***Collections* Grade 8 First Quarter**

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| **Collection 1: Culture and Belonging****Collection 1 Academic Vocabulary:** *contribute, immigrate, reaction, relocate, shifting* | **CCSS in Collection 1:** RL 1, RL 2, RL 3, RL 4, RL 9, RI 2, RI 3, RI 4, RI 5, RI 7W 2, W 2a–e, W 3a–e, W 4, W 5, W 7, W 8, W 9, W 9a, W 10SL 1a, SL 2, SL 5L 1a–c, L 3a, L 4a–d, L 6 |

| **Date Range** | **Selection / Feature Title**  | **Key Learning Objective**  | **Suggested Formative Assessment** | **Vocabulary/Language Conventions**  |
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| August 18 – September 5 | ***ANCHOR TEXT***SHORT STORY“My Favorite Chaperone” by Jean Davies Okimoto | The student will be able to recognize and analyze the elements of a story’s plot and the author’s methods of characterization. | Page 28,Performance TaskWrite a summary of “My Favorite Chaperone.” To summarize, briefly retell the plot of the story in your own words.” (See bullets for more detail.) | sponsor, stun, dispatcher, scuffle, whimperContext CluesImperative Mood |
| **CLOSE READER**SHORT STORYGolden Glassby Alma Luz Villanueva |
| September 8 - 12 | PERSONAL ESSAY“Bonne Année”by Jean-Pierre Benoît | The student will be able to analyze elements of a personal essay, including its purpose, structure, central idea, and supporting details. | Page 38, #7How does the last paragraph of the selection relate to the central idea? Consider the details about sports and celebrations that appeared earlier in the essay.  | predominate, coup, persecution, dispossess, natalUsing a GlossaryParticiples |
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| September 15 – 23 | RESEARCH STUDY“A Place to Call Home”by Scott Bittle and Jonathan Rochkin | The student will be able touse text features and graphic aids to analyze and understand a nonfiction text. | Page 50, #4Study the circle graph that shows immigrants’ views about the United States. What conclusions can you draw about the immigrants’ choice to come to the United States from the evidence shown here and the information provided in the text? | tumult, pernicious, naturalize, telecommunications, perpetualUsing Greek Prefixes |
| **CLOSE READER**ESSAY“What to Bring”by Naisha Jackson |
| September 24 – October 3 | ***ANCHOR TEXT***MEMOIRfrom *The Latehomecomer*by Kao Kalia Yang | The student will be able to analyze imagery and figurative language to better understand a memoir. | Page 68, #s 2, 3To what does the author compare herself in the metaphor in lines 124-131? Explain what the comparison shows about Yang’s shifting feelings at this point in her life?The author says that writing “cooled my head: like water over a small burn in the pit of my mind.” What does this simile explain about why Yang became a writer? | requisite, resonate, nominal, recap, repatriate, chide, expiration, despondentUsing Latin PrefixesActive and Passive Voice |
| **CLOSE READER**MEMOIR“Museum Indians”by Susan Powers |

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| October 6 – October 8 | MEDIA ANALYSISDOCUMENTARY*New Immigrants Share Their Stories*directed by Lisa Gossels | The student will be able to recognize elements used in a documentary and understand and evaluate the purpose of each one. | Page 74, #3What elements of the documentary reveal the filmmakers’ motive and the film’s message? How effectively are they revealed? | None |
| October 9 – October 10 | POEM“The Powwow at the End of the World”by Sherman Alexie | The student will learn how to use imagery and allusion to make inferences about the deeper meaning of a poem. | Page 78, #1 The poem begins with an allusion to the Grand Coulee Dam, built on the Columbia River in the mid-20th century and wisely considered to be an engineering marvel. Reread lines 1-3. What is the speaker’s view of the mighty dam? Tell what image helps you understand the speaker’s feelings about the dam. | None |
| October 13 - 17 | COLLECTION 1 PERFORMANCE TASKS: **A** Write an Expository Essay W 2a–e, W 4, W 5, W 8**B** Write a Personal Narrative W 3a–e, W 4, W 5, W 10 |