demonstrate technical and creative writing skills?				
Concepts/ Content	Learning Targets	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Reading Process Writing Process and Application Comprehension	<ul style="list-style-type: none"> <li>The student will write in a variety of informative/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to-manuals, assembly instructions)</li> <li>The student will write specialized information/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statements, supporting details, an organizational structure particular to the type, and introductory, body, and concluding paragraph</li> <li>The student engages in the writing process and writes to communicate ideas and experiences</li> </ul>	<p>LA.8.4.2.1</p> <p>LA.8.4.2.3</p> <p>LA.8.5.1.0</p>	<p>Prewrite to identify purpose, audience, draw upon prior knowledge, and planning</p> <p>Draft writing by developing thesis main ideas and details to develop topic</p> <p>Develop thesis and controlling ideas</p> <p>Organize ideas and details into a coherent structure</p> <p>Write an informational draft, revise, edit for clarity and language conventions</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b></p> <p><b>Ideas and Content</b></p> <p><b>Organization</b></p> <p><b>Voice</b></p> <p><b>Word Choice</b></p> <p><b>Sentence Fluency</b></p> <p><b>Conventions</b></p>

UNIT/ORGANIZING PRINCIPLE: Writing Process, Application, and Communication			Pacing: Second Nine Weeks	
			Week 5	
Essential			<b>Big Idea: <u>Revising/Editing/Publishing</u></b>	
Question(s): What are the stages of the writing process? How well does the student demonstrate technical and creative writing skills?				
Concepts/ Content	Learning Targets	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Reading Process Writing Process and Application  Reading Comprehension	<ul style="list-style-type: none"> <li>The student will revise and refine the draft for clarity and effectiveness</li> <li>The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation</li> <li>The student will revise by creating clarity and logic by maintaining central theme, idea, and unifying point and developing relationships among ideas</li> <li>The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence</li> </ul>	<p>LA.8.3.3.0</p> <p>LA.8.3.3.1</p> <p>LA.8.3.3.2</p>	<p>Evaluate ideas, organization, and style</p> <p>Revise ideas and details to support main idea</p> <p>Revise the organization of writing</p> <p>Revise style to suit audience and purpose</p> <p>Revise word choices</p> <p>Combine and revise sentences and paragraph connections</p> <p>Edit writing for grammar and language conventions</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b></p> <p><b>Central Theme</b></p> <p><b>Point of View</b></p> <p><b>Voice</b></p> <p><b>Word Choice</b></p> <p><b>Sentence Variation</b></p> <p><b>Logic</b></p> <p><b>Elaboration</b></p> <p><b>Grammar and Language Conventions</b></p>

	<p>structures, creative language devices, and modifying word choices using resources and reference materials (e.g. dictionary, thesaurus).</p> <ul style="list-style-type: none"><li>• The student will edit and correct the draft for standard language conventions</li></ul>	LA.8.3.4.0		
--	--	------------	--	--

UNIT/ORGANIZING PRINCIPLE: Writing Process, Application, and Communication			Pacing: Second Nine Weeks Week 6-8	
Essential Question(s): What are the stages of the writing process? How well does the student demonstrate technical and creative writing skills?			<b>Big Idea Persuasive Writing</b>	
Concepts/ Content	Learning Targets	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Reading Process Writing Process and Application Reading Comprehension	<ul style="list-style-type: none"> <li>The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader</li> <li>The student will write persuasive texts (e.g., advertisement, speech, essay, public service announcement) that supports arguments for the validity of the proposed idea with detailed evidence</li> <li>The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that includes persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, littering generalities,</li> </ul>	<p>LA.8.4.4.0</p> <p>LA.8.4.4.1</p> <p>LA.8.4.4.2</p>	<p>State an opinion statement that supports point of view</p> <p>Determine audience</p> <p>Proposed argument supported by reasoning and detailed evidence</p> <p>Organize ideas and details logically</p> <p>Appeal to readers' sense of reason through tone and voice</p> <p>Develop and demonstrate creative writing through various expressive forms</p> <p>Write different types of fiction</p> <p>Write well developed and interesting narrative accounts</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b></p> <p><b>Clincher sentence</b></p> <p><b>Topic Sentence</b></p> <p><b>Supporting details</b></p> <p><b>Logical appeal</b></p> <p><b>Emotional appeal</b></p> <p><b>Counter argument</b></p> <p><b>Facts</b></p> <p><b>Statistics</b></p> <p><b>Examples</b></p>

	<p>card stacking)</p> <ul style="list-style-type: none"> <li>• The Student engages in the writing process and writes to communicate ideas and experiences</li> <li>• The student develops and demonstrates creative writing</li> <li>• The student will write a variety of expressive forms (e.g., realistic fiction, one-act plays, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue characterization, plot, and appropriate format</li> </ul>	<p>LA.8.5.1.0</p> <p>LA.8.4.1.0</p> <p>LA.8.4.1.2</p>	<p>Understand figurative language</p> <p>Use graphic organizers to develop creative writing elements</p>	<p><b>Expert opinions</b></p> <p><b>Anecdotes</b></p> <p><b>Opinion Statement</b></p> <p><b>Figurative Language</b></p> <p><b>Dialogue</b></p> <p><b>Characterization</b></p> <p><b>Plot</b></p> <p><b>Narrative Action</b></p> <p><b>Descriptive Strategies</b></p>
--	--	---	--	--

UNIT/ORGANIZING PRINCIPLE: Writing Process, Application, and Communication			Pacing: Second Nine Weeks	
			Week 9	
Essential			<b>Big Idea: <u>Editing/Publishing</u></b>	
Question(s): What are the stages of the writing process? How well does the student demonstrate technical and creative writing skills?				
Concepts/ Content	Learning Targets	Benchmarks	Essential Content & Understanding	Key Terminology (bold print priority items)
Reading Process Writing Process and Application Reading Comprehension	<ul style="list-style-type: none"> <li>The student will edit and correct the draft for standard language</li> <li>The student edits writing from grammar and language conventions including the correct use of spelling, using spelling rules, orthographic patters, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resource as necessary</li> <li>The student edits writing for grammar and language conventions including the correct use of capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant)</li> </ul>	<p>LA.8.3.4.0</p> <p>LA.8.3.4.1</p> <p>LA.8.3.4.2</p>	<p>Understanding conventions of English grammar, usage, and mechanics</p> <p>Understanding proper spelling and word use</p> <p>Understanding proper capitalization</p> <p>Understanding punctuation</p> <p>Understanding parts of speech</p> <p>Understands subject/verb agreement and pronoun/antecedent agreement</p> <p>Prepare writing for intended audience</p>	<p><b>GUMS</b></p> <p><b>Capitalization</b></p> <p><b>Punctuation</b></p> <p><b>Parts of Speech</b></p> <p><b>Subject/Verb agreement</b></p> <p><b>Pronoun/antecedent agreement</b></p>

	<ul style="list-style-type: none"><li>• The student edits writing for grammar and language conventions, including the correct use of punctuation, including commas, colons, semicolons quotation marks, and apostrophes</li><li>• The student edits writing for grammar and language conventions, including correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement</li><li>• The student edits writing for grammar and language conventions, including the correct use of subject/verb agreement, noun/pronoun agreement</li><li>• The student will write a final product for the intended audience</li></ul>	LA.8.3.4.3		
		LA.8.3.4.4		
		LA.8.3.4.5		
		LA.8.3.5.0		

UNIT/ORGANIZING PRINCIPLE: Information, Media Literacy			Pacing: Third Nine Weeks	
			Week 1	
Essential Question(s) How well do students comprehend informational texts and understand the research process?			<u>Big Idea:</u> COMPARE CONTRAST	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
<b>Information &amp; Media Literacy</b>  <b>Writing Process &amp; Applications</b>  <b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure</li> <li>to make and confirm complex predictions of content, purpose, and organization of a reading selection ;</li> <li>compare and contrast elements in multiple texts;</li> <li>use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision;</li> </ul>	LA.8.1.7.1:  LA.8.1.7.4:  LA.8.1.7.7:  LA.8.6.1.2:	Comprehends the wide variety of informational text  Use information to explain and justify a decision  Assess, organize, check reliability & validity of information  Write an informational report that includes focused topic, facts...  Write an informational draft, revise, and edit for clarity & language conventions	<b>Informational text</b> <b>Research Process</b> <b>Draft;Revise;Edit</b> <b>Informative Writing</b> <b>Vocabulary</b> <b>Comprehension</b>

			Uses multiple strategies to develop vocabulary Uses a variety of strategies to comprehend grade level text	
--	--	--	---	--



	appropriate to the purpose and audience;		comprehend grade level text	<b>Comprehension</b>
--	--	--	-----------------------------	----------------------



	<p>and other literary elements as appropriate in a variety of fiction</p> <ul style="list-style-type: none"><li>• Use new vocabulary that is introduced and taught directly</li></ul>	LA.8.1.6.1		
--	---	------------	--	--

UNIT/ORGANIZING PRINCIPLE Reading Comprehension & Literary Analysis			Pacing: Third Nine Weeks	
			Week 5	
Essential Question(s)  What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?			<u>Big Idea</u>  <b>SETTING</b>  <b>PLOT</b>	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
<b>Reading Comprehension</b>  <b>Literary Analysis</b>  <b>Communication</b>  <b>Writing Process</b>	<ul style="list-style-type: none"> <li>identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;</li> <li>locate and analyze elements of characterization, setting, and plot, including rising action,</li> <li>conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction; identify advanced word/phrase relationships</li> </ul>	LA.8.2.1.1:  LA.8.2.1.2:  LA.8.1.6.8:  LA.8.1.6.1:	Uses multiple strategies to develop vocabulary  Uses a variety of strategies to comprehend grade level text  Identifies, analyzes, and applies knowledge of elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection  Effectively applies listening & speaking strategies for discussion purposes  Use prewriting strategies and draft paragraphs appropriate to topic, audience, and purpose	<b>Comprehension</b>  <b>Vocabulary</b>  <b>Fiction</b>  <b>Listening &amp; Speaking</b>  <b>Prewriting</b>  <b>Drafting</b>

	and their meanings; use new vocabulary that is introduced and taught directly;			
--	--	--	--	--

UNIT/ORGANIZING PRINCIPLE:  Reading Comprehension & Literary Analysis				Pacing: Third Nine Weeks  Week 6	
Essential Question(s)  What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?				Big Idea:  CONFLICT	
Concepts/Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology	
<p><b>Reading Comprehension</b></p> <p><b>Literary Analysis</b></p> <p><b>Communication</b></p> <p><b>Writing Process</b></p>	<ul style="list-style-type: none"> <li>identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);</li> <li>use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;</li> <li>analyze and evaluate similar themes or topics by different authors</li> </ul>	<p>LA.8.2.1.4:</p> <p>LA.8.5.2.1:</p> <p>LA.8.1.7.6:</p>	<p>Uses multiple strategies to develop vocabulary</p> <p>Uses a variety of strategies to comprehend grade level text</p> <p>Identifies, analyzes, and applies knowledge of elements of a variety of fiction &amp; literary texts to develop a thoughtful response to a literary selection</p> <p>Effectively applies listening &amp; speaking strategies for discussion purposes</p> <p>Use prewriting strategies and draft paragraphs appropriate to topic, audience, and purpose</p>	<p><b>Comprehension</b></p> <p><b>Vocabulary</b></p> <p><b>Fiction</b></p> <p><b>Listening &amp; Speaking</b></p> <p><b>Prewriting</b></p> <p><b>Drafting</b></p>	

	across a variety of fiction and nonfiction selections;			
--	--	--	--	--

UNIT/ORGANIZING PRINCIPLE:  Reading Comprehension & Literary Analysis			Pacing: Third Nine Weeks  Week 7	
Essential Question(s)  What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?			Big Idea:  THEME	
Concepts/Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Reading Comprehension	<ul style="list-style-type: none"> <li>develop an interpretation of a selection and support through sustained use of examples and</li> </ul>	LA. 8.2.1.5.:	Uses multiple strategies to develop vocabulary	Comprehension
Literary Analysis	<ul style="list-style-type: none"> <li>contextual evidence; locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the</li> </ul>	LA.8.2.1.7:	Uses a variety of strategies to comprehend grade level text	Vocabulary
Communication			Identifies, analyzes, and applies knowledge of elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection	Fiction
Writing Process	<ul style="list-style-type: none"> <li>reader's senses and emotions, providing evidence from text to support the analysis; use</li> </ul>	LA.8.5.2.1	Effectively applies listening & speaking strategies for discussion purposes	Listening & Speaking
			Use prewriting strategies and draft paragraphs appropriate to topic, audience, and	Prewriting
				Drafting

	<p>effective listening strategies for informal and formal discussions, connecting to and</p> <ul style="list-style-type: none"><li>• building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic; identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;</li></ul>	LA.8.1.6.7:	purpose	
--	--	-------------	---------	--

UNIT/ORGANIZING PRINCIPLE:  Reading Comprehension & Literary Analysis				Pacing: Third Nine Weeks  Week 8	
Essential Question(s)  What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?				Big Idea:  CONNECTING	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology	
Reading Comprehension	<ul style="list-style-type: none"> <li>develop an interpretation of a selection and support through sustained use of examples and contextual evidence;</li> </ul>	LA.8.2.1.5:	<p>Uses multiple strategies to develop vocabulary</p> <p>Uses a variety of strategies to comprehend grade level text</p>	Comprehension	
Literary Analysis	<ul style="list-style-type: none"> <li>use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;</li> </ul>	LA.8.5.2.1:	<p>Identifies, analyzes, and applies knowledge of elements of a variety of fiction &amp; literary texts to develop a thoughtful response to a literary selection</p>	Vocabulary	
Communication	<ul style="list-style-type: none"> <li>use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;</li> </ul>		<p>Effectively applies listening &amp; speaking strategies for discussion purposes</p>	Fiction	
Writing Process	<ul style="list-style-type: none"> <li>determine the correct meaning of words with</li> </ul>	LA.8.1.6.9:	<p>Use prewriting strategies and draft paragraphs appropriate to topic, audience, and purpose</p>	Listening & Speaking	
				Prewriting	

	multiple meanings in context; <ul style="list-style-type: none"><li>• relate new vocabulary to familiar words</li></ul>	LA.8.1.6.5:		<b>Drafting</b>
--	--	-------------	--	-----------------



	<p>viewpoints of others when identifying bias or faulty logic;</p> <ul style="list-style-type: none"><li>• identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;</li></ul>	LA.8.1.6.7:		
--	---	-------------	--	--

				Week 1-2	
<b>Essential Question:</b> <b>How well do students comprehend informational texts and understand the research process?</b>				<b>Big Idea:</b> <b>TEXT VALIDITY</b>	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology	
<b>Information &amp; Media Literacy</b>  <b>Writing Process &amp; Applications</b>  <b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;</li> <li>use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.</li> </ul>	LA.8.1.7.1:  LA.8.2.2.5:	Comprehends the wide variety of informational text  Use information to explain and justify a decision  Assess, organize, check reliability & validity of information  Write an informational report that includes focused topic, facts  Write an informational draft, revise, and edit for clarity & language conventions  Uses multiple strategies to develop vocabulary  Uses a variety of strategies to comprehend grade level text	<b>Informational text</b>  <b>Research Process</b>  <b>Draft; Revise; Edit</b>  <b>Informative Writing</b>  <b>Vocabulary</b>  <b>Comprehension</b>	



UNIT/ORGANIZING PRINCIPLE: Information, Media Literacy, & FCAT Review				Pacing: Fourth Nine Weeks	
				Week 3-4	
Essential Question:  How well do students comprehend informational texts and understand the research process?				Big Idea:  RESEARCH	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology	
Information & Media Literacy	<ul style="list-style-type: none"> <li>analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;</li> </ul>	LA.8.1.7.6:	Comprehends the wide variety of informational text	Informational text	
Writing Process & Applications	<ul style="list-style-type: none"> <li>use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other</li> </ul>	LA.8.1.7.8:	Use information to explain and justify a decision	Research Process	
Reading Comprehension			Assess, organize, check reliability & validity of information	Draft;Revise;Edit	
			Write an informational report that includes focused topic, facts...	Informative Writing	
			Write an informational draft, revise, and edit for clarity & language conventions	Vocabulary	
			Uses multiple strategies to develop vocabulary	Comprehension	

<b>Listening, Speaking, and Viewing</b>	sources. <ul style="list-style-type: none"><li>• compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);</li></ul>	LA.8.2.1.6:	Uses a variety of strategies to comprehend grade level text	
---	--	-------------	---	--

UNIT/ORGANIZING PRINCIPLE: Information, Media Literacy, & FCAT Review				Pacing: Fourth Nine Weeks Week 5-6	
Essential Question(s) How well do students comprehend informational texts and understand the research process?				Big Idea: WRITING FOR INFORMATION PREWRITING DRAFTING	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology	
Information & Media Literacy	<ul style="list-style-type: none"> <li>write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used;</li> </ul>	LA.8.6.2.3:	Comprehends the wide variety of informational text	Informational text	
Writing Process & Applications	<ul style="list-style-type: none"> <li>generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;</li> </ul>	LA.8.3.1.1:	Use information to explain and justify a decision  Assess, organize, check reliability & validity of information	Research Process Draft; Revise; Edit	
Reading	<ul style="list-style-type: none"> <li>developing main ideas from the pre-writing plan using primary</li> </ul>	LA.8.3.2.1:	Write an informational report that includes focused topic, facts...  Write an informational draft, revise, and edit for clarity & language conventions  Uses multiple strategies to develop vocabulary	Informative Writing Vocabulary Comprehension	

<b>Comprehension</b>	and secondary sources appropriate to the purpose and audience;		Uses a variety of strategies to comprehend grade level text	
----------------------	--	--	---	--

UNIT/ORGANIZING PRINCIPLE:  Reading Comprehension & Literary Analysis			Pacing: Second Nine Weeks  Week 7-8	
Essential  Question(s)  What knowledge, skills, and strategies will help students identify and analyze elements of fiction to develop thoughtful response to literary texts?			<u>Big Idea:</u>  DRAFTING	
Concepts/  Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology
Reading Comprehension	<ul style="list-style-type: none"> <li>locate various literary devices (e.g., sound, meter, figurative and descriptive)</li> </ul>	LA.8.2.1.3:	Uses multiple strategies to develop vocabulary  Uses a variety of strategies to comprehend grade level text	Comprehension  Vocabulary  Fiction
Literary Analysis	<ul style="list-style-type: none"> <li>compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);</li> </ul>	LA..2.1.6:	Identifies, analyzes, and applies knowledge of elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection  Effectively applies listening & speaking strategies for discussion purposes	Listening & Speaking  Prewriting
Communication				Drafting
Writing Process	<ul style="list-style-type: none"> <li>generating ideas from multiple sources (e.g.,</li> </ul>	LA.8.3.1.1:	Use prewriting strategies and draft paragraphs appropriate to topic, audience, and purpose	

	<p>prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;</p> <ul style="list-style-type: none"><li>organizing information into a logical sequence and combining or deleting sentences to enhance clarity;</li></ul>	LA.8.3.2.2:		
--	---	-------------	--	--

UNIT/ORGANIZING PRINCIPLE: Writing Process, Application, and Communication				Pacing: Fourth Nine Weeks	
				Week 9	
Essential Question(s): What are the stages of the writing process? How well does the student demonstrate technical & creative writing skills?				<u>Big Idea:</u> Speech	
Concepts/ Content	Learning Targets/Skills	Benchmarks	Essential Content and Understanding	Key Terminology	
<p><b>Reading Process</b></p> <p><b>Writing Process</b></p> <p><b>Communicate</b></p>	<ul style="list-style-type: none"> <li>analyze persuasive techniques in both formal and informal speech;</li> <li>organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language choices, body language, eye contact, gestures, and the use of supporting graphics and technology.</li> </ul>	<p>LA.8.5.2.2:</p> <p>LA.8.5.2.3:</p>	<p>Use multiple strategies to develop vocabulary and comprehend grade level text</p> <p>Prewrite making a plan that addresses purpose, audience, main ideas, sequence</p> <p>Draft writing by developing main ideas from pre-writing plan</p> <p>Revise and refine draft for clarity</p> <p>Edit and correct draft for standard language conventions and word choices</p> <p>Write final product for intended audience</p> <p>Effectively applies listening &amp; speaking strategies</p>	<p><b>Vocabulary</b></p> <p><b>Comprehension</b></p> <p><b>Prewrite</b></p> <p><b>Draft</b></p> <p><b>Revise</b></p> <p><b>Edit</b></p> <p><b>Publish</b></p> <p><b>Persuasive Techniques</b></p>	

