

**English Language Arts Pacing Guide
Eighth Grade**

Time Frame: 4 weeks (September)

Unit 1: Realistic Fiction

Genre: Narrative Reading and Narrative Writing

Definition – Realistic Fiction: a classification of literature containing stories that *could* happen in the real world, in a time and setting that is possible, and with characters that are true to life, yet drawn from the writer’s imagination. It is categorized as historical or contemporary based upon the time period of publication (contemporary begins at 1960). Experts define categories of realistic fiction using aspects of *theme* (e.g., survival, friendship, diversity, tolerance, environmental preservation, courage, freedom, justice).

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p>R.WS.08.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language and common word origins.</p> <p>R.WS.08.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.08.05 Acquire and apply strategies to identify unknown words and construct meaning.</p>	<p>How do prefixes and suffixes help you decode new words?</p> <p>What do you do when you come to a word you don’t know?</p>			
<p align="center"><i>Vocabulary</i></p> <p>R.WS.08.07 In context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.</p>				
<p align="center">NARRATIVE TEXT</p> <p>R.NT.08.01 Investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>How are stereotypes damaging?</p> <p>What are some differences between you and your classmates?</p>	<p>Written Response Journal entry Oral questions Written questions as text is read Group collaboration Oral Presentation</p>	<p>Stereotype Realistic Fiction Rising action Turning point Falling action Theme Conflict</p>	<p>Books: <u>Jacob Have I Loved</u>, Katherine Paterson, 1990. ISBN-13: 978-0064403689 <u>The Red Badge of Courage</u>, Stephen Crane, 2005. ISBN-13:</p>

<p>R.NT.08.02 Analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.</p> <p>R.NT.08.03 Analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.</p> <p>R.NT.08.04 Analyze the author’s craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.</p>	<p>How does the narrator change the tone of the story?</p> <p>What effect do major and minor characters have on the conflict and outcome of the story?</p> <p>Are themes universal among all cultures? Are they transparent to time?</p>	<p>Think-Pair-Share</p> <p>Describe the element of a short story.</p> <p>Describe the element of historical fiction, science fiction, and realistic fiction.</p> <p>Describe a time when _____ (insert characters conflict) happened to you.</p>	<p>Resolution Climax Dialogue Character Plot Setting Antagonist Protagonist Flashback Foreshadow Point of view Author’s style Narrator Omniscient Novel First/third person Symbolism Imagery Main idea Point of view</p>	<p>978-1420922356</p> <p><u>Wringer</u>, Jerry Spinelli, 2004. ISBN-13: 978-0060592820</p> <p><u>The Music of Dolphins</u>, Karen Hess 1998. ISBN-13: 978-0590897983</p> <p><u>My Sister’s Keeper</u>, Jodi Piccolt, 2005. ISBN-13: 978-0743454537</p> <p><u>Sisterhood of the Traveling Pants</u>, Ann Brashares, 2005. ISBN-13: 978-0553494792</p> <p><u>The Revealers</u>, Doug Wilhelm, 2005. ISBN-13: 978-03744462437</p> <p><u>Life as We Knew It</u>, Susan Pfeffer, 2008. ISBN-13: 978-0152061548</p> <p><u>So B. It</u>, Sarah Weeks, 2005. ISBN-13: 978-0064410472</p> <p><u>Bucking the Sarge</u>, Christopher Paul Curtis, 2006. ISBN-13: 978-0440413318</p> <p><u>Life is Funny</u>, E.R. Frank, 2002. ISBN-13: 978-0142300831</p> <p><u>The Secret Life of Bees</u>, Sue Monk Kidd, 2008. ISBN-13: 978-0143114550</p>
<p style="text-align: center;">COMPREHENSION</p> <p>R.CM.08.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>How is your life like _____ in the story?</p> <p>How can an author</p>			

<p>R.CM.08.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>	<p>influence your viewpoint of the story?</p>			
<p>METACOGNITION R.MT.08.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>	<p>Do you agree or disagree with the solution that the character chose? Why or why not? Cite specific examples from the text.</p>			
<p>CRITICAL STANDARDS R.CS.08.01 Evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>				
<p>WRITING GENRES W.GN.08.01 Write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).</p>	<p>(After finished reading story): As the author, would you choose to resolve the story in a different way? If so, how? If not, why?</p>			
<p>WRITING PROCESS W.PR.08.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. W.PR.08.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect or sequential text patterns). W.PR.08.03 Draft focused ideas experimenting with various</p>	<p>When writing, what does it mean to "consider your audience?" What would it be like if you were discriminated against? What would change? How would that make you feel? How does it make the character in the story</p>			

<p>ways of sequencing information including ordering arguments and sequencing ideas chronologically by importance when writing compositions.</p> <p>W.PR.08.04 Revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader’s perspective.</p> <p>W.PR.08.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>	<p>feel?</p> <p>What is the exposition of your story?</p> <p>What is the rising action of your story?</p> <p>What is the climax of your story?</p> <p>What is the falling action of your story?</p> <p>What is the resolution of your story?</p>			
<p style="text-align: center;">PERSONAL STYLE</p> <p>W.PS.08.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>				
<p style="text-align: center;">SPEAKING DISCOURSE</p> <p>S.DS.08.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.08.02 Respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.</p> <p>S.DS.08.03 Discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and physical description of characters).</p>				
<p style="text-align: center;">LISTENING AND VIEWING RESPONSE</p> <p>L.RP.08.01 Listen to or view knowledgeably a variety of</p>				

<p>genre to react to a speaker’s intent and apply a speaker’s reason to other situations.</p> <p>L.RP.08.02 Select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognize for quality and literary merit.</p> <p>L.RP.08.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p>				
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**English Language Arts Pacing Guide
Eighth Grade**

Time Frame: 4 weeks (October)

Unit 2: Research Project

Genre: Informational Writing

Definition - Research Project: a nonfiction inquiry project requiring an inquiry process and final report. Includes the selection of a topic, the development (and narrowing) of research questions, reading and recording selectively, designing research strategies, organizing information, synthesizing information, a written report, and a presentation of the report to a larger audience.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">WRITING WRITING GENRES</p> <p>W.GN.08.03 Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process.</p>	<p>What are the elements of a good research question?</p>			<p>http://www.su.edu/faculty/jcombs/research/definit.htm This website has great ideas to keep in mind when you are writing a research paper.</p>
<p align="center">WRITING PROCESS</p> <p>W.PR.08.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.08.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect or sequential text patterns).</p> <p>W.PR.08.03 Draft focused ideas experimenting with various ways of sequencing information including ordering arguments or sequencing ideas chronologically by importance when writing compositions.</p> <p>W.PR.08.04 Revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.</p> <p>W.PR.08.05 Proofread and edit writing using grade-level</p>				

checklists and other appropriate resources both individually and in groups.				
<p style="text-align: center;">GRAMMAR AND USAGE</p> <p>W.GR.08.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes and ellipses.</p>				
<p style="text-align: center;">SPEAKING CONVENTIONS</p> <p>S.CN.08.01 Adjust their use of language to communicate effectively with a variety of audiences for different purposes by using enunciation to emphasize key ideas and concepts when presenting.</p> <p>S.CN.08.02 Speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace speaking to enhance meaning and influence interpretation in narrative and informational presentations.</p> <p>S.CN.08.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>				
<p style="text-align: center;">DISCOURSE</p> <p>S.DS.08.04 Plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.</p>				
<p style="text-align: center;">LISTENING AND VIEWING CONVENTIONS</p> <p>L.CN.08.01 Analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when</p>				

<p>listening to or viewing a variety of speeches and presentations</p> <p>L.CN.08.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>				
<p style="text-align: center;">RESPONSE</p> <p>L.RP.08.03 Paraphrase a speaker’s main ideas, purpose, and point of view, and they will ask relevant questions about the content, delivery, and purpose of the presentation.</p> <p>L.RP.08.07 Interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions</p>				

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Time Frame: 4 weeks (November)

Unit 3: Science Fiction

Genre: Narrative Reading and Narrative Writing

Definition – Science Fiction: a subgenre of realistic fiction and literary fantasy, science fiction is imaginary text based on current or projected scientific/technological knowledge, developments, and conjecture.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p style="text-align: center;">READING WORD RECOGNITION AND WORD STUDY <i>Word Recognition</i></p> <p>R.WS.08.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding meanings of words encountered in context.</p> <p>R.WS.08.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>				
<p style="text-align: center;"><i>Fluency</i></p> <p>R.WS.08.06 Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>				<p>Novels: <u>Flowers for Algernon</u>, Daniel Keyes, 2005. ISBN-13: 978-0156030304</p> <p><u>The Giver</u>, Lois Lowry, 2006. ISBN-13: 978-0385732550</p> <p><u>Journey to the Center of the Earth</u>, Jules Verne, 2008. ISBN-13: 978-1416561460</p> <p><u>A Wrinkle in Time</u>, Madeleine L'Engle, 2007. ISBN-13: 978-0312367541</p> <p><u>Turnabout</u>, Margaret Peterson Haddix, 2007. ISBN-13: 978-1416936534</p>

				<p><u>Enchantress from the Stars</u>, Sylvia Engdahl, 2003. ISBN-13: 978-0142500378</p> <p><u>Uglies</u>, Scott Westerfield, 2005. ISBN-13: 978-0689865381</p> <p><u>Among the Hidden</u>, Margaret Peterson Haddix, 2000. ISBN-13: 978-0689824753</p> <p><u>Heir Apparent</u>, Vivian Vande Velde 2004. ISBN-13: 978-0152051259</p>
<p align="center">NARRATIVE TEXT</p> <p>R.NT.08.01 Investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.08.02 Analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.</p> <p>R.NT.08.03 Analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.</p> <p>R.NT.08.04 Analyze the author’s craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.</p>	<p>How does the narrator change the tone of the story?</p> <p>What effect do major and minor characters have on the conflict and outcome of the story?</p> <p>How can an author influence your viewpoint of the story?</p> <p>How can you tell the difference between good information and bad information?</p> <p>How would information about the author help you understand the story/book/text?</p>	<p>Written Response Journal entry Oral questions Written questions as text is read Group collaboration Oral Presentation Think-Pair-Share</p> <p>Describe the elements of a short story in science fiction.</p> <p>Make a prediction about how the story can be resolved differently.</p> <p>Describe the elements of historical fiction, science fiction, and realistic fiction?</p>	<p>Structure Elements Author’s style Mood Purpose Plot (rising/falling actions) Conflicts and complications Credibility of the narrator Symbolism Imagery Abstract theme and sub-themes Universal truths and/or principles Analysis of stereotyping (gender, race, culture, age, class, religion, and individual</p>	

	As the author, would you choose to resolve the story in a different way? If so, how? If not, why? How is your life like a character in the story?	Knowing how the character solved their conflict, describe if that solution would work for you. If not, give an alternate solution.	differences)text patterns Comprehension skills and strategies (connect to themes/ perspectives, conclude, infer, synthesize, summarize) Personal response Background information on social systems addressed Background information on future technologies Probable Possible Impossible	
COMPREHENSION R.CM.08.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. R.CM.08.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.				
METACOGNITION R.MT.08.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually				

representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.				
<p align="center">CRITICAL STANDARDS</p> <p>R.CS.08.01 Evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>		Describe a time when ____ (insert characters conflict) happened to you.		
<p align="center">READING ATTITUDE</p> <p>R.AT.08.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>				
<p align="center">WRITING</p> <p align="center">WRITING GENRES</p> <p>W.GN.08.01 Write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).</p>				
<p align="center">WRITING PROCESS</p> <p>W.PR.08.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.08.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect or sequential text patterns).</p> <p>W.PR.08.03 Draft focused ideas experimenting with various ways of sequencing information including ordering arguments or sequencing ideas chronologically by importance when writing compositions.</p> <p>W.PR.08.04 Revise drafts for coherence and consistency in</p>				

<p>word choice, structure, and style; and read their own work from another reader’s perspective.</p> <p>W.PR.08.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>				
<p style="text-align: center;">PERSONAL STYLE</p> <p>W.PS.08.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>				
<p style="text-align: center;">SPELLING</p> <p>W.SP.08.01 In the context of writing use correct spelling conventions.</p>				
<p style="text-align: center;">SPEAKING DISCOURSE</p> <p>S.DS.08.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.08.02 Respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.</p> <p>S.DS.08.03 Discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situation, well-chosen details, relevant dialogue, specific action, and physical description of characters).</p>				
<p style="text-align: center;">LISTENING AND VIEWING RESPONSE</p> <p>L.RP.08.01 Listen to or view knowledgeably a variety of genre to react to a speaker’s intent and apply a speaker’s reason to other situations.</p>				

<p>L.RP.08.02 Select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognizing for quality and literary merit.</p>				
<p>L.RP.08.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p>				

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Eighth Grade**

Time Frame: 3 weeks (December)

Unit 4: Technical Writing

Genre: Informational Reading

Definition – Technical Writing: a type of expository writing that addresses specific professional purposes and conveys technical information in a way suited to the level, needs and interests of its audience. Though the term refers to instructions, procedures or descriptions on any subject matter, it is a writing commonly associated with engineering, government, industry and science.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p>R.WS.08.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language and common word origins.</p> <p>R.WS.08.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.08.05 Acquire and apply strategies to identify unknown words and construct meaning.</p>				
<p align="center"><i>Vocabulary</i></p> <p>R.WS.08.07 In context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.</p>				
<p align="center">INFORMATIONAL TEXT</p> <p>R.IT.08.01 Analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.</p> <p>R.IT.08.02 Analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.</p>	<p>What is the reason the author wrote this essay?</p> <p>What was the benefit?</p> <p>If the author included charts or graphics, how</p>			<p>http://www.io.com/~hcexres/textbook/</p> <p>This website is the whole deal with examples, definitions, and more importantly provides an outline to the writing of technical writing. There are possible writing topics also. Look under “Processes and</p>

<p>R.IT.08.03 Explain how authors use text features including graphics, author’s pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.</p>	<p>did that influence your opinion of the essay? What effect do these images have on the audience?</p> <p>Describe some characteristics of technical writing that are not used in narrative writing.</p>			<p>Guidelines of Technical Writing... Writing process: from audience to rough draft” for a lot of help.</p>
<p style="text-align: center;">COMPREHENSION</p> <p>R.CM.08.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.08.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>In technical writing, what is the pattern that is different than in narrative writing?</p>			
<p style="text-align: center;">METACOGNITION</p> <p>R.MT.08.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.</p>				

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Time Frame: 3 weeks (January)

Unit 5: Comparative Essay

Genre: Informational Reading

Definition – Comparative Essay: compare and contrast two texts, theories, historical figures, scientific processes, essays, etc. Comparing finds similarities, while contrasting finds differences.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p align="center"><i>Word Recognition</i></p> <p>R.WS.08.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding meanings of words encountered in context.</p> <p>R.WS.08.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>				
<p align="center"><i>Fluency</i></p> <p>R.WS.08.06 Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>				
<p align="center">INFORMATIONAL TEXT</p> <p>R.IT.08.01 Analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.</p> <p>R.IT.08.02 Analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.</p> <p>R.IT.08.03 Explain how authors use text features including graphics, author’s pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.</p>	<p>What are the elements of comparative essays?</p> <p>How does the organization of a comparative essay differ from other forms of writing?</p>			
<p align="center">COMPREHENSION</p>	<p>How can your</p>			

<p>R.CM.08.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.08.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>experiences influence your perspective in a comparative essay?</p> <p>What is the speaker trying to get you to understand in their comparative essay?</p>			
<p style="text-align: center;">METACOGNITION</p> <p>R.MT.08.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.</p>	<p>How did the author use comparative essay features to inform you about an issue?</p> <p>How could the speaker's message be carried over into another related topic?</p> <p>What is the author's core message?</p> <p>How do they support it with evidence?</p> <p>Do you feel the speaker has a hidden purpose to their message?</p> <p>What impact would the message have if they did?</p>			

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Time Frame: 4 weeks (February)

Unit 6: Historical Fiction

Genre: Narrative Reading and Narrative Writing

Definition – Historical Fiction: a fictional story set in a recognizable period of history; characters and events are realistic, and historical events are necessary to the plot of the narrative.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p align="center"><i>Word Recognition</i></p> <p>R.WS.08.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language and common word origins.</p> <p>R.WS.08.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.08.05 Acquire and apply strategies to identify unknown words and construct meaning.</p>				<p>Books:</p> <p><u>Nory Ryan’s Song</u>, Patricia Reilly Giff, 2002. ISBN-13: 978-0440418290</p> <p><u>Sing Down the Moon</u>, Scott O’Dell, 1997. ISBN-13: 978-0440979753</p> <p><u>Lizzie Bright and the Buckminster Boy</u>, Gary D. Schmidt, 2008. ISBN-13: 978-0375841699</p> <p><u>Girl in Blue</u>, Ann Rinaldi, 2005. ISBN-13: 978-0439676465</p> <p><u>Johnny Tremain</u>, Esther Forbes, 1987. ISBN-13: 978-0440442509</p> <p><u>Listening for Lions</u>, Gloria Whelan, 2006. ISBN-13: 978-0060581763</p> <p><u>Code Talkers</u>, Joseph Bruchac, 2006. ISBN-13: 978-0142405963</p> <p><u>Blood on the River: James Town 1607</u>, Elisa Carbone, 2007. ISBN-13: 978-0142409329</p>

				<p><u>New Boy</u>, Julian Houston, 2008. ISBN-13: 978-0618884056</p> <p><u>Private Peaceful</u>, Michael Morpurgo, 2006. ISBN-13: 978-0439636537</p> <p><u>My Brother Sam is Dead</u>, James Lincoln Collier, 2005. ISBN-13: 978-0439783606</p>
<p>Vocabulary</p> <p>R.WS.08.07 In context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.</p>				
<p>NARRATIVE TEXT</p> <p>R.NT.08.01 Investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.08.02 Analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.</p> <p>R.NT.08.03 Analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.</p> <p>R.NT.08.04 Analyze the author’s craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.</p>	<p>Describe the elements of a short story and how they are different in historical fiction.</p> <p>Describe the elements of historical fiction, science fiction, and realistic fiction?</p> <p>How and why does the narrator change the tone of the story?</p> <p>What effect do major and minor characters have on the conflict and outcome of the story?</p> <p>How does being able to identify the rising action</p>	<p>Compare and contrast the characteristics of realistic fiction to historical fiction</p>	<p>Historically relevant and accurate vocabulary</p> <p>Historical event</p> <p>Historical figure</p> <p>Historical location</p> <p>Stereotype</p> <p>Imagery</p> <p>Rising and falling actions</p> <p>Supporting ideas</p> <p>Central ideas</p>	

	<p>and falling action help you understand what you've read?</p> <p>Compare and contrast a day in your life with the day in the life of _____ (insert character/place)</p>			
<p>COMPREHENSION</p> <p>R.CM.08.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.08.03 Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>	<p>Would you agree with the way the main character chose to resolve their problem? Would you have chosen a different solution? Defend your answer.</p>	<p>Write five comprehension questions about the story so far. Trade with a classmate and answer.</p>		
<p>METACOGNITION</p> <p>R.MT.08.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>				
<p>CRITICAL STANDARDS</p> <p>R.CS.08.01 Evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p>				
<p>READING ATTITUDE</p> <p>R.AT.08.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>				
<p>WRITING</p>		<p>Write a 5 page</p>	<p>Conflict</p>	

<p style="text-align: center;">WRITING GENRES</p> <p>W.GN.08.01 Write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).</p>		<p>(hand-written, 2 1/2 pages typed) narrative story in the historical genre. Be sure to include all characteristics into the entire plot structure.</p> <p>Written Response Journal entry Oral questions Written questions as text is read Group collaboration Oral Presentation Think-Pair-Share Write a two page persuasive paper defending a historical issue.</p>	<p>Point of view Timelines Styles of writing Setting Rising action Falling Action Narrative plot</p>	
<p style="text-align: center;">WRITING PROCESS</p> <p>W.PR.08.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.08.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect or sequential text patterns).</p> <p>W.PR.08.03 Draft focused ideas experimenting with various ways of sequencing information including ordering arguments or sequencing ideas chronologically by importance when writing compositions.</p>				

<p>W.PR.08.04 Revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader’s perspective.</p> <p>W.PR.08.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>				
<p style="text-align: center;">PERSONAL STYLE</p> <p>W.PS.08.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>				
<p style="text-align: center;">GRAMMAR AND USAGE</p> <p>W.GR.08.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes and ellipses.</p>				
<p style="text-align: center;">WRITING ATTITUDE</p> <p>W.AT.08.01 Be enthusiastic about writing and learning to write.</p>				
<p style="text-align: center;">SPEAKING DISCOURSE</p> <p>S.DS.08.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.08.02 Respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.</p> <p>S.DS.08.03 Discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and</p>	<p>Describe what it would be like for the main character to live in present day? What would they find difficult? Easy?</p>			

physical description of characters).				
<p style="text-align: center;">LISTENING AND VIEWING RESPONSE</p> <p>L.RP.08.01 Listen to or view knowledgeably a variety of genre to react to a speaker’s intent and apply a speaker’s reason to other situations.</p> <p>L.RP.08.02 Select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognize for quality and literary merit.</p> <p>L.RP.08.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.</p>				

**English Language Arts Pacing Guide
Eighth Grade**

Time Frame: 4 weeks (March)

Unit 7: Simulated Memoir and Biography

Genre: Informational Writing

Definition – Simulated Memoir: nonfiction pieces that require the author to assume and write from the role of another, conveying the simulated perspective in autobiographical form as if conveying reflectively the thoughts and actions associated with some important event or moment in time.

Biography: a factual third person account of a real person’s life usually focusing on character, career, or achievements, and providing authentic representations of the time and place in which the individual lived. A biography is more than a list of impersonal facts like birth, education, work, relationships and death. It also delves into the emotions of experiencing such events.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p style="text-align: center;">WRITING WRITING GENRES</p> <p>W.GN.08.02 Write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.</p>				
<p style="text-align: center;">WRITING PROCESS</p> <p>W.PR.08.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.08.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect or sequential text patterns).</p> <p>W.PR.08.03 Draft focused ideas experimenting with various ways of sequencing information including ordering arguments, sequencing ideas chronologically by importance when writing compositions.</p> <p>W.PR.08.04 Revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader’s perspective.</p>				<p>Biography Books: <u>She Said Yes</u>, Misty Bernall, 2000. ISBN-13: 978-0743400527</p> <p><u>Nelson Mandela: No Easy Walk to Freedom</u>, Barry Denenberg, 1991. ISBN-13: 978- 0590441544</p> <p><u>Native American Doctor: The Story of Susan Leflesche Picotte</u>, Jeri Ferris, 1991. ISBN-13: 978-0876144435</p> <p><u>Out of Darkness: The Story of Louie Braille</u>, Russell Freedman, 1999. ISBN-13: 978-0395968888</p> <p><u>Lives of the Presidents: Fame, Shame (And What the Neighbors</u></p>

<p>W.PR.08.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>				<p><u>Thought</u>). Kathleen Krull, 1998. ISBN-13: 978-0152008086</p> <p><u>Ice Story: Shackleton's Lost Expedition</u>, Elizabeth Cody Kimme 1999. ISBN-13: 978-0395915240</p>
<p style="text-align: center;">SPELLING</p> <p>W.SP.08.01 In the context of writing use correct spelling conventions.</p>				
<p style="text-align: center;">HANDWRITING</p> <p>W.HW.08.01 Write neat and legible compositions.</p>				
<p style="text-align: center;">LISTENING AND VIEWING RESPONSE</p> <p>L.RP.08.04 Analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.</p>				

**English Language Arts Pacing Guide
Eighth Grade**

Time Frame: 2 weeks (April)

Unit 8: Poetry

Genre: Narrative Writing

Definition – Poetry: literature expressed in various, metrical forms, structures and arrangements that is traditionally characterized by rhythmical patterns of language.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">WRITING</p> <p align="center">WRITING GENRES</p> <p>W.GN.08.01 Write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling action and/or conflict, imagery and transitional language).</p>				
<p align="center">WRITING PROCESS</p> <p>W.PR.08.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.08.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect or sequential text patterns).</p> <p>W.PR.08.03 Draft focused ideas experimenting with various ways of sequencing information including ordering arguments or sequencing ideas chronologically by importance when writing compositions.</p> <p>W.PR.08.04 Revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader’s perspective.</p> <p>W.PR.08.05 Proofread and edit writing using grade-level</p>				<p>Books:</p> <p><u>A Light in the Attic</u>, Shel Silverstein, 1981. ISBN-13: 978-0060256739</p> <p><u>Where the Sidewalk Ends</u>, Shel Silverstein, 1974. ISBN-13: 978-0060256678</p> <p><u>Falling Up</u>, Shel Silverstein, 1996. ISBN-13: 978-0060248024</p> <p><u>The Missing Piece</u>, Shel Silverstein, 1976. ISBN-13: 978-0060256715</p> <p><u>Heart to Heart: New Poems Inspired by Twentieth Century American Art</u>, Jan Greenberg, 2001 ISBN-13: 978-0810943865</p> <p><u>My Dog Ate My Homework!</u> Bruce Lansky, 2009. ISBN-13:</p>

<p>checklists and other appropriate resources both individually and in groups.</p>				<p>978-1416989134</p> <p><u>The Dream Keeper</u>, Langston Hughes, 2007. ISBN-13: 978-0679844211</p> <p><u>I Am Phoenix: Poems for Two Voices</u>, Paul Fleischman, 1989. ISBN-13: 978-0064460927</p> <p><u>Joyful Noise: Poems for Two Voices</u>, Paul Fleischman, 2004. ISBN-13: 978-0064460934</p> <p><u>Carver: A Life in Poems</u>, Marilyn Nelson, 2001. ISBN-13: 978-1886910539</p> <p><u>Neighborhood Odes</u>, Gary Soto, 2005. ISBN-13: 978-0152053642</p> <p><u>You Come Too</u>, Robert Frost, 2002 ISBN-13: 978-0805069853</p>
<p>PERSONAL STYLE W.PS.08.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>				
<p>WRITING ATTITUDE W.AT.08.01 Be enthusiastic about writing and learning to write.</p>				
<p>SPEAKING CONVENTIONS S.CN.08.01 Adjust their use of language to communicate effectively with a variety of audiences for different purposes</p>				

<p>by using enunciation to emphasize key ideas and concepts when presenting.</p> <p>S.CN.08.02 Speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace speaking to enhance meaning and influence interpretation in narrative and informational presentations.</p> <p>S.CN.08.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>				
<p style="text-align: center;">DISCOURSE</p> <p>S.DS.08.04 Plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.</p>				
<p style="text-align: center;">LISTENING AND VIEWING CONVENTIONS</p> <p>L.CN.08.01 Analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations</p> <p>L.CN.08.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.</p>				
<p style="text-align: center;">RESPONSE</p> <p>L.RP.08.03 Paraphrase a speaker’s main ideas, purpose, and point of view, and they will ask relevant questions about the</p>				

<p>content, delivery, and purpose of the presentation.</p> <p>L.RP.08.06 Evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.</p> <p>L.RP.08.07 Interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions</p>				
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**English Language Arts Pacing Guide
Eighth Grade**

Time Frame: 2 weeks (April)

Unit 9: Persuasive Essay

Genre: Informational Reading

Definition – Persuasive Essay: compositions on a single subject or issue which are designed to convince. Authors take a stand on the point they are arguing and develop a cohesive argument by providing convincing evidence to support that view.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p align="center"><i>Word Recognition</i></p> <p>R.WS.08.01 Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding meanings of words encountered in context.</p> <p>R.WS.08.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>				
<p align="center"><i>Fluency</i></p> <p>R.WS.08.06 Fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p>				
<p align="center">INFORMATIONAL TEXT</p> <p>R.IT.08.01 Analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.</p> <p>R.IT.08.02 Analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.</p> <p>R.IT.08.03 Explain how authors use text features including graphics, author’s pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.</p>	<p>What kind of ideas might the author persuade you to believe although it is a stereotype?</p>		<p>Stereotype Expand Comparison Correlation Evaluate Lead opening</p>	<p>http://www.kent.k12.wa.us/curriculum/writing/elem_writing/Bib/Persuasive.htm</p> <p>This website has lessons, writing prompts, organizers, and information!! Provides links for easy consolidated access to everything.</p>
<p align="center">COMPREHENSION</p>				

<p>R.CM.08.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.08.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>				
<p style="text-align: center;">METACOGNITION</p> <p>R.MT.08.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.</p>				

**English Language Arts Pacing Guide
Eighth Grade**

Time Frame: 4 weeks (May)

Unit 10: Journal and Historical Expository Piece

Genre: Informational Writing

Definition – Journal: personal record or elaborated diary written in response to one’s life and events. Journals chronicle our lives, include reflections and express emotions.

Historical Expository Piece: an essay in which historical events or interactions are interpreted and explained.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">WRITING</p> <p align="center">WRITING GENRES</p> <p>W.GN.08.02 Write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.</p>				
<p align="center">WRITING PROCESS</p> <p>W.PR.08.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.08.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect or sequential text patterns).</p> <p>W.PR.08.03 Draft focused ideas experimenting with various ways of sequencing information including ordering arguments or sequencing ideas chronologically by importance when writing compositions.</p> <p>W.PR.08.04 Revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader’s perspective.</p> <p>W.PR.08.05 Proofread and edit writing using grade-level</p>				<p>Books: <u>Within Reach: My Everest Story</u>, Mark Pfetzer, 2000. ISBN-13: 978-0141304977</p> <p><u>WOW Canada!: Exploring this Land from Coast to Coast to Coast</u>, Vivien Bowers, 2010. ISBN-13: 978-1897349830</p>

checklists and other appropriate resources both individually and in groups.				
<p style="text-align: center;">PERSONAL STYLE</p> <p>W.PS.08.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>				

**English Language Arts Pacing Guide
Eighth Grade**

Time Frame: 2 weeks (June)

Unit 11: Newspaper

Genre: Informational Reading

Definition – Newspaper: publications typically printed on newsprint and issued at regular intervals, containing a journal of current news on a variety of topics.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p style="text-align: center;">READING</p> <p style="text-align: center;">WORD RECOGNITION AND WORD STUDY</p> <p style="text-align: center;"><i>Word Recognition</i></p> <p>R.WS.08.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language and common word origins.</p> <p>R.WS.08.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.08.05 Acquire and apply strategies to identify unknown words and construct meaning.</p>				
<p style="text-align: center;"><i>Vocabulary</i></p> <p>R.WS.08.07 In context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.</p>				
<p style="text-align: center;">INFORMATIONAL TEXT</p> <p>R.IT.08.01 Analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.</p> <p>R.IT.08.02 Analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.</p>	<p>Do you agree or disagree that humans, regardless of where in the world they are, have the ultimate goal of happiness? Support your answer from newspaper articles.</p>	<p>Orally respond to the content of the article. Do you agree or disagree with the content of the article? Use detail and examples to support your view.</p>	<p>Individual differences Central purpose Who What Where When Why</p>	<p>www.lsj.com Lansing State Journal Detroit Free Press http://www.onlinenewspapers.com/ Summary: Thousands of newspapers at your fingertips Listing of 10000 newspapers from</p>

<p>R.IT.08.03 Explain how authors use text features including graphics, author’s pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.</p>	<p>How do tensions between communities create problems in society?</p> <p>What are the elements of a Newspaper/ newspaper article?</p> <p>What aesthetic differences do you notice between a newspaper article and traditional stories/novels?</p>	<p>Summarize the article. Include key information (who, what, where, when, why, how).</p>	<p>How Fact Opinion Quote Lead Essential information Non-essential information Chronological Bias Interview</p>	<p>around the world, searchable by country and then by publication.</p>
<p style="text-align: center;">COMPREHENSION</p> <p>R.CM.08.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.08.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>How can you relate to this newspaper article?</p> <p>How can you relate to this article? Give specific examples from your life.</p> <p>How can a journalist’s bias affect how the reader interprets the article?</p> <p>How can you, as a reader, lessen this effect?</p>			
<p style="text-align: center;">METACOGNITION</p> <p>R.MT.08.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the</p>	<p>How can a journalist’s values, culture, or beliefs effect how they</p>			

<p>strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>	<p>write an article?</p> <p>Identify how you would defend an issue from the article. Now, argue for the <i>other</i> side trying to persuade others to believe your “new” viewpoint.</p> <p>Discuss how complex issues are based on the passion of both sides of the issue.</p> <p>How can you, the reader, lessen the effect of a journalist’s “hidden agenda”?</p> <p>How do pictures give the reader information?</p> <p>Can newspaper pictures help you form your opinions? How?</p> <p>Can newspaper pictures and captions communicate any bias? How?</p>			
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