

Grade 8 Course-at-a-Glance

Purpose:

This document is to be used for planning by all Grade 8 ELA teachers in CCSD. Please use this document as the blueprint for long-range planning, unit planning, and daily instruction. This document provides the structure for how and when we address the [2024 ELA South Carolina Standards](#). This structure was created to ensure a cohesive curriculum across the district and to take the guesswork out of planning and instruction. In addition, teacher expertise and choice are honored through recommended consultations with school-based instructional coaches on text selection and assessment design. Importantly, please refer to the other Course-at-a-Glance documents to ensure vertical alignment. It is understood that every school and every classroom have different needs, yet if we are all teaching the same standards and using the same assessments simultaneously, we can collaborate across schools more seamlessly, and we can serve all scholars more effectively.

Overarching Expectations: Scholars should be engaged in these activities as the vehicle through which they learn standards and skills. Therefore, they should be embedded in each grade-level indicator throughout *daily* instruction.

ELA.E1.OE.1 Read and write for a variety of purposes, including academic and personal, for extended periods of time.

ELA.E1.OE.2 Acquire, refine and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.

ELA.E1.OE.3 Make inferences to support comprehension.

ELA.E1.OE.4 Collaborate with others and use active listening skills.

ELA.E1.OE.5 Cite evidence to explain and justify reasoning.

ELA.E1.OE.6 Create quality work by adhering to an accepted format.

Hyperlinked Middle School ELA CAGS:

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

Year-At-A-Glance

Slide presentations may be hyperlinked to each quarter. These are optional resources for teachers to use for planning or the delivery of instruction. These are NOT turnkey presentations, as teachers must plan properly, make a copy, and add what they need to serve their respective scholars.

<u>Q1 - Unit 1: Everyone Loves a Mystery (slides)</u>	<u>Q2 - Unit 2: Past and Present</u>	<u>Q3 - Unit 3: No Risk, No Reward</u>	<u>Q4 - Unit 4: Hear Me Out</u>
<p>Essential Question: What attracts us to the mysterious? Genre Focus: Fiction Extended Writing Project: Narrative</p>	<p>Essential Question: What makes you, you? Genre Focus: Poetry Extended Writing Project: Literary Analysis</p>	<p>Essential Question: Why do we take chances? Genre Focus: Informational Text Extended Writing Project: Informative</p>	<p>Essential Question: How do you choose the right words? Genre Focus: Argumentative Text Extended Writing Project: Argumentative</p>
<p>Hairs rising on the back of your neck? Lips curling up into a wince? Palms a little sweaty? These are tell-tale signs that you are in the grips of suspense.</p> <p>But what attracts us to mystery and suspense? We may have wondered what keeps us from closing the book or changing the channel when confronted with something scary, or what compels us to experience in stories the very things we spend our lives trying to avoid. Why do we do it?</p> <p>Those are the questions your students will explore in this Grade 8 unit.</p> <p>Edgar Allan Poe. Shirley Jackson. W. W. Jacobs. Masters of suspense stories are at work in this unit, with its focus on fiction. And there’s more:</p>	<p>What makes us who we are? As we form bonds with other people and our communities over time, we realize that experiences from our past shape who we are in the present. With a genre focus on poetry, this Grade 8 unit prepares students to explore questions about how we see ourselves in the world.</p> <p>Poets Yusef Komunyakaa, Robert Frost, and Natasha Trethewey use description and figurative language to examine ideas related to identity and community. Author Thanhà Lai approaches questions of belonging in a novel written in verse. WNBA star Swin Cash's essay and former First Lady Michelle Obama's speech discuss the people and events who helped make them who they are. Judith Ortiz Cofer and Sandra Cisneros use fiction to</p>	<p>Why do we take chances? Every time a person takes a chance, he or she risks losing something for the possibility of a reward. Sometimes these chances pay off, and sometimes they don’t. Yet, people still take risks every day. With a genre focus on informational texts, this Grade 8 unit prepares students to explore questions about why we take chances.</p> <p>Nonfiction authors explore risk-taking from a variety of viewpoints. Walter Lord takes a historical approach to the topic, sharing an account of a real event with a surprising outcome that still affects people today. Anya Groner and Nina Gregory look at contemporary risk-takers who search for solutions in the face of environmental challenges, while essayist Thomas Ponce is a current</p>	<p>Intrigue. Uproar. Inspiration. Hilarity. Heartbreak. Choosing the right words can have a strong effect on an audience. But how do you know which words are the right words? With a genre focus on argumentative texts, this Grade 8 unit prepares students to explore questions about how authors choose the right words.</p> <p>Some of history’s greatest wordsmiths are represented in this unit. Iconic speeches by Abraham Lincoln and Sojourner Truth show students how the right words can inspire and challenge a diverse audience. An excerpt from Mark Twain’s classic novel The Adventures of Tom Sawyer shows how the right words can yield results. In Irene Hunt’s Across Five</p>

<p>Alfred Hitchcock, the “master of suspense” at the movies, shares tricks of the trade in a personal essay. Students will also read a suspenseful excerpt of a novel presented as a screenplay by award-winning YA fiction writer Walter Dean Myers. After reading classic thrillers and surprising mysteries within and across genres, your students will try their own hands at crafting fiction, applying what they have learned about suspense to their own narrative writing projects. Students will begin this unit as readers, brought to the edge of their seats by hair-raising tales, and they will finish as writers, leading you and their peers through hair-raising stories of their own.</p>	<p>inspire students to think about how characters’ identities are affected by the world around them. After reading about these ideas within and across genres, your students will write a literary analysis, applying what they have learned from the unit’s literature, speeches, and essays to an argumentative writing project.</p> <p>Students in this unit will discover what it means to be yourself, to make tough decisions, and even to feel on top of the world, using the lens of figurative language to understand how authors express varied ideas about identity and belonging, past and present.</p>	<p>risk-taker seeking environmental justice. President Ronald Reagan shares his perspective after a shocking national tragedy. Frederick Douglass explains the risks he had to take to improve his own life as an enslaved person in the time before the Civil War; poets Langston Hughes and Frances Ellen Watkins Harper reveal how taking risks was historically necessary for African Americans. Classic American novelist Jack London depicts a risk-taking fictional character—a dog.</p> <p>After reading about these ideas within and across genres, your students will write an informative essay, applying what they have learned from the unit’s literature, speeches, and informational texts to an informative writing project.</p>	<p>Aprils, family members try to find the right words to express their feelings on the issue that was threatening to tear their country apart.</p> <p>Other selections help students understand that choosing the right words is still important today. The graphic fantasy story “/HUG” offers a surprising take on the sharing of bad news. The point/counterpoint article on gaming challenges students to consider how online behavior affects communication skills. Tim Schafer’s “Cover Letter to LucasArts” is an example of how using the right words can showcase a writer’s unique skills and personality.</p> <p>After reading about these ideas within and across genres, your students will write an argumentative essay, applying what they have learned from the unit’s literature, speeches, and informational texts to an argumentative writing project.</p>
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Vocabulary Support

Grade	Greek & Latin Roots [<i>Non-prescriptive list</i>]
6	mis/mit, press, dict, struct, cide, junct, bene, man, vac, scrib/script, and jur/jus
7	grad/gress, spire, ject, flec, omni, log/logue, gen, mort, vid/vis, phil, luc, and sens/sent

8	Ast, cept/capt, pel, tract, rupt, spect, qui, path, vert, mand/mend, and duc
Extended Writing Project	
Hyperlinked StudySync Resources	<u>Backward Planning - EWP</u>
	<u>Teaching Lab - Skill Lesson</u>
	<u>Teaching Lab - Writing Process</u>
	<u>Assigning Versus Teaching Writing Article</u>
	<u>Extended Writing Project Task Card</u>

[Grade 8 Walkthrough \[video\]](#)

Unit 1: Everyone Loves a Mystery

Essential Question: What attracts us to the mysterious?

The instructional path of each text may include multiple instructional components. StudySync has structured these components as 40-minute activities focused on a specific reading or communication skill. Components may be revised, combined with others during a class period, or omitted based on the needs of scholars:

- First Read - Skill Lesson(s) - Close Read is the Reading Routine of each text
- Skill Lessons that occur BEFORE the First Read are optional based on scholar(s) need

NOTES:

- Prioritize Skills lessons that directly connect to the End of Unit Assessment
- Skills lessons BEFORE the First Read are NOT tied to any specific content
- Prioritize the Extended Writing Project Skill Lessons based on scholar need & SC READY TDW [Differentiate with small group instruction, station rotation, NoRedInk]

SyncStart

[Optimize Your Classroom's First 10 Days \[article\]](#)

WEEKS 1-2	WEEK 3		WEEK 4	WEEK 5
The Tell-Tale Heart, Pg. 12	The Big Idea: What attracts us to	Monster, Pg. 52	Let'Em Play God, Pg. 72	PAIRED READINGS

<p>[SyncStart]</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> Context Clues Text Dependent Responses -NoRedInk Guided Short Response: Literary Analysis Prompts Textual Evidence -NoRedInk Lesson: Sentence Frames for Evidence and Reasoning -NoRedInk Lesson: Three Kinds of Strong Evidence Language, Style, & Audience -NoRedInk Guided Short Response: Understanding the Author's Message -NoRedInk Quick Write: Word Choice 	<p>the mysterious? Pg. 48</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> Academic Vocabulary (SC.ELA.8.AOR.7.1b) Recognizing Genre: Fiction -NoRedInk Guided Short Response: Literary Analysis -NoRedInk Quick Write Prompts for Any Fiction Text or Poem 	<p>-NoRedInk Guided Short Response: Chapter-by-Chapter Prompts -NoRedInk Quick Write: Chapter-by-Chapter Prompts</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> Character (SC.ELA.8.AOR.1.1) -NoRedInk Guided Short Response: Main Idea & Details (character) -NoRedInk Guided Short Response: Connecting Ideas (character) -NoRedInk Quick Write: Dairy from Character's Perspective 	<p>INSTRUCTION</p> <ul style="list-style-type: none"> Generating Questions Author's Purpose and Point of View (SC.ELA.8.AOR.4.1) -NoRedInk Guided Short Response: Purpose & Point of View -NoRedInk Quick Write: Purpose & Point 	<ul style="list-style-type: none"> Sympathy, Pg. 90 Ten Days in a Mad-House (Chapter IV), Pg. 100 <p>INSTRUCTION</p> <ul style="list-style-type: none"> Personal Response (SC.ELA.8.C.1.1a-b) -NoRedInk Guided Short Response: Create Your Own -NoRedInk Quick Write: Reflect on Emotions Author's Purpose and Point of View (SC.ELA.8.AOR.4.1) -NoRedInk Guided Short Response: Purpose & Point of View -NoRedInk Quick Write: Purpose & Point Compare and Contrast (SC.ELA.8.AOR.2.2) -NoRedInk Guided Short Response: Connection Ideas (comparing characters)
<p>WEEK 6</p>	<p>WEEK 7</p>	<p>WEEK 8</p>	<p>WEEK 9</p>	
<p>The Lottery, Pg. 122</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> Making and Confirming Predictions Theme (SC.ELA.8.AOR.2.1) -NoRedInk Guided 	<p>PAIRED READINGS</p> <ul style="list-style-type: none"> The Graveyard Book The Conjure-Man Dies: A Mystery Tale of Dark Harlem, Pg. 178 The Monkey's Paw <p>INSTRUCTION</p>	<p>Phineas Gage: A Gruesome but True Story About Brain Science, Pg. 220</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> Central or Main Idea (SC.ELA.8.AOR.2.2) -NoRedInk Guided 	<p>Skills Review, Pg. 328</p> <p>End-of-Unit Assessment p. 329</p> <ul style="list-style-type: none"> Administer within the online platform See Q1 notes 	<p>EXTENDED WRITING PROJECT & GRAMMAR</p> <ul style="list-style-type: none"> Narrative Writing Process: Plan NoRedInk Narrative Writing Graphic Organizers

<p>Short Response: Main Ideas & Details (theme) -NoRedInk Quick Write: Main Ideas & Details (theme)</p> <ul style="list-style-type: none"> Allusion (SC.ELA.8.AOR.2.1) - NoRedInk Quick Write: Literary Devices 	<ul style="list-style-type: none"> Plot (SC.ELA.8.AOR.1.1) - NoRedInk Guided Short Response: Connecting Ideas (event impacts) -NoRedInk Quick Write: Continue the Story Story Structure (SC.ELA.8.AOR.5.1) - NoRedInk Guided Short Response: Text Structure 	<p>Short Response: Main Idea - NoRedInk Quick Write: Main Idea</p> <ul style="list-style-type: none"> Textual Evidence - NoRedInk Quick Write: Using Evidence to Support a Claim - NoRedInk Lesson: Quote vs. Paraphrase - NoRedInk Lesson: Providing Context for Literary Evidence Write: Analyzing Genre - NoRedInk Guided Short Response Literary Analysis Prompts 		<p>- Brainstorming a Conflict - Brainstorming Theme from Conflict - Developing Setting and Characters - Outlining Plot and Conflict</p> <ul style="list-style-type: none"> NoRedInk Extended Writing Project Guided Essay <p>E.WRITING & GRAMMAR</p> <ul style="list-style-type: none"> Narrative Writing: Draft (SC.ELA.8.C.3.1a–c)
CONSIDERATION				
<p>EXTENDED WRITING PROJECT & GRAMMAR</p> <ul style="list-style-type: none"> Narrative Writing Process: Revise <p>INSTRUCTION</p> <ul style="list-style-type: none"> Story Beginnings (SC.ELA.8.C.3.1b) Narrative Techniques (SC.ELA.8.C.3.1d) Descriptive Details (SC.ELA.8.C.3.1e) Transitions(SC.ELA.8.C.3.1c) Conclusions(SC.ELA.8.C.3.1f) Module: Transition Words and Phrases 	<p>EXTENDED WRITING PROJECT & GRAMMAR</p> <ul style="list-style-type: none"> Narrative Writing Process: Edit & Publish <p>INSTRUCTION</p> <ul style="list-style-type: none"> Dashes and Hyphens—Dashes (SC.ELA.8.C.4.1b) Commas After Transitions (SC.ELA.8.C.4.1b) NoRedInk Module: Hyphens NoRedInk Module: Commas for Clarity 	<p>Grade 8 will write “To inform” OR “To persuade” on the SC READY TDW Assessment. Grade 8 will be assessed on all modes of writing in the multiple choice section of SC READY.</p>		

Unit 2: Everyone Loves a Mystery

Essential Question: What makes you, you?

The instructional path of each text may include multiple instructional components. StudySync has paced these components as 40-minute activities on a particular reading or communication skill. Components may be revised, combined with others during a class period, or omitted based on the needs of scholars:

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- Prioritize the Extended Writing Project Skill Lessons based on scholar need & SC READY TDW [Differentiate with small group instruction, station rotation, NoRedInk]

WEEK 1		WEEK 2	WEEK 3	WEEK 4
<p>Essential Question: The Big Idea: What makes you, you? p. 342</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> • Recognizing Genre: Poetry • Academic Vocabulary (SC.ELA.8.AOR.7.1b) 	<p>I'm Nobody! Who are you? p. 346</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> • Poetic Elements and Structure (SC.ELA.8.AOR.5.1) _NoRedInk Quick Write: Poetic Elements _NoRedInk Quick Write: Text Structure _NoRedInk Lesson: Glossary of Poetry Terms 	<p>Commencement Address to the Santa Fe Indian School p. 362</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> • Making Inferences • Arguments and Claims (SC.ELA.8.AOR.5.3, SC.ELA.8.C.9.1, SC.ELA.8.C.9.1a) 	<p>PAIRED READINGS</p> <ul style="list-style-type: none"> • Curtain Call p. 384 • So where are you from? p. 394 <p>INSTRUCTION</p> <ul style="list-style-type: none"> • Visualizing • Central or Main Idea (SC.ELA.8.AOR.2.2) 	<p>The Outsiders p. 410</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> • Character (SC.ELA.8.AOR.1.1) _NoRedInk Quick Write Prompts for Any Fiction Text or Poem • Textual Evidence _NoRedInk Lesson: Evidence is From the Text and Supports the Topic Sentence
WEEK 5		WEEK 6	WEEK 7	WEEK 8

<p>Slam, Dunk, & Hook p. 430</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Poetic Elements and Structure (SC.ELA.8.AOR.5.1) <ul style="list-style-type: none"> - NoRedInk Quick Write: Poetic Elements - NoRedInk Quick Write: Text Structure - NoRedInk Lesson: Analyzing Mood and Tone ● Allusion (SC.ELA.8.AOR.2.1) <ul style="list-style-type: none"> - NoRedInk Quick Write: Literary Devices 	<p>Abuela Invents the Zero p. 448</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Plot (SC.ELA.8.AOR.1.1) <ul style="list-style-type: none"> - NoRedInk Guided Short Response: Events Impacting Plot - NoRedInk Quick Write: Continue the Story - NoRedInk Lesson: Developing and Resolving Conflict ● Theme (SC.ELA.8.AOR.2.1) <ul style="list-style-type: none"> - NoRedInk Guided Short Response: Main Ideas & Details (theme) -NoRedInk Quick Write: Main Ideas & Details (theme) 	<p>PAIRED READINGS</p> <ul style="list-style-type: none"> ● Inside Out and Back Again p. 468 ● Theories of Time and Space p. 482 ● The Road Not Taken p. 492 <ul style="list-style-type: none"> - NoRedInk Guided Short Response: Chapter-by-Chapter Prompts - NoRedInk Quick Write: Chapter-by-Chapter Prompts <p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Poetic Elements and Structure (SC.ELA.8.AOR.5.1) <ul style="list-style-type: none"> - NoRedInk Quick Write: Poetic Elements - NoRedInk Quick Write: Text Structure ● Figurative Language (SC.ELA.8.AOR.1.2, SC.ELA.8.AOR.8.1a) <ul style="list-style-type: none"> - NoRedInk Quick Write: Figurative Language 	<p>The House on Mango Street p. 510</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Figurative Language (SC.ELA.8.AOR.1.2, SC.ELA.8.AOR.8.1a) <ul style="list-style-type: none"> - NoRedInk Quick Write: Figurative Language - NoRedInk Quick Writes for Descriptive and Figurative Language ● Summarizing (SC.ELA.8.AOR.2.1, SC.ELA.8.AOR.6.1) ● Write: Analyzing Genre <ul style="list-style-type: none"> - NoRedInk Guided Short Response: Literary Analysis - NoRedInk Quick Write: Prompts for Any Poem 	<p>Skills Review p. 616</p> <p>End-of-Unit Assessment p. 617</p> <ul style="list-style-type: none"> ● Administer within the online platform ● See Q2 notes
			CONSIDERATION	
<p>Literary Analysis Writing Process: Plan p. 540</p>	<p>Literary Analysis Writing Process: Revise p. 572</p> <p>INSTRUCTION</p>	<p>Literary Analysis Writing Process: Edit and Publish p. 580</p>	<p>Grade 8 will write “To inform” OR “To persuade” on the SC READY TDW Assessment. Grade 8 will be assessed on all modes of writing in the multiple choice section of SC READY.</p>	

<ul style="list-style-type: none"> NoRedInk Literary Analysis Graphic Organizers - NoRedInk Evidence Cards - NoRedInk Analyzing a Text to Brainstorm Ideas - NoRedInk Generating a Thesis that Response to a Prompt NoRedInk Scaffolded Extended Writing Project <p>Literary Analysis Writing Process: Draft p. 556</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> Organizing Argumentative Writing (SC.ELA.8.C.1.1a–b) Thesis Statement (SC.ELA.8.C.1.1a) Reasons and Relevant Evidence (SC.ELA.8.C.1.1a) 	<ul style="list-style-type: none"> Introductions (SC.ELA.8.C.1.1a) Transitions (SC.ELA.8.C.1.1c) Style (SC.ELA.8.C.1.1d, SC.ELA.8.C.4.1) Conclusions (SC.ELA.8.C.1.1e) NoRedInk Module: Thesis Statements NoRedInk Module: Claim, Evidence, Reasoning NoRedInk Module: Transition Words and Phrases NoRedInk Module: Introduction Paragraph NoRedInk Module: Conclusion Paragraph NoRedInk Module: Context for Literary Evidence 	<p>INSTRUCTION</p> <ul style="list-style-type: none"> Active and Passive Voice (SC.ELA.8.C.4.1d) Verb Moods (SC.ELA.8.C.4.1d, SC.ELA.8.C.4.1f) Consistent Verb Voice and Mood (SC.ELA.8.C.4.1f) Module: Active and Passive Voice Module: Creating Emphasis with Voice 	
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Unit 3: No Risk, No Reward
Essential Question: Why do we take chances?

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WEEK 1	WEEK 2	WEEK 3	WEEK 4	
<p>Essential Question: The Big Idea: Why do we take chances? p. 630</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> • Recognizing Genre: Informational Text - NoRedInk Guided Short Response: Prompts for Analyzing Informational Texts - NoRedInk Quick Write: Prompts for Any Informational Text • Academic Vocabulary (SC.ELA.8.AOR.7.1b, SC.ELA.8.AOR.9.1) <p>Informative Writing Process: Plan p. 822</p>	<p>The Vanishing Island p. 634</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> • Evaluating Details - NoRedInk Quick Write: Reflect on Details • Greek and Latin Affixes and Roots (SC.ELA.8.AOR.9.1) • Media (SC.ELA.8.AOR.10.1) <p>Informative Writing Process: Plan p. 822</p>	<p>PAIRED READINGS</p> <ul style="list-style-type: none"> • A Night to Remember p. 670 • Address to the Nation on the Explosion of the Space Shuttle Challenger p. 680 <p>- NoRedInk Guided Short Response: Chapter-by-Chapter Prompts - NoRedInk Quick Write: Chapter-by-Chapter Prompts</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> • Summarizing (SC.ELA.8.AOR.2.2, SC.ELA.8.AOR.6.1) • Informational Text Structure 	<p>A Kenyan Teen’s Discovery: Let There Be Lights to Save Lions p. 698</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> • Synthesizing (SC.ELA.8.OE.1) • Media (SC.ELA.8.OE.2, SC.ELA.8.AOR.10.1, SC.ELA.8.C.9.1b) • Word Patterns and Relationships (SC.ELA.8.AOR.8.1b) <p>- NoRedInk Quick Write: Analyze Vocabulary & Language</p>	<p>PAIRED READINGS</p> <ul style="list-style-type: none"> • Mother to Son p. 716 • Learning to Read p. 726 - NoRedInk Guided Essay: Compare and Contrast on “Learning to Read” • Narrative of the Life of Frederick Douglass, An American Slave p. 736 - NoRedInk Guided Short Response: “Narrative of the Life of Frederick Douglas” <p>INSTRUCTION</p> <ul style="list-style-type: none"> • Adjusting Fluency • Informational Text Elements

		<p>(SC.ELA.8.AOR.5.2) - NoRedInk Quick Write: Analyze Text Structure - NoRedInk Lesson: Organizing Body Paragraphs - NoRedInk Lesson: Example Paragraph by Paragraph Outlines - NoRedInk Lesson: Two Jobs of a Conclusion</p>		<p>(SC.ELA.8.AOR.5.2) - NoRedInk Guided Short Response: Prompts for Analyzing Informational Texts - NoRedInk Quick Write: Prompts for Any Informational Text <ul style="list-style-type: none"> Figurative Language (SC.ELA.8.AOR.1.2) (SC.ELA.8.AOR.8.1a) - NoRedInk Quick Writes for Descriptive and Figurative Language </p>
WEEK 5	WEEK 6		WEEK 7	WEEK 8
<p>The Day I Saved a Life p. 758</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> Context Clues (SC.ELA.8.AOR.7.1a) Technical Language (SC.ELA.8.AOR.7.1a-b) Write: Analyzing Genre 	<p>The Call of the Wild p. 778</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> Language, Style, and Audience (SC.ELA.8.AOR.1.2) - NoRedInk Guided Short Response: Understanding the Author's Message - NoRedInk Quick Write: Word Choice Media (SC.ELA.8.AOR.10.1) 	<p>Cocoon p. 796</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> Connotation and Denotation (SC.ELA.8.AOR.8.1c) 	<p>Skills Review p. 908</p> <p>End-of-Unit Assessment p. 909</p> <ul style="list-style-type: none"> Administer within the online platform See Q3 notes 	<p>Informative Writing Process: Plan p. 822</p> <ul style="list-style-type: none"> NoRedInk Informative Graphic Organizers - NoRedInk Generating Ideas, Evidence, and a Thesis - NoRedInk Planning a Cause/Effect Essay - NoRedInk Planning a Compare/Contrast Essay NoRedInk Scaffolded Extended Writing Project <p>Informative Writing Process: Draft p. 838</p>

				<p>INSTRUCTION</p> <ul style="list-style-type: none"> • Thesis Statement (SC.ELA.8.C.2.1a) • Organizing Informative Writing (SC.ELA.8.C.2.1a) • Supporting Details (SC.ELA.8.C.2.1b)
WEEK 9		CONSIDERATION		
<p>Informative Writing Process: Revise p. 858 INSTRUCTION</p> <ul style="list-style-type: none"> • Introductions (SC.ELA.8.C.2.1a) - NoRedInk Module: Introduction Paragraph • Transitions (SC.ELA.8.C.2.1c) - NoRedInk Module: Thesis Statements • Precise Language (SC.ELA.8.C.2.1d) • Style 	<p>Informative Writing Process: Edit and Publish p. 867 INSTRUCTION</p> <ul style="list-style-type: none"> • Participles (SC.ELA.8.C.4.1c) • NoRedInk Practice: Forming Present Participles/ Forming Past Participles • NoRedInk Practice: Using Possessive Pronouns with Gerunds • Gerunds (SC.ELA.8.C.4.1c) • Infinitives (SC.ELA.8.C.4.1c) 	<p>Grade 8 will write “To inform” OR “To persuade” on the SC READY TDW Assessment. Grade 8 will be assessed on all modes of writing in the multiple choice section of SC READY.</p>		

<p>(SC.ELA.8.C.2.1e, SC.ELA.8.C.4.1)</p> <ul style="list-style-type: none"> Conclusions (SC.ELA.8.C.2.1f) - NoRedInk Module: Conclusion Paragraph 		

Unit 4: Hear Me Out

Essential Question: How do you choose the right words?

The instructional path of each text may include multiple instructional components. StudySync has paced these components as 40-minute activities on a particular reading or communication skill. Components may be revised, combined with others during a class period, or omitted based on the needs of scholars:

- First Read - Skill Lesson(s) - Close Read is the Reading Routine of each text
- Skill Lessons that occur BEFORE the First Read are optional based on scholar(s) need

NOTES:

- Prioritize Skills lessons that directly connect to End of Unit Assessment
- Skills lessons BEFORE the First Read are NOT tied to any specific content
- Prioritize the Extended Writing Project Skill Lessons based on scholar need & SC READY TDW [Differentiate with small group instruction, station rotation, NoRedInk]

WEEK 1		WEEK 2	WEEK 3	WEEK 4
The Big Idea INSTRUCTION	HUG INSTRUCTION	Gaming Communities INSTRUCTION	PAIRED READINGS <ul style="list-style-type: none"> Denee Benton: Broadway Princess 	Speech to the Ohio Women's Conference: Ain't I a Woman?

<ul style="list-style-type: none"> Vocabulary Recognizing Genre - NoRedInk Guided Short Response: Argumentative Paragraph Academic Vocabulary <p>Argumentative Writing Process: Plan</p>	<ul style="list-style-type: none"> Character - NoRedInk Guided Short Response: Affects on Character - NoRedInk Guided Short Response: Character Relationships - NoRedInk Quick Write: Character Relationships Theme - NoRedInk Guided Short Response: Theme - NoRedInk Quick Write: Analyze Theme <p>Argumentative Writing Process: Plan</p>	<ul style="list-style-type: none"> Arguments and Claims - NoRedInk Quick Write: Prompts to Argue - NoRedInk Quick Write: Build Argumentative Skills - NoRedInk Lesson: Strategies for Writing Clear, Debatable, Thesis Statements - NoRedInk Lesson: Strong Thesis Statements are Debatable Opinions Reasons & Evidence - NoRedInk Guided Short Response: Write an Argument - NoRedInk Quick Write: Write an Argument - NoRedInk Lesson: Providing Context for Literary Evidence - NoRedInk Lesson: Concise Quotes Include Key Words and Phrases Compare & Contrast - NoRedInk Guided Essay: Prompts for Compare and Contrast Essays 	<ul style="list-style-type: none"> Cover Letter to LucasArts <p>INSTRUCTION</p> <ul style="list-style-type: none"> Word Meaning - NoRedInk Quick Write: Vocab & Language Technical Language 	<p>INSTRUCTION</p> <ul style="list-style-type: none"> Reasons & Evidence - NoRedInk Module: Claim, Evidence, Reasoning - NoRedInk Lesson: Sentence Frames for Evidence and Reasoning Language, Style, & Audience - NoRedInk Guided Short Response: Understanding the Author's Message - NoRedInk Quick Write: Word Choice
<p>WEEK 5</p>	<p>WEEK 6</p>	<p>WEEK 7</p>	<p>WEEK 8</p>	<p>WEEK 9</p>
<p>Across Five Aprils - NoRedInk Guided</p>	<p>PAIRED READINGS</p> <ul style="list-style-type: none"> To America 	<p>The Adventures of Tom Sawyer (Chapter 2)</p>	<p>Blind</p>	<p>Skills Review</p>

<p>Short Response: Chapter-by-Chapter Prompts - NoRedInk Quick Write: Chapter-by-Chapter Prompts</p> <p>INSTRUCTION</p> <ul style="list-style-type: none"> Media Point of View - NoRedInk Guided Short Response: Analyze Purpose - NoRedInk Quick Write: Analyze Purpose - NoRedInk Lesson: Examples of Author's Choices and Their Impacts 	<ul style="list-style-type: none"> Letters of a Civil War Nurse The Gettysburg Address <p>INSTRUCTION</p> <ul style="list-style-type: none"> Setting a Purpose for Reading Arguments & Claims - NoRedInk Guided Short Response: Argument - NoRedInk Lesson: Strong Evidence is Both a Fact and Supports Your Topic Sentence Connotation & Denotation Analyzing Genre - NoRedInk Guided Short Response: Argument 	<p>INSTRUCTION</p> <ul style="list-style-type: none"> Point of View - NoRedInk Guided Short Response: Analyze Purpose - NoRedInk Quick Write: Analyze Purpose - NoRedInk Lesson: Examples of Author's Choices and Their Impacts Figurative Language - NoRedInk Quick Writes for Descriptive and Figurative Language Allusion - NoRedInk Quick Write: Literary Devices 	<p>INSTRUCTION</p> <ul style="list-style-type: none"> Connotation & Denotation Word Patterns & Relationships 	<p>End-of-Unit Assessment</p> <ul style="list-style-type: none"> Administer within the online platform See Q4 notes
			NOTES & CONSIDERATIONS	
<p>Argumentative Writing Process: Plan</p> <ul style="list-style-type: none"> NoRedInk Argumentative Graphic Organizers - NoRedInk Generating a Thesis and Topic Sentences - NoRedInk Weighing Two Sides to Choose a 	<p>Argumentative Writing Process: Revise</p> <ul style="list-style-type: none"> Introductions Transitions Style Conclusions NoRedInk Module: Thesis Statements 	<p>Argumentative Writing Process: Edit & Publish</p> <ul style="list-style-type: none"> Ellipses for Omission Commas for Pause or Separation NoRedInk Module: Commas for Clarity NoRedInk Module: Commas for Formatting 	<p>Prioritize texts that serve as mentor texts for the Extended Writing Project in preparation for SCREADY TDW</p>	<p>Grade 8 will write “To inform” OR “To persuade” on the SC READY TDW Assessment. Grade 8 will be assessed on all modes of writing in the multiple choice section of SC READY.</p>

<p>Thesis - NoRedInk Generating Claims from Evidence - NoRedInk Essay Outline</p> <ul style="list-style-type: none"> • NoRedInk Argumentative Extended Writing Project <p>Draft</p> <ul style="list-style-type: none"> • Organizing Argumentative Writing • Thesis Statement • Reasons & Relevant Evidence 	<ul style="list-style-type: none"> • NoRedInk Module: Claim, Evidence, Reasoning • NoRedInk Module: Introduction Paragraph • NoRedInk Module: Conclusion Paragraph • NoRedInk Module: Counterargument Paragraphs 			
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Novel Study Considerations

- **Communicate with families about novel choice(s) for instruction before instruction begins [preferably within a syllabus]**
- **Adjust the district pacing with the novel instructional path - with admin approval and/or instructional coach support**
- **Prioritize StudySync textbook selections to ensure all standards are covered**
- **Use the Instructional Path [[found in the Novel Study section in the online platform](#)] for novel study pacing and the unit's Skill Lessons for instruction**

Q1 - Unit 1: Everyone Loves a Mystery	Q2 - Unit 2: Past and Present	Q3 - Unit 3: No Risk, No Reward	Q4 - Unit 4: Hear Me Out
<ul style="list-style-type: none"> • <i>Monster</i>, by Walter Dean Myers • <i>Great Tales and Poems</i> by Edgar Allan Poe • <i>Ten Days in a Mad-House</i>, by Nellie Bly <p>- NoRedInk Guided Short Response: Chapter-by-Chapter</p>	<ul style="list-style-type: none"> • <i>Inside Out & Back Again</i> by Thanhha Lai • <i>The Outsiders</i> by S.E. Hinton <p>- NoRedInk Guided Short Response: Chapter-by-Chapter Prompts</p> <p>- NoRedInk Quick Write:</p>	<ul style="list-style-type: none"> • <i>A Night to Remember</i> by Walter Lord • <i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass • <i>The Call of the Wild</i> by Jack London 	<ul style="list-style-type: none"> • <i>Across Five Aprils</i> by Irene Hunt • <i>Little Women</i> by Louisa May Alcott • <i>The Adventures of Tom Sawyer</i> by Mark Twain <p>- NoRedInk Guided Short Response: Chapter-by-Chapter</p>

<p>Prompts - NoRedInk Quick Write: Chapter-by-Chapter Prompts</p>	<p>Chapter-by-Chapter Prompts</p>	<p>- NoRedInk Guided Short Response: Chapter-by-Chapter Prompts - NoRedInk Quick Write: Chapter-by-Chapter Prompts</p>	<p>Prompts - NoRedInk Quick Write: Chapter-by-Chapter Prompts</p>
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NOTES FOR INSTRUCTION: Novel studies are a powerful experience for scholars to read and analyze mentor texts. It is important to align novel studies to state standards while creating an experience to enhance a positive reading experience. The novels within StudySync are strategically chosen to highlight a particular literary concept and a mode or aspect of writing. Excerpts from a novel are chosen with a specific purpose.

Communication Skills

StudySync offers communication skills (*speaking/listening, grammar, and writing*) aligned with the reading selections. Differentiation resources are offered within the curriculum, however, CCSD educators have Premium NoRedInk accounts [*Login through Clever*]. Below are linked NoRedInk activities and resources (*also linked throughout the Q1 pacing below*) to help support writing instruction in Unit 1. NoRedInk also offers additional resources that are aligned with state standards.

Speaking & Listening	Grammar	Writing	Extended Writing Project
<p>Collaborative Conversation</p>	<ul style="list-style-type: none"> ● Dashes and Hyphens - Dashes ● Commas after Transitions ● NoRedInk Module: Hyphens ● NoRedInk Module: Commas for Clarity 	<ul style="list-style-type: none"> ● Text Dependent Responses ● Short Constructed Responses ● Peer Review ● Personal Response ● Compare and Contrast ● Organizing Narrative Writing ● Story Beginnings ● Narrative Techniques ● Descriptive Details ● Transitions 	<p>In this unit, students will write a narrative in response to this prompt:</p> <p>What happens when fear comes from an unlikely source?</p> <p>Use the techniques you've learned in this unit to write your suspenseful narrative. Your characters may experience suspense in a familiar place or while they're with</p>

		<ul style="list-style-type: none"> ● Conclusions ● Narrative Writing Process <p>- NoRedInk Module: Transition Words and Phrases</p> <p>- NoRedInk Guided Short Response Literary Analysis Prompts</p> <p>- NoRedInk Guided Short Response: Understanding the Author's Message</p> <p>- NoRedInk Guided Short Response: Chapter-by-Chapter Prompts</p> <p>- NoRedInk Guided Short Response: Main Idea & Details (character)</p> <p>- NoRedInk Guided Short Response: Connecting Ideas (character)</p> <p>- NoRedInk Guided Short Response: Purpose & Point of View</p> <p>- NoRedInk Guided Short Response: Create Your Own</p> <p>- NoRedInk Guided Short Response: Purpose & Point of View</p> <p>- NoRedInk Guided Short Response: Connection Ideas (comparing characters)</p> <p>- NoRedInk Guided Short Response: Main Ideas & Details (theme)</p> <p>- NoRedInk Guided Short Response: Connecting Ideas (event impacts)</p> <p>- NoRedInk Guided Short</p>	<p>people they know and trust. Perhaps the fear comes from an everyday object or situation.</p> <p>NoRedInk Narrative Writing Graphic Organizers</p> <ul style="list-style-type: none"> - Brainstorming a Conflict - Brainstorming Theme from Conflict - Developing Setting and Characters - Outlining Plot and Conflict <p>NoRedInk Extended Writing Project Guided Essay</p>
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		<p>Response: Text Structure - NoRedInk Guided Short Response: Main Idea</p> <p>- NoRedInk Quick Write: Word Choice - NoRedInk Quick Write Prompts for Any Fiction Text or Poem - NoRedInk Quick Write: Chapter-by-Chapter Prompts -NoRedInk Quick Write: Dairy from Character’s Perspective -NoRedInk Quick Write: Purpose & Point - NoRedInk Quick Write: Reflect on Emotions -NoRedInk Quick Write: Purpose & Point -NoRedInk Quick Write: Main Ideas & Details (theme) - NoRedInk Quick Write: Literary Devices -NoRedInk Quick Write: Continue the Story - NoRedInk Quick Write: Main Idea - NoRedInk Quick Write: Using Evidence to Support a Claim</p>	
UNIT 2			
READING SKILLS	Grammar	Writing	Extended Writing Project
<ul style="list-style-type: none"> Poetic Elements and Structure Making Inferences 	<ul style="list-style-type: none"> Active and Passive Voice Verb Moods 	<ul style="list-style-type: none"> Organizing Argumentative Writing 	In this unit, students will write a literary analysis in response to this prompt:

<ul style="list-style-type: none"> • Arguments and Claims • Visualizing • Central or Main Idea • Character • Textual Evidence • Allusion • Plot • Theme • Figurative Language • Summarizing 	<ul style="list-style-type: none"> • Consistent Verb Voice and Mood • NoRedInk Module: Active and Passive Voice • NoRedInk Module: Creating Emphasis with Voice 	<ul style="list-style-type: none"> • Thesis Statement • Reasons and Relevant Evidence • Introductions • Transitions • Style • Conclusions • Literary Analysis Writing Process: Plan • Literary Analysis Writing Process: Draft • Literary Analysis Writing Process: Revise • Literary Analysis Writing Process: Edit and Publish • NoRedInk Module: Thesis Statements • NoRedInk Module: Claim, Evidence, Reasoning • NoRedInk Module: Transition Words and Phrases • NoRedInk Module: Introduction Paragraph • NoRedInk Module: Conclusion Paragraph • NoRedInk Module: Context for Literary Evidence • - NoRedInk Guided Short Response: Events Impacting Plot • - NoRedInk Guided Short Response: Main Ideas & Details (theme) • - NoRedInk Guided Short Response: Chapter-by-Chapter Prompts • - NoRedInk Guided Short Response: Literary Analysis 	<p>What is the power of a metaphor?</p> <p>Examine the texts from this unit and select three powerful metaphors that deepen our understanding of identity and belonging. Your analysis should explain each metaphor and make an argument about how the metaphor reveals something about each speaker, character, or author.</p> <p>NoRedInk Literary Analysis Graphic Organizers</p> <p>NoRedInk Scaffolded Extended Writing Project</p>
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		<p>- NoRedInk Quick Write: Poetic Elements</p> <p>- NoRedInk Quick Write: Text Structure</p> <p>- NoRedInk Quick Write: Literary Devices</p> <p>- NoRedInk Quick Write: Continue the Story</p> <p>-NoRedInk Quick Write: Main Ideas & Details (theme)</p> <p>- NoRedInk Quick Write: Chapter-by-Chapter Prompts</p> <p>- NoRedInk Quick Write: Poetic Elements</p> <p>- NoRedInk Quick Write: Text Structure</p> <p>- NoRedInk Quick Write: Figurative Language</p> <p>- NoRedInk Quick Write: Figurative Language</p> <p>- NoRedInk Quick Writes for Descriptive and Figurative Language</p> <p>- NoRedInk Quick Write: Prompts for Any Poem</p>	
UNIT 3			
READING SKILLS	Grammar	Writing	Extended Writing Project
<ul style="list-style-type: none"> • Evaluating Details • Greek and Latin Affixes and Roots • Media • Summarizing • Informational Text Structure • Synthesizing • Word Patterns and Relationships 	<ul style="list-style-type: none"> • Participles • Gerunds • Infinitives • NoRedInk Practice: Forming Present Participles/ Forming Past Participles 	<ul style="list-style-type: none"> • Thesis Statement • Organizing Informative Writing • Supporting Details • Introductions • Transitions • Precise Language • Style • Conclusions 	<p>In this unit, students will write an informative essay in response to this prompt:</p> <p>What happens when we take risks?</p> <p>Choose three informational texts from this unit, including research links in the</p>

<ul style="list-style-type: none"> • Informational Text Elements • Figurative Language • Context Clues • Technical Language • Language, Style, and Audience • Connotation and Denotation 	<ul style="list-style-type: none"> • NoRedInk Practice: Using Possessive Pronouns with Gerunds 	<ul style="list-style-type: none"> • Informative Writing Process: Plan • Informative Writing Process: Draft • Informative Writing Process: Revise • Informative Writing Process: Edit and Publish • NoRedInk Module: Using Evidence in Informational Writing • NoRedInk Module: Thesis Statements • NoRedInk Module: Introduction Paragraph • NoRedInk Module: Conclusion Paragraph - NoRedInk Guided Short Response: Prompts for Analyzing Informational Texts - NoRedInk Guided Short Response: Chapter-by-Chapter Prompts - NoRedInk Guided Short Response: “Narrative of the Life of Frederick Douglas” - NoRedInk Guided Short Response: Prompts for Analyzing Informational Texts - NoRedInk Guided Short Response: Understanding the Author’s Message - NoRedInk Quick Write: Prompts for Any Informational Text - NoRedInk Quick Write: Reflect 	<p>Blasts, and explain how the authors inform readers about their risk-taking subjects. Identify the risks individuals take and the outcomes of those risks. Include a clear main idea or thesis statement, and cite evidence from each text to explain your conclusions.</p> <p>NoRedInk Informative Graphic Organizers</p> <p>NoRedInk Scaffolded Extended Writing Project</p>
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		<p>on Details</p> <ul style="list-style-type: none"> - NoRedInk Quick Write: Chapter-by-Chapter Prompts - NoRedInk Quick Write: Analyze Text Structure - NoRedInk Quick Write: Analyze Vocabulary & Language - NoRedInk Quick Write: Prompts for Any Informational Text - NoRedInk Quick Writes for Descriptive and Figurative Language - NoRedInk Quick Write: Word Choice <p>- NoRedInk Guided Essay: Compare and Contrast on "Learning to Read"</p>	
UNIT 4			
READING SKILLS	Grammar	Writing	Extended Writing Project
<ul style="list-style-type: none"> ● Making Connections ● Character ● Theme ● Arguments and Claims ● Reasons and Evidence ● Compare and Contrast ● Word Meaning ● Technical Language ● Language, Style, and Audience ● Media ● Point of View ● Setting a Purpose for Reading ● Connotation and Denotation ● Figurative Language 	<ul style="list-style-type: none"> ● Ellipses for Omission ● Commas for Pause or Separation ● NoRedInk Module: Commas for Clarity ● NoRedInk Module: Commas for Formatting 	<ul style="list-style-type: none"> ● Organizing Argumentative Writing ● Thesis Statement ● Reasons and Relevant Evidence ● Introductions ● Transitions ● Style ● Conclusions ● Argumentative Writing Process: Plan ● Argumentative Writing Process: Draft ● Argumentative Writing Process: Revise 	<p>In this unit, students will write an argumentative essay in response to this prompt:</p> <p>How do you choose the right words?</p> <p>“Actions speak louder than words” is a popular saying, but is that statement always true? Based on the selections that you have read, do you agree that actions always speak louder than words? If so, why do words matter? Your analysis should state your claim about the popular saying and make an argument about the</p>

<ul style="list-style-type: none"> • Allusion • Word Patterns and Relationships 		<ul style="list-style-type: none"> • Argumentative Writing Process: Edit and Publish • NoRedInk Module: Thesis Statements • NoRedInk Module: Claim, Evidence, Reasoning • NoRedInk Module: Introduction Paragraph • NoRedInk Module: Conclusion Paragraph • NoRedInk Module: Counterargument Paragraphs <p>- NoRedInk Guided Short Response: Argumentative Paragraph</p> <p>- NoRedInk Guided Short Response: Affects on Character</p> <p>- NoRedInk Guided Short Response: Character Relationships</p> <p>- NoRedInk Guided Short Response: Theme</p> <p>- NoRedInk Guided Short Response: Understanding the Author's Message</p> <p>- NoRedInk Guided Essay: Prompts for Compare and Contrast Essays</p> <p>- NoRedInk Guided Short Response: Chapter-by-Chapter Prompts</p> <p>- NoRedInk Guided Short Response: Analyze Purpose</p> <p>- NoRedInk Guided Short Response: Argument</p> <p>- NoRedInk Guided Short Response: Argument</p>	<p>importance of words.</p> <p>NoRedInk Argumentative Graphic Organizers</p> <ul style="list-style-type: none"> - NoRedInk Generating a Thesis and Topic Sentences - NoRedInk Weighing Two Sides to Choose a Thesis - NoRedInk Generating Claims from Evidence - NoRedInk Essay Outline <p>Argumentative Extended Writing Project</p>
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NOTES FOR EXTENDED WRITING INSTRUCTION: Schools may choose to begin earlier than the Quarterly Pacing suggests, or later in the quarter, based on the needs of their respective scholars. StudySync offers Grammar Skills and Writing Process lessons to guide the writing and revision processes. If needed, StudySync offers Alternate Extended Writing Project Prompts.