

8th Grade Language Arts Frameworks 2015-2020-----updated 6/25/19

8th Grade - Unit 1 (Assessments 1 & 2) Semester 1 (1st 9 weeks)

Theme: What are world-wide challenges people face?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	7- Analyze in two different mediums 8- Delineate/evaluate argument and claims 9-Analyze source material 6- Acknowledge/respond to counterclaims	1- Argument 2-Informative/explanatory 8- Gather sources	1- Engage in discussion 3-Evaluate speaker's point of view	1, 2 – Conventions
Topical Essential Questions	How do readers identify and analyze argumentative techniques?	How do writers create an argument using a clear concise claim with adequate evidence, elaboration, and acknowledgment of a counterclaim?	What elements do speakers include in order to persuade their audience?	What techniques do writers use to deliver their message?
Enduring Understandings	Readers identify the claim, sub- claims, and counterclaims then detect inaccurate or exaggerated evidence and faulty reasoning and logic.	Writers identify credible/authoritative sources and use MLA format to document these resources correctly if using a works cited page.	Writers collect relevant evidence while providing substantial elaboration and acknowledgement of a counterclaim in a well organized format.	Writers use transitions and syntax results in a cohesive, focused composition.
Assessments	Formative		Summative	
	<ul style="list-style-type: none"> ● The Rhetorical Appeals (Ethos, Logos, Pathos) ● The Rhetorical Triangle (how those appeals interact) ● Parts of an argument ● Bias, Facts and Opinions ● Structure of a commentary or an editorial ● Find evidence to defend their opinion on a topic ● Write coherently ● Techniques used in the media: Persuasive techniques, Fallacies, Propaganda ● Cause and effects of challenges/issues faced world-wide ● Research using search engines and databases to find relevant facts and evidence for support 		<ol style="list-style-type: none"> 1. Investigative Research <ol style="list-style-type: none"> a. Evaluate the text (reading) b. Write (Evaluation of research) c. Speaking- (Conversation) 2. Editorial/Commentary <ol style="list-style-type: none"> a. Evaluate (speaking & writing) b. Write c. Listening- evaluate speaker 	
Learning Targets	<p>-I can identify the side of an argument an author presents in a text.</p> <p>-I can determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written).</p> <p>-I can identify claims that are supported by facts(s) and those that are opinion(s).</p>			

	<ul style="list-style-type: none"> -I can recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence) to his/her argument. -I can delineate and evaluate an argument using evidence an author provides and determine if the evidence provided is relevant and sufficient -I can define point of view as how the author feels about the situation/topic of a text. -I can determine an author’s point of view (What do I know about the author’s opinions, values, and/or beliefs?) and explain his/her purpose -I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints -I can identify a topic that causes or has caused a debate in society. -I can choose a side of the argument and identify reasons that support my choice. -I can determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source. -I can support my argument with textual evidence (“word for word” support) found in credible sources. -I can acknowledge counterclaims (opposing claims) in my argument. -I can define common organizational/formatting structures and determine a structure(s) that will allow me to organize my information best. -I can analyze the info, identify vocab specific to my topic, and organize information into broader categories using my chosen structure(s). -I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, varied transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented. -I can come prepared with key points and textual evidence to contribute to a discussion. -I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others. -I can track the progress of a discussion and recognize when the discussion is getting off-topic. -I can make relevant observations and use my ideas and comments to further the discussion. -I can review the key ideas presented in a discussion, integrate them with my own when warranted (appropriate), and justify my own views based on evidence introduced by others. -I can identify the side of an argument a speaker presents. -I can determine the credibility of a speaker and his/her purpose. -I can identify claims that are supported by fact(s) and those that are opinion(s). -I can evaluate if a speaker’s argument is reasonable (sound) using evidence he/she provides to support his/her claims. -I can identify if a speaker has introduced irrelevant evidence when presenting his/her claim. 													
Vocabulary Suggestions	Tier 2		Tier 3											
	Paraphrase Tailor Plagiarize	Acknowledge Formal/Informal Delineate	Fallacy Position Viewpoint Influence	Counterclaim Impact Propaganda										
Recommended Text	<p>Study Sync Skill Lessons in Unit 2: Skill- Media in Dear Miss Breed Skill- Media in Nobel Prize Acceptance Speech Blast- Twisted Tongues Skill: Textual Evidence Skill: Arguments & Claims Skill: Reasons & Evidence</p> <p>NewsELA- Search current issues</p> <p style="text-align: right;">Research site dealing with current issues faced across the world: http://www.un.org/en/sections/issues-depth/global-issues-overview/</p> <p style="text-align: center;">StudySync Stories/Poems/Texts dealing with some issues faced World-Wide.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Abuela Invents the Zero</td> <td style="width: 50%;">Mandatory Volunteer Work For Teenagers</td> </tr> <tr> <td>Home</td> <td>A Poison Tree</td> </tr> <tr> <td>A Celebration of Grandfathers</td> <td></td> </tr> <tr> <td>Mother to Son</td> <td></td> </tr> <tr> <td>Born Worker</td> <td></td> </tr> </table>				Abuela Invents the Zero	Mandatory Volunteer Work For Teenagers	Home	A Poison Tree	A Celebration of Grandfathers		Mother to Son		Born Worker	
Abuela Invents the Zero	Mandatory Volunteer Work For Teenagers													
Home	A Poison Tree													
A Celebration of Grandfathers														
Mother to Son														
Born Worker														

8th Grade Language Arts Frameworks 2015-2020-----updated 6/25/19

8th Grade - Unit 2 (Assessments 3 & 4) Semester 1 (2nd 9 weeks)

Theme: What are the challenges of heroism?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose and audience	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	3 – Analyze events/lines 5- Analyze structure	2 – Informative/Explanatory 7- Research 8 – Gather evidence	2 – Presentation purpose 4-Presentation of information 5-Make strategic use of digital media	4 - Meaning of unknown and multiple-meaning words and phrases
Topical Essential Questions	How does a reader gain information from a text?	How do writers find quality source material and document it properly?	How can speaking and listening skills improve a person’s ability to comprehend and make a claim?	How do writers develop informational text?
Enduring Understandings	Readers are informed through the analysis, inference and evaluation of context, text structures and text features.	Writers integrate multimedia and visual displays to present a claim	Listeners analyze the main idea and details presented by others to allow for conversation and collaboration to support their position	Writers organize their writing
Assessments	Formative		Summative	
	Elements of an argument Claim, reasons, evidence, elaboration Fact/Opinion and Bias Evaluate an author’s argument/information Evaluate validity/credibility of evidence and information presented in research Include reasoning (elaboration) that helps explain the evidence. Techniques used in the media actively listen to public speeches Structure of broadcasts Elements of an infographic Design and Style Elements/Visual representation of facts Inferencing of charts and pictures		1. Infographic a. Research b. Create c. Analyze 2. Broadcast a. Analysis (of Broadcasts) b. Write Script c. Speaking- present broadcast	
Learning Targets	-I can identify the side of an argument an author presents in a text. -I can determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written). -I can identify claims that are supported by facts(s) and those that are opinion(s). -I can recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence) to his/her argument. -I can delineate and evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and			

	<p>sufficient to support the claim.</p> <ul style="list-style-type: none"> -I can analyze the structure of a specific paragraph in a text and determine how this paragraph helps to develop or refine a key concept. -I can analyze and explain how the role of particular sentences help to develop and refine the author's key concept. -I can define common organizational/formatting structures and determine a structure(s) that will allow me to organize my information best. -I can analyze the information, identify vocabulary specific to my topic, and organize information into broader categories using my chosen structure(s). -I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, varied transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented. -I can come prepared with key points and textual evidence to contribute to a discussion. -I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others. -I can track the progress of a discussion and recognize when the discussion is getting off-topic. -I can make relevant observations and use my ideas and comments to further the discussion. -I can review the key ideas presented in a discussion, integrate them with my own when warranted (appropriate), and justify my own views based on evidence introduced by others. -I can determine salient (important/key) points and emphasize them when presenting my claims and/or findings. -I can support my claims and/or findings with relevant evidence, sound valid reasoning, and well-chosen details. -I can present my information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation. 			
Vocabulary Suggestions	Tier 2	Tier 3		
	Inference Purpose Evaluate Design Justify Analysis Integrate	Infographic Multimedia Chart/Graph Pictograph Mediums Text Features Broadcast Script Cue Vox Pop Piece to Camera Interview		
Recommended Text	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> StudySync BLASTS: "On Air" "Reaching the Masses" Skill Lesson in Unit 2: Skill: Informational Text Structure (Remarks in Memory of the Victims of the Holocaust) Skill lesson Unit 3: Skill: Textual Evidence (Chasing Lincoln's Killer) NewsELA- Search for news journalism; </td> <td style="width: 50%; vertical-align: top;"> StudySync Stories/Poems/ Texts to read and investigate heroic qualities if using this theme. (Your choice) Units 2 & 4 Anne Frank Boy in the Striped Pajamas Growing up in Hitler's Shadow Parallel Journeys Dear Miss Breed Blast: A Model of Courage Narrative of the Life of Frederick Douglass, An American Slave Paul Revere's Ride Sullivan Ballou Letter The Red Badge of Courage Chasing Lincoln's Killer </td> </tr> </table>		StudySync BLASTS: "On Air" "Reaching the Masses" Skill Lesson in Unit 2: Skill: Informational Text Structure (Remarks in Memory of the Victims of the Holocaust) Skill lesson Unit 3: Skill: Textual Evidence (Chasing Lincoln's Killer) NewsELA- Search for news journalism;	StudySync Stories/Poems/ Texts to read and investigate heroic qualities if using this theme. (Your choice) Units 2 & 4 Anne Frank Boy in the Striped Pajamas Growing up in Hitler's Shadow Parallel Journeys Dear Miss Breed Blast: A Model of Courage Narrative of the Life of Frederick Douglass, An American Slave Paul Revere's Ride Sullivan Ballou Letter The Red Badge of Courage Chasing Lincoln's Killer
StudySync BLASTS: "On Air" "Reaching the Masses" Skill Lesson in Unit 2: Skill: Informational Text Structure (Remarks in Memory of the Victims of the Holocaust) Skill lesson Unit 3: Skill: Textual Evidence (Chasing Lincoln's Killer) NewsELA- Search for news journalism;	StudySync Stories/Poems/ Texts to read and investigate heroic qualities if using this theme. (Your choice) Units 2 & 4 Anne Frank Boy in the Striped Pajamas Growing up in Hitler's Shadow Parallel Journeys Dear Miss Breed Blast: A Model of Courage Narrative of the Life of Frederick Douglass, An American Slave Paul Revere's Ride Sullivan Ballou Letter The Red Badge of Courage Chasing Lincoln's Killer			

8th Grade ELA Frameworks 2015-2020-----updated 6/25/19

8th Grade - Unit 3 (Assessments 5&6) Semester 2 (1st nine weeks)

Theme: How does understanding challenges of the past influence the future?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	4-Determine meanings of words/phrases (figurative language) 5- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	2- Explanatory/Analysis	2 – Presentation purpose	1 –English grammar and usage 2- Conventions
Topical Essential Questions	How does an author use poetic devices to create meaning and tone?	How can a writer use evidence and reasoning to support a thesis?	How does an author use arrangement of words to create meaning?	What literary elements does a writer use to engage and inform a reader of their intended purpose?
Enduring Understandings	Choice and placement of words and phrases can help create meaning.	Writers use word nuances to alter the readers' interpretation of the text	Understand how to write an analysis essay.	Writers use transitions and syntax results in a cohesive, focused composition.
Assessments	Formative		Summative	
	<ul style="list-style-type: none"> ● Stories/text about challenges that were faced by people in the past ● Why writers use various sentence structures ● Evaluate texts for authors' use of syntax. ● How author's syntax creates meaning. ● Include valid evidence from the text ● Use reasoning to elaborate the evidence ● Poetic devices: rhyme, repetition, meter, figurative language, allusions, Imagery, tone, analogies, allusions ● Poetry analysis tools ● Word choice- figurative/literal, connotative/denotative, etc 		<ol style="list-style-type: none"> 1. Syntax Analysis <ol style="list-style-type: none"> d. Evaluate the syntax in text (reading) e. Write (Analysis of syntax) f. Conventions- (in the analysis) 2. Poetry Analysis <ol style="list-style-type: none"> a. Analysis (of Broadcasts) b. Write Script c. Speaking- present broadcast 	
Learning Targets	<p>-I can compare (analyze the similarities) and contrast (analyze the differences) structures found in two or more texts.</p> <p>-I can analyze the differing structures of two or more text and determine how the differences affect the overall meaning and style of each text.</p> <p>-I can infer why an author chose to present his/her text using a particular structure.</p> <p>-I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).</p> <p>-I can distinguish between literal language and figures of speech.</p> <p>-I can recognize the difference between denotative meanings and connotative meaning.</p>			

	<p>-I can analyze why authors choose specific words to evoke a particular meaning or tone.</p> <p>-I can define, identify and analyze authors' use of analogies (comparisons between two things that are similar) and allusions (indirect references to other texts).</p> <p>-I can define common organizational/formatting structures and determine a structure(s) that will allow me to organize my information best.</p> <p>-I can analyze the info, identify vocabulary specific to my topic, and organize information into broader categories using my chosen structure(s).</p> <p>-I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section that supports the information presented.</p> <p>-I can determine when to capitalize words (e.g., proper nouns, "I", first word in a sentence).</p> <p>-I can determine when to use a comma or commas to indicate a pause or a break.</p> <p>-I can determine when to use an ellipsis to indicate a pause or a break</p> <p>-I can determine when to use a dash or dashes to indicate a pause or a break</p> <p>-I can use an ellipsis to show when words I am quoting are left out in the middle or at the end of a sentence</p> <p>-I can identify misspelled words and use resources to assist me in spelling correctly.</p> <p>-I can identify and correct inappropriate shifts in verb voice and mood</p>																					
Vocabulary Suggestions	<p style="text-align: center;">Tier 2</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Construct</td> <td style="width: 50%;">Design</td> </tr> <tr> <td>Varied</td> <td>Conceptualize</td> </tr> <tr> <td>Exemplify</td> <td>Illustrate</td> </tr> <tr> <td>Adapt</td> <td>Link</td> </tr> </table>	Construct	Design	Varied	Conceptualize	Exemplify	Illustrate	Adapt	Link	<p style="text-align: center;">Tier 3</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Irony</td> <td style="width: 50%;">Syntactical Devices</td> </tr> <tr> <td>Allusion</td> <td>Scheme/Trope</td> </tr> <tr> <td>Analogy</td> <td>Tone</td> </tr> <tr> <td>Tempo</td> <td>Mood</td> </tr> <tr> <td>Syntax</td> <td>Punctuation (ellipses, em-dash, semicolon, etc)</td> </tr> <tr> <td colspan="2">Sentence structure (simple, compound, complex, compound-complex)</td> </tr> </table>	Irony	Syntactical Devices	Allusion	Scheme/Trope	Analogy	Tone	Tempo	Mood	Syntax	Punctuation (ellipses, em-dash, semicolon, etc)	Sentence structure (simple, compound, complex, compound-complex)	
Construct	Design																					
Varied	Conceptualize																					
Exemplify	Illustrate																					
Adapt	Link																					
Irony	Syntactical Devices																					
Allusion	Scheme/Trope																					
Analogy	Tone																					
Tempo	Mood																					
Syntax	Punctuation (ellipses, em-dash, semicolon, etc)																					
Sentence structure (simple, compound, complex, compound-complex)																						
Recommended Text	<p>Study Sync Skill lessons:</p> <p>Skill- VERBS: Active and Passive Voice (grade 8)</p> <p>Skill- SENTENCE STRUCTURE: Simple and Complex sentences (grade 8)</p> <p>Skill- Comas with Compound sentences (grade 8)</p> <p>Skill- Complex and Compound-Complex Sentences (grade 8)</p> <p>Skill- SENTENCE STRUCTURE: Run-on Sentences (grade 8)</p> <p>Study Sync Stories/Poems/ Texts to read and investigate how syntax creates meaning (past challenges). Unit 4</p> <p>Narrative of the Life of Frederick Douglass, An American Slave</p> <p>Across Five Aprils</p> <p>Paul Revere's Ride</p> <p>Sullivan Ballou Letter</p> <p>The Red Badge of Courage</p> <p>Chasing Lincoln's Killer</p> <p>House Divided</p> <p>Speech to the Ohio Women's Conference: And Ain't I a Woman</p> <p>Civil War Journal</p> <p>Gettysburg Address</p> <p>O Captain! My Captain!</p> <p style="margin-left: 200px;">BLAST- The Civil War</p> <p style="margin-left: 200px;">BLAST- Fresh Start</p> <p>Study Sync Skill lessons:</p> <ul style="list-style-type: none"> ● Skill- Figurative Language: Paul Revere's Ride ● Skill- Allusion: A Poison Tree ● Skill- Alliteration, assonance, consonance: Ozymandias (grade 9) ● Skill- Poetic Elements: The Cremation of Sam McGee (grade 7) ● Skill- Spotlight: Tone (grade 8) <p>Study Sync Poems</p> <ul style="list-style-type: none"> ● Annabel Lee (unit 1) ● The Bells (unit 1) ● Mother to Son (unit 3) ● Ode to Thanks (unit 3) ● Little Boy Lost & Little Boy Found (unit 3) ● A Poison Tree (unit 3) ● Paul Revere's Ride (unit 4) ● O Captain My Captain (unit 4) ● Jabberwocky (search in Library) <p>NewsELA- Search "Poetry"</p> <p>NewsELA- Search for any event from history about the Civil War (will be analyzing for syntax/description/meaning)</p>																					

8th Grade ELA Frameworks 2015-2020-----updated 6/25/19

8th Grade - Unit 4 (Assessments 7 & 8) Semester 2 (2nd nine weeks)

Theme: How does one overcome challenges?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	2-Determine a theme or central idea of a text and analyze its development 3- Analyze characters/events 6 – Analyze point of view	1- Explanatory/Analysis 3 – Narrative 5 – Writing Process	1 – Prepare and participate	3 – knowledge of language and its conventions 2- Conventions 5-Figurative language 6 –Word choice
Topical Essential Questions	How do readers analyze a variety of eras and genres of literature?	How do writers organize narrative pieces?	How do writers use literary elements and devices in their writing?	How does point of view impact a reader’s interpretation?
Enduring Understandings	Readers identify universal themes that can be examined through literary analysis. Understand how the various genres are alike and different.	Writers craft their text using tone, mood, and point of view to develop the theme. Understand how authors use elements of suspense to create anxiety in the readers	A text provides the landscape of the character or event which allows a reader to question and investigate the event and people. Understand how a genre can be used to best communicate a theme	Readers can determine author’s purpose and theme by identifying and evaluating the point of view.
Assessments	Formative		Summative	
	The definition of a theme and a universal theme. How the theme is developed in various genres. The elements of various genres elements/devices Evaluate texts for the elements of the genre. Analysis essay structure. Using valid evidence from the text Use reasoning to elaborate the evidence	Various archetypes Characterization Literary Suspense elements Purpose of dialogue	1. Genre Analysis <ol style="list-style-type: none"> a. Analysis of theme & genre elements (reading) b. Write (Constructed response) c. Conventions- figurative language, word relationships 2. Suspenseful Narrative <ol style="list-style-type: none"> a. Analysis of dialogue(reading) b. Write Story c. Conventions- consistency in mood and tense 	
Learning Targets	-I can define central idea and theme & how an author’s use of details conveys one theme in a text -I can analyze how supporting ideas contribute to the development of a theme over the course of a text. -I can choose a side of the argument and identify reasons that support my choice. -I can determine the credibility of a source and the accuracy of the details		-I can signal changes in time and place by using transition words, phrases, & clauses to show relationships among experiences and events. -I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure -I can define and identify various forms of figurative language and distinguish between literal language and figures of speech	

	<p>presented in the source.</p> <ul style="list-style-type: none"> -I can analyze how a particular incident in a story or drama propels the action and/or provokes a decision -I can recognize how making a change to one line of dialogue or one incident could affect the actions, aspects of a character, or decisions -I can support my argument with textual evidence (“word for word” support) and reasoning (analysis). -I can acknowledge counterclaims (opposing claims) in my argument. -I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument. -I can engage the reader by introduction the narrator (first, second or third person point of view), characters, setting, and the event that starts the story in motion. -I can use narrative techniques (dialogue, pacing, description, reflection) to develop a storyline where one event logically leads to another. -I can use descriptive words and phrases that appeal to the senses, capture action, and help my reader understand the experiences and events (create mind pictures). 	<ul style="list-style-type: none"> -I can recognize word relationships and use the relationships to further understand multiple words (e.g., sympathetic/apathetic). -I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meaning -I can create sentences with verbs in the active voice and in the passive voice to achieve a particular effect. -I can create sentences with verbs in the conditional mood, and subjunctive mood to achieve a particular effect. -I can determine when to capitalize words (e.g., proper nouns, “I”, first word in a sentence). -I can determine when to use a comma or commas to indicate a pause -I can determine when to use an ellipsis to indicate a pause or a break -I can determine when to use a dash or dashes to indicate a pause or a break -I can use an ellipsis to show when words I am quoting are left out in the middle or at the end of a sentence -I can identify misspelled words and use resources to assist me in spelling correctly.
--	---	--

<p>Vocabulary Suggestions</p>	<p style="text-align: center;">Tier 2</p> <table border="0"> <tr> <td>Analysis / Analyze</td> <td>Cite</td> </tr> <tr> <td>Interpretation</td> <td>Inference</td> </tr> <tr> <td>Introduce</td> <td></td> </tr> <tr> <td>Organize</td> <td>Compose</td> </tr> <tr> <td>Develop</td> <td>Decide</td> </tr> <tr> <td>Define</td> <td>Narrate</td> </tr> <tr> <td>Convey</td> <td>Predict</td> </tr> <tr> <td>Capture</td> <td>Provoke</td> </tr> </table>	Analysis / Analyze	Cite	Interpretation	Inference	Introduce		Organize	Compose	Develop	Decide	Define	Narrate	Convey	Predict	Capture	Provoke	<p style="text-align: center;">Tier 3</p> <table border="0"> <tr> <td>Point of View</td> <td>Author’s purpose</td> </tr> <tr> <td>Figurative Language</td> <td>Suspense</td> </tr> <tr> <td>Style</td> <td>Theme</td> </tr> <tr> <td colspan="2">Adjectives: <i>comparative and superlative</i></td> </tr> <tr> <td colspan="2">Tense</td> </tr> <tr> <td colspan="2">Story elements: <i>Characterization, Conflict, Plot/Plot-line, Dialogue, Resolution, Climax, Episode</i></td> </tr> <tr> <td colspan="2">Subordinate character</td> </tr> </table>	Point of View	Author’s purpose	Figurative Language	Suspense	Style	Theme	Adjectives: <i>comparative and superlative</i>		Tense		Story elements: <i>Characterization, Conflict, Plot/Plot-line, Dialogue, Resolution, Climax, Episode</i>		Subordinate character	
Analysis / Analyze	Cite																															
Interpretation	Inference																															
Introduce																																
Organize	Compose																															
Develop	Decide																															
Define	Narrate																															
Convey	Predict																															
Capture	Provoke																															
Point of View	Author’s purpose																															
Figurative Language	Suspense																															
Style	Theme																															
Adjectives: <i>comparative and superlative</i>																																
Tense																																
Story elements: <i>Characterization, Conflict, Plot/Plot-line, Dialogue, Resolution, Climax, Episode</i>																																
Subordinate character																																

<p>Recommended Text</p>	<p>Study Sync Skill lessons:</p> <ul style="list-style-type: none"> ● Skill-Spotlight: Theme (grade 8) <p>Study Sync Texts of various genres (search in library tab) You can also search the library tab by the genre and these titles plus more will show up.</p> <ul style="list-style-type: none"> ● Ender’s Game (Sci Fi) ● The Sound of Thunder (Sci Fi) ● A Wrinkle in Time (Sci Fi) ● Alice in Wonderland (Fantasy) ● A Bridge to Terabithia (Fantasy) ● Dragonsong (Fantasy) ● The Odyssey (Mythology) ● Heroes Every Child Should Know: Perseus (Mythology) ● Icarus and Daedalus Mythology) ● A Long Walk to Water (Historical Fiction) ● Chains (Historical Fiction) ● Aesop’s Fables (Fable) ● Strange Stories from the Lodge of Leisures (Fables) 	<p>Study Sync Skill lessons:</p> <ul style="list-style-type: none"> ● Skill-Character: Abuela Invents the Zero ● Skill- Character: Across Five Aprils ● Skill- Character: Lord of the Flies ● Skill- Writing Dialogue (grade 8) <p>Study Sync Suspense Unit 1</p> <table border="0"> <tr> <td>BLAST- Suspense</td> <td>Annabel Lee</td> </tr> <tr> <td>The Monkey’s Paw</td> <td>The Bells</td> </tr> <tr> <td>Sorry, Wrong Number</td> <td>BLAST- When Fear Becomes a Phobia</td> </tr> <tr> <td>A Night to Remember</td> <td>Let ‘em Play God</td> </tr> <tr> <td>Cujo</td> <td>The Raven (9th grade unit)</td> </tr> <tr> <td>Lord of the Flies</td> <td></td> </tr> <tr> <td>Ten Days in a Madhouse</td> <td></td> </tr> <tr> <td>The Tell Tale Heart</td> <td></td> </tr> </table>	BLAST- Suspense	Annabel Lee	The Monkey’s Paw	The Bells	Sorry, Wrong Number	BLAST- When Fear Becomes a Phobia	A Night to Remember	Let ‘em Play God	Cujo	The Raven (9th grade unit)	Lord of the Flies		Ten Days in a Madhouse		The Tell Tale Heart	
BLAST- Suspense	Annabel Lee																	
The Monkey’s Paw	The Bells																	
Sorry, Wrong Number	BLAST- When Fear Becomes a Phobia																	
A Night to Remember	Let ‘em Play God																	
Cujo	The Raven (9th grade unit)																	
Lord of the Flies																		
Ten Days in a Madhouse																		
The Tell Tale Heart																		

