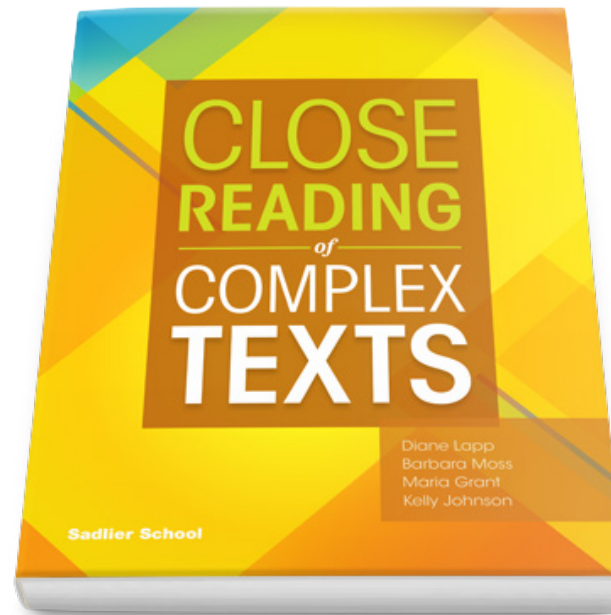# *Close Reading of Complex Texts*

Correlation to the Gwinnett County AKS and the
Georgia GSE: English Language Arts for Grade 8

Grade 8

Learn more at www.SadlierSchool.com

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

Sadlier School

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Getting Started with Close Reading

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Reading Closely—pp. 6–7 Reading multiple times and with purpose adds meaning to what you read.	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Annotating a Text—pp. 8–9 Marking and making notes about a text helps you analyze, discuss, and write about it.	**8LA.C.27** gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation	**ELAGSE8W8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Self-Monitoring Strategies—p. 10 Clarify meaning of a text by keeping track of what you don't know.	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Summarizing—p. 11 What you leave out of a summary is just as important as what you include.	**8LA.B.11** determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text	**ELAGSE8RI2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Reading a Visual Text—p. 12 Just like written texts, images can be read, reread, and analyzed.	**8LA.B.16** evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea **8LA.D.31** analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation	**ELAGSE8RI7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **ELAGSE8SL2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Unit 1 Focus Question: How can we better prepare for earthquakes?

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
VISUAL TEXT **Photograph: Disaster Emergency Supplies—p. 14** Set a Purpose • Visual Text Analysis	**8LA.B.16** evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea **8LA.D.31** analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation	**ELAGSE8RI7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **ELAGSE8SL2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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Unit 1 Focus Question: How can we better prepare for earthquakes?

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
TEXT 1 Newspaper Article: Earthquake and Fire: San Francisco in Ruins—pp. 15–17		
1st Read (what is the text about)—TE p. 15 Set a Purpose • Text-Dependent Questions • Vocabulary • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (text structure/use of language/ meaning of words)—TE p. 16 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.B.14** 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 **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8RI5** 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. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read (make inferences about the text)— TE p. 17 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40** demonstrate understanding of figurative language, word relationships, and nuances in word meanings	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RETURN TO THE TEXT • Respond to Reading (summarize the text)—pp. 18–19 Summary Chart • Collaborate • Reflect	**8LA.B.11** determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text	**ELAGSE8RI2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RETURN TO THE TEXT • Comprehension Check (answer questions about the text)—p. 20	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit 1 Focus Question: How can we better prepare for earthquakes?

TEXT 2 Explanatory Text: Earthquake Science in the US Before 1906 to Today—pp. 21–24		
1st Read (what is the text about)—TE p. 21 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (text structure/use of language/ meaning of words)—TE p. 22 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.B.14** 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 **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40** demonstrate understanding of figurative language, word relationships, and nuances in word meanings	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8RI5** 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. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3rd Read—TE p. 23 Set a Purpose • Text-Dependent Questions • Vocabulary: Homophones • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40.a** interpret figures of speech (e.g. verbal irony, puns) in context **8LA.E.40.b** use the relationship between particular words to better understand each of the words	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5.a** Interpret figures of speech (e.g. verbal irony, puns) in context. **ELAGSE8L5.b** Use the relationship between particular words to better understand each of the words.
RETURN TO THE TEXT • Comprehension Check—p. 24	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit 1 Focus Question: How can we better prepare for earthquakes?		
TEXT 3 Web Article: You're a *what*? Seismologist, pp. 25–27		
1st Read (what is the text about)—TE p. 25 Set a Purpose • Text-Dependent Questions • Partner Talk	8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text 8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (word choices)—TE p. 26 Set a Purpose • Text-Dependent Questions • Partner Talk	8LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts 8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE8RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read—TE p. 26 Set a Purpose • Text-Dependent Questions • Partner Talk	8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text 8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • Comprehension Check—p. 27	8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ANALYZE AND SYNTHESIZE ACROSS TEXTS • Return to the Focus Question—p. 28 CONNECT TEXTS • REFLECT	8LA.B.18 analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	ELAGSE8RI9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
WRITE • Write About the Focus Question—p. 29 USE EVIDENCE • MONITOR • WRITING CHECKLIST	8LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content 8LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience *continued*	ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *continued*

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Unit 1 Focus Question: How can we better prepare for earthquakes?

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	8LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research **8LA.C.29** write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences	**ELAGSE8W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELAGSE8W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SELF-ASSESS AND REFLECT • Focus Question: Writing Rubric—p. 30	**8LA.C.24** develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	**ELAGSE8W5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)

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Unit 2 Focus Question: How have views on equality changed over time?

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
VISUAL TEXT Photograph: High School Students Playing Dodge Ball in Gym—p. 32 Set a Purpose • Visual Text Analysis	**8LA.B.16** evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea **8LA.D.31** analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation	**ELAGSE8RI7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **ELAGSE8SL2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
TEXT 1 Magazine Article: The Future of Physical Education—pp. 33–35		
1st Read (what is the text about)—TE p. 33 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39** determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

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Unit 2 Focus Question: How have views on equality changed over time?		
2nd Read (use of language)—TE p. 34 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read (understand the author's argument)—TE p. 35 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • **Respond to Reading (summarize the text)—pp. 36–37** Summary Chart • Collaborate • Reflect	**8LA.B.11** determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text	**ELAGSE8RI2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RETURN TO THE TEXT • **Comprehension Check (answer questions about the text)—p. 38**	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 2 Explanatory Text: Title IX: A Sea Change in Gender Equity in Education to Today—pp. 39–41		
1st Read (what is the text about)—TE p. 39 Set a Purpose • Text-Dependent Questions • Vocabulary: Domain Specific Words • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (text structure/use of language)—TE p. 40 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts *continued*	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. *continued*

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Unit 2 Focus Question: How have views on equality changed over time?

	8LA.B.14 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 **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI5** 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. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read (make inferences about the text)—TE p. 41 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39** determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
RETURN TO THE TEXT • Comprehension Check—p. 42	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 3 Resolution: Senate Resolution 462, pp. 43–45		
1st Read (what is the text about)—TE p. 43 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (text structure)—TE p. 44 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.14** 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 **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI5** 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. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read (make inferences about the text)—TE p. 44 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text *continued*	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. *continued*

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Close Reading of Complex Texts Grade 8	**Gwinnett Co. AKS: 8ᵗʰ Grade Language Arts**	**Georgia Standards of Excellence: ELA Grade 8**

Unit 2 Focus Question: How have views on equality changed over time?

	8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • Comprehension Check—p. 45	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ANALYZE AND SYNTHESIZE ACROSS TEXTS • Return to the Focus Question—p. 46 CONNECT TEXTS • REFLECT	**8LA.B.18** analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	**ELAGSE8RI9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
WRITE • Write About the Focus Question—p. 47 USE EVIDENCE • MONITOR • WRITING CHECKLIST	**8LA.C.21** write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content **8LA.C.23** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **8LA.C.28** draw evidence from literary or informational texts to support analysis, reflection, and research **8LA.C.29** write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences	**ELAGSE8W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **ELAGSE8W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **ELAGSE8W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELAGSE8W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SELF-ASSESS AND REFLECT • Focus Question: Writing Rubric—p. 48	**8LA.C.24** develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	**ELAGSE8W5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)

Close Reading of Complex Texts Grade 8	**Gwinnett Co. AKS: 8ᵗʰ Grade Language Arts**	**Georgia Standards of Excellence: ELA Grade 8**

Unit 3 Focus Question: Why do people value the animals in their lives?

VISUAL TEXT Photograph: Farmer working and tending to one of his animals—p. 50 Set a Purpose • Visual Text Analysis	**8LA.A.1** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text *continued*	**ELAGSE8RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. *continued*

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 3 Focus Question: Why do people value the animals in their lives?		
	8LA.D.31 analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation	**ELAGSE8SL2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
TEXT 1 Novel: The Call of the Wild—pp. 51–53		
1st Read (what is the text about)—TE p. 51 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.A.1** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (author's use of language)—TE p. 52 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk	**8LA.A.4** determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40** demonstrate understanding of figurative language, word relationships, and nuances in word meanings	**ELAGSE8RL4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3rd Read (make inferences about the text)—TE p. 53 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.A.1** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • Respond to Reading (summarize the text)—pp. 54–55 Summary Chart • Collaborate • Reflect	**8LA.A.2** determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text	**ELAGSE8RL2** Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RETURN TO THE TEXT • Comprehension Check (answer questions about the text)—p. 56	**8LA.A.1** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 3 Focus Question: Why do people value the animals in their lives?		
TEXT 2 Blog Post: Faithful and True Even to Death—pp. 57–59		
1st Read (what is the text about)—TE p. 57 Set a Purpose • Text-Dependent Questions • Vocabulary: Definitoin from Context • Partner Talk	8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text 8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (text structure)—TE p. 58 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	8LA.B.14 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 8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE8RI5 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. ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read (make inferences about the text)—TE p. 59 Set a Purpose • Text-Dependent Questions • Partner Talk	8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text 8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly 8LA.E.40.a interpret figures of speech (e.g. verbal irony, puns) in context 8LA.E.40.b use the relationship between particular words to better understand each of the words	ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. ELAGSE8L5.a Interpret figures of speech (e.g. verbal irony, puns) in context. ELAGSE8L5.b Use the relationship between particular words to better understand each of the words.
RETURN TO THE TEXT • Comprehension Check—p. 60	8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 3 Web Article: Spending on Pets: "Tails" from the Consumer Expenditure Survey, pp. 61–62		
1st Read (what is the text about)—TE p. 61 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk	8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text *continued*	ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. *continued*

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 3 Focus Question: Why do people value the animals in their lives?		
	8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39** determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	**ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
2nd Read (word choices)—TE p. 62 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read (make inferences about the text)— TE p. 62 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • **Comprehension Check—p. 63**	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ANALYZE AND SYNTHESIZE ACROSS TEXTS • **Return to the Focus Question—p. 64** CONNECT TEXTS • REFLECT	**8LA.B.18** analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	**ELAGSE8RI9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
WRITE • **Write About the Focus Question—p. 65** USE EVIDENCE • MONITOR • WRITING CHECKLIST	**8LA.C.21** write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content **8LA.C.23** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **8LA.C.28** draw evidence from literary or informational texts to support analysis, reflection, and research **8LA.C.29** write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences	**ELAGSE8W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **ELAGSE8W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **ELAGSE8W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELAGSE8W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Unit 3 Focus Question: Why do people value the animals in their lives?

| SELF-ASSESS AND REFLECT
• Focus Question: Writing Rubric—p. 66 | **8LA.C.24**
develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed | **ELAGSE8W5**
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.) |

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Unit 4 Focus Question: How does nature benefit us?

VISUAL TEXT Photograph: Woman Kayaker in Moose Lake, near Mendenhall Glacier, Southeast AK—p. 68 Set a Purpose • Visual Text Analysis	**8LA.B.16** evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea **8LA.D.31** analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation	**ELAGSE8RI7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **ELAGSE8SL2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
TEXT 1 Philosophical Essay: Solitude—pp. 69–71		
1st Read (what is the text about)—TE p. 69 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.A.1** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (author's use of language/meaning of words)—TE p. 70 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words• Partner Talk	**8LA.A.4** determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39** determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	**ELAGSE8RL4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

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Unit 4 Focus Question: How does nature benefit us?		
3rd Read (make inferences about the text)—TE p. 71 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk	**8LA.A.1** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40** demonstrate understanding of figurative language, word relationships, and nuances in word meanings	**ELAGSE8RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RETURN TO THE TEXT • **Respond to Reading (summarize the text)—pp. 72–73** Summary Chart • Collaborate • Reflect	**8LA.A.2** determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text	**ELAGSE8RL2** Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RETURN TO THE TEXT • **Comprehension Check (answer questions about the text)—p. 74**	**8LA.A.1** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 2 Essay: The Halcyon in Canada—pp. 75–77		
1st Read (what is the text about)—TE p. 75 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (author's use of language/meaning of words)—TE p. 76 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40** demonstrate understanding of figurative language, word relationships, and nuances in word meanings	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Unit 4 Focus Question: How does nature benefit us?		
3rd Read (understand the author's argument)—TE p. 77 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • Comprehension Check—p. 78	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 3 Poem: Returning to the Fields, pp. 79–80		
1st Read (what is the text about)—TE p. 79 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.A.1** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (author's use of language/meaning of words)—TE p. 80 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk	**8LA.A.4** determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RL4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read (understand meaning)—TE p. 80 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.A.1** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • Comprehension Check—p. 81	**8LA.A.1** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit 4 Focus Question: How does nature benefit us?

ANALYZE AND SYNTHESIZE ACROSS TEXTS • Return to the Focus Question—p. 82 CONNECT TEXTS • REFLECT	**8LA.B.18** analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	**ELAGSE8RI9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
WRITE • Write About the Focus Question—p. 83 USE EVIDENCE • MONITOR • WRITING CHECKLIST	**8LA.C.21** write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content **8LA.C.23** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **8LA.C.28** draw evidence from literary or informational texts to support analysis, reflection, and research **8LA.C.29** write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences	**ELAGSE8W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **ELAGSE8W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **ELAGSE8W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELAGSE8W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SELF-ASSESS AND REFLECT • Focus Question: Writing Rubric—p. 84	**8LA.C.24** develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	**ELAGSE8W5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Unit 5 Focus Question: When was leisure time better—in the past or today?

VISUAL TEXT Illustration: Fun Park—p. 86 Set a Purpose • Visual Text Analysis	**8LA.B.16** evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea **8LA.D.31** analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation	**ELAGSE8RI7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **ELAGSE8SL2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

Sadlier School

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Unit 5 Focus Question: When was leisure time better—in the past or today?

TEXT 1 Procedural Text: Cassell's Book of In-door Amusements, Card Games, and Fireside Fun—pp. 87–89		
1st Read (what is the text about)—TE p. 87 Set a Purpose • Text-Dependent Questions • Vocabulary: Words in Context • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39.a** use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4.a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2nd Read (author's use of language/meaning of words)—TE p. 88 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read (make inferences about the text)—TE p. 89 Set a Purpose • Text-Dependent Questions • Vocabulary: Synoyms • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40.b** use the relationship between particular words to better understand each of the words	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5.b** Use the relationship between particular words to better understand each of the words.
RETURN TO THE TEXT • **Respond to Reading (summarize the text)—pp. 90–91** Summary Chart • Collaborate • Reflect	**8LA.B.11** determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text	**ELAGSE8RI2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RETURN TO THE TEXT • **Comprehension Check (answer questions about the text)—p. 92**	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 5 Focus Question: When was leisure time better—in the past or today?		
TEXT 2 Guidebook: Coney Island Souvenir Guide—pp. 93–95		
1st Read (what is the text about)—TE p. 93 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk	8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text 8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their *own* clearly.
2nd Read (text structure/use of language/ meaning of words)—TE p. 94 Set a Purpose • Text-Dependent Questions • Vocabulary: Idioms • Partner Talk	8LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts 8LA.B.14 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 8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly 8LA.E.40.a interpret figures of speech (e.g. verbal irony, puns) in context	ELAGSE8RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. ELAGSE8RI5 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. ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their *own* clearly. ELAGSE8L5.a Interpret figures of speech (e.g. verbal irony, puns) in context.
3rd Read (make inferences about the text)— TE p. 95 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text 8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their *own* clearly.
RETURN TO THE TEXT • Comprehension Check—p. 96	8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 3 Fact Sheet: Leisure Activities in 2015—pp. 97–98		
1st Read (what is the text about)—TE p. 97 Set a Purpose • Text-Dependent Questions • Partner Talk	8LA.B.10 cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text *continued*	ELAGSE8RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. *continued*

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 5 Focus Question: When was leisure time better—in the past or today?		
	8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (text structure)—TE p. 98 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.14** 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 **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI5** 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. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read (make inferences about the text)— TE p. 98 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • **Comprehension Check—p. 99**	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ANALYZE AND SYNTHESIZE ACROSS TEXTS • **Return to the Focus Question—p. 100** CONNECT TEXTS • REFLECT	**8LA.B.18** analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	**ELAGSE8RI9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
WRITE • **Write About the Focus Question—p. 101** USE EVIDENCE • MONITOR • WRITING CHECKLIST	**8LA.C.21** write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content **8LA.C.23** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **8LA.C.28** draw evidence from literary or informational texts to support analysis, reflection, and research **8LA.C.29** write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences	**ELAGSE8W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **ELAGSE8W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **ELAGSE8W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELAGSE8W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Unit 5 Focus Question: When was leisure time better—in the past or today?

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
SELF-ASSESS AND REFLECT • Focus Question: Writing Rubric—p. 102	**8LA.C.24** develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	**ELAGSE8W5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Unit 6 Focus Question: What purpose does volunteering serve?

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
VISUAL TEXT Photograph: Ripples—p. 104 Set a Purpose • Visual Text Analysis	**8LA.B.16** evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea **8LA.D.31** analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation	**ELAGSE8RI7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **ELAGSE8SL2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
TEXT 1 Speech: Inaugural Address—pp. 105–107		
1st Read (what is the text about)—TE p. 105 Set a Purpose • Text-Dependent Questions • Vocabulary: Idioms • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (author's use of language/meaning of words)—TE p. 106 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Think Aloud • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40** demonstrate understanding of figurative language, word relationships, and nuances in word meanings	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Unit 6 Focus Question: What purpose does volunteering serve?

3rd Read (make inferences about the text)—TE p. 107 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • **Respond to Reading (summarize the text)—pp. 108–109** Summary Chart • Collaborate • Reflect	**8LA.B.11** determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text	**ELAGSE8RI2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RETURN TO THE TEXT • **Comprehension Check (answer questions about the text)—p. 110**	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 2 Explanatory Text: About CNCS—pp. 111–113		
1st Read (what is the text about)—TE p. 111 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39** determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
2nd Read (text structure)—TE p. 112 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.B.14** 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 **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI5** 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. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read(make inferences about the text)—TE p. 113 Set a Purpose • Text-Dependent Questions • Vocabulary: Context Clues • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text *continued*	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. *continued*

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 6 Focus Question: What purpose does volunteering serve?		
	8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39.a** use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase	**ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4.a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
RETURN TO THE TEXT • Comprehension Check—p. 114	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 3 FAQs: AmeriCorps State and National FAQs—pp. 115–116		
1st Read (what is the text about)—TE p. 115 Set a Purpose • Text-Dependent Questions • Vocabulary: Context Clues • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39.a** use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4.a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2nd Read (text structure)—TE p. 116 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.14** 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 **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI5** 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. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read (make inferences about the text)— TE p. 116 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.

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Unit 6 Focus Question: What purpose does volunteering serve?

RETURN TO THE TEXT • Comprehension Check—p. 117	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ANALYZE AND SYNTHESIZE ACROSS TEXTS • Return to the Focus Question—p. 118 CONNECT TEXTS • REFLECT	**8LA.B.18** analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	**ELAGSE8RI9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
WRITE • Write About the Focus Question—p. 119 USE EVIDENCE • MONITOR • WRITING CHECKLIST	**8LA.C.21** write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content **8LA.C.23** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **8LA.C.28** draw evidence from literary or informational texts to support analysis, reflection, and research **8LA.C.29** write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences	**ELAGSE8W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **ELAGSE8W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **ELAGSE8W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELAGSE8W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SELF-ASSESS AND REFLECT • Focus Question: Writing Rubric—p. 120	**8LA.C.24** develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	**ELAGSE8W5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Unit 7 Focus Question: What can we learn from close study of ice and snow?

VISUAL TEXT Photograph: Summer in Antartica—p. 122 Set a Purpose • Visual Text Analysis	**8LA.B.16** evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea **8LA.D.31** analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation	**ELAGSE8RI7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **ELAGSE8SL2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

Sadlier School

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 7 Focus Question: What can we learn from close study of ice and snow?		
TEXT 1 Magazine Article: Snow Beauties—pp. 123–125		
1st Read (what is the text about)—TE p. 123 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (author's use of language/meaning of words)—TE p. 124 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39** determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies **8LA.E.39.a** use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. **ELAGSE8L4.a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
3rd Read (understand the author's argument)—TE p. 125 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.15** determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • Respond to Reading (summarize the text)—pp. 126–127 Summary Chart • Collaborate • Reflect	**8LA.B.11** determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text	**ELAGSE8RI2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RETURN TO THE TEXT • Comprehension Check (answer questions about the text)—p. 128	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

Sadlier School

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Unit 7 Focus Question: What can we learn from close study of ice and snow?

TEXT 2 Article: Climate at the Core—pp. 129–131		
1st Read (what is the text about)—TE p. 129 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (text structure/meaning of words)—TE p. 130 Set a Purpose • Text-Dependent Questions • Think Aloud • Vocabulary: Multiple-Meaning Words • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.B.14** 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 **8LA.B.14** 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 **8LA.E.39** determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8RI5** 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. **ELAGSE8RI5** 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. **ELAGSE8L4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
3rd Read (make connections in the text)—TE p. 131 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.B.12** analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • Comprehension Check—p. 132	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 3 Web Article: Sizing Up the Earth's Glaciers—pp. 133–134		
1st Read (what is the text about)—TE p. 133 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	continued	*continued*

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

Sadlier School

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 7 Focus Question: What can we learn from close study of ice and snow?		
	8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (author's use of language)—TE p. 134 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read(understand the author's argument)—TE p. 134 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • **Comprehension Check—p. 135**	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ANALYZE AND SYNTHESIZE ACROSS TEXTS • **Return to the Focus Question—p. 136** CONNECT TEXTS • REFLECT	**8LA.B.18** analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	**ELAGSE8RI9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
WRITE • **Write About the Focus Question—p. 137** USE EVIDENCE • MONITOR • WRITING CHECKLIST	**8LA.C.21** write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content **8LA.C.23** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **8LA.C.28** draw evidence from literary or informational texts to support analysis, reflection, and research **8LA.C.29** write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences	**ELAGSE8W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **ELAGSE8W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **ELAGSE8W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELAGSE8W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Unit 7 Focus Question: What can we learn from close study of ice and snow?

| SELF-ASSESS AND REFLECT
• Focus Question: Writing Rubric—p. 138 | **8LA.C.24**
develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed | **ELAGSE8W5**
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.) |

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Unit 8 Focus Question: How did cars and highways connect America?

VISUAL TEXT Photograph: Travel Concept—p. 140 Set a Purpose • Visual Text Analysis	**8LA.B.16** evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea **8LA.D.31** analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation	**ELAGSE8RI7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **ELAGSE8SL2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
TEXT 1 Magazine Article: The Automobile and Automobiling—pp. 141–143		
1st Read (what is the text about)—TE p. 141 Set a Purpose • Text-Dependent Questions • Vocabulary: Words in Concept • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (author's use of language/meaning of words)—TE p. 142 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 8 Focus Question: How did cars and highways connect America?		
3rd Read (make inferences about the text)—TE p. 143 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40** demonstrate understanding of figurative language, word relationships, and nuances in word meanings	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RETURN TO THE TEXT • Respond to Reading (summarize the text)—pp. 144–145 Summary Chart • Collaborate • Reflect	**8LA.B.11** determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text	**ELAGSE8RI2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RETURN TO THE TEXT • Comprehension Check (answer questions about the text)—p. 146	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 2 Magazine Article: What the Dixie Highway Is—pp. 147–149		
1st Read (what is the text about)—TE p. 147 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40** demonstrate understanding of figurative language, word relationships, and nuances in word meanings	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
2nd Read (text structure/use of language/meaning of words)—TE p. 148 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.B.14** 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 *continued*	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8RI5** 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. *continued*

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8ᵗʰ Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Unit 8 Focus Question: How did cars and highways connect America?

	8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39** determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	**ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
3rd Read (make inferences about the text)—TE p. 149 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40.a** interpret figures of speech (e.g. verbal irony, puns) in context **8LA.E.40.b** use the relationship between particular words to better understand each of the words	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5.a** Interpret figures of speech (e.g. verbal irony, puns) in context. **ELAGSE8L5.b** Use the relationship between particular words to better understand each of the words.
RETURN TO THE TEXT • **Comprehension Check—p. 150**	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 3 Explanatory Text: Brief History of Route 66—pp. 151–152		
1st Read (what is the text about)—TE p. 151 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40** demonstrate understanding of figurative language, word relationships, and nuances in word meanings	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
2nd Read (word choices)—TE p. 152 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts *continued*	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. *continued*

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 8 Focus Question: How did cars and highways connect America?		
	8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read (make inferences about the text)—TE p. 152 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • Comprehension Check—p. 153	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ANALYZE AND SYNTHESIZE ACROSS TEXTS • Return to the Focus Question—p. 154 CONNECT TEXTS • REFLECT	**8LA.B.18** analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	**ELAGSE8RI9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
WRITE • Write About the Focus Question—p. 155 USE EVIDENCE • MONITOR • WRITING CHECKLIST	**8LA.C.21** write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content **8LA.C.23** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **8LA.C.28** draw evidence from literary or informational texts to support analysis, reflection, and research **8LA.C.29** write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences	**ELAGSE8W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **ELAGSE8W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **ELAGSE8W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELAGSE8W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SELF-ASSESS AND REFLECT • Focus Question: Writing Rubric—p. 156	**8LA.C.24** develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	**ELAGSE8W5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

Sadlier School

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8ᵗʰ Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 9 Focus Question: What are the challenges and rewards of renewable energy?		
VISUAL TEXT • Photograph: The San Gorgonio Wind Farm, Palm Springs, California, 2015—p. 158 Set a Purpose • Visual Text Analysis	**8LA.B.16** evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea **8LA.D.31** analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation	**ELAGSE8RI7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **ELAGSE8SL2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
TEXT 1 Speech: Some of the Problems Awaiting Solution—pp. 159–161		
1st Read (what is the text about)—TE p. 159 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (text structure/use of language/meaning of words)—TE p. 160 Set a Purpose • Text-Dependent Questions • Vocabulary: Word Parts • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.B.14** 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 **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39.b** use common, grade-appropriate Greek or Latin roots as clues to the meanings of words (e.g., precede, recede, secede)	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8RI5** 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. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
3rd Read (make inferences about the text)—TE p. 161 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

Sadlier School

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Unit 9 Focus Question: What are the challenges and rewards of renewable energy?

RETURN TO THE TEXT • Respond to Reading (summarize the text)—pp. 162–163 Summary Chart • Collaborate • Reflect	**8LA.B.11** determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text	**ELAGSE8RI2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RETURN TO THE TEXT • Comprehension Check (answer questions about the text)—p. 164	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 2 Web Article: Wave of Discovery—pp. 165–167		
1st Read (what is the text about)—TE p. 165 Set a Purpose • Text-Dependent Questions • Vocabulary: Domain Specific Language • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (text structure/use of language/ meaning of words)—TE p. 166 Set a Purpose • Text-Dependent Questions • Think Aloud • Vocabulary: Figurative Language • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.B.14** 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 **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40** demonstrate understanding of figurative language, word relationships, and nuances in word meanings	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8RI5** 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. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3rd Read (make inferences about the text)— TE p. 167 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • Comprehension Check—p. 168	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)**
and the **Georgia Standards of Excellence (GSE): English Language Arts**

Sadlier School

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Unit 9 Focus Question: What are the challenges and rewards of renewable energy?

TEXT 3 Article: Solar Basics—pp. 169–170		
1st Read (what is the text about)—TE p. 169 Set a Purpose • Text-Dependent Questions • Vocabulary: Synonyms • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.40.b** use the relationship between particular words to better understand each of the words	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L5.b** Use the relationship between particular words to better understand each of the words.
2nd Read (text structure)—TE p. 170 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.14** 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 **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI5** 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. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
3rd Read (make inferences about the text)—TE p. 170 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • Comprehension Check—p. 171	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ANALYZE AND SYNTHESIZE ACROSS TEXTS • Return to the Focus Question—p. 172 CONNECT TEXTS • REFLECT	**8LA.B.18** analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	**ELAGSE8RI9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
WRITE • Write About the Focus Question—p. 173 USE EVIDENCE • MONITOR • WRITING CHECKLIST	**8LA.C.21** write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content **8LA.C.23** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience *continued*	**ELAGSE8W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **ELAGSE8W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *continued*

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Unit 9 Focus Question: What are the challenges and rewards of renewable energy?

	8LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research **8LA.C.29** write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences	**ELAGSE8W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELAGSE8W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SELF-ASSESS AND REFLECT • Focus Question: Writing Rubric—p. 174	**8LA.C.24** develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	**ELAGSE8W5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)

Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8

Unit 10 Focus Question: What impact do humans have on the environment?

VISUAL TEXT Photograph: A giant trash pile floats in a small creek surrounded by thick forest—p. 176 Set a Purpose • Visual Text Analysis	**8LA.B.16** evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea **8LA.D.31** analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation	**ELAGSE8RI7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **ELAGSE8SL2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
TEXT 1 Biography: Rachel Carson Biography—pp. 177–179		
1st Read (what is the text about)—TE p. 177 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (text structure)—TE p. 178 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Think Aloud • Partner Talk	**8LA.B.14** 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 *continued*	**ELAGSE8RI5** 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. *continued*

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 10 Focus Question: What impact do humans have on the environment?		
	8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39** determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	**ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
3rd Read (understand the author's argument)—TE p. 179 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • **Respond to Reading (summarize the text)—pp. 180–181** Summary Chart • Collaborate • Reflect	**8LA.B.11** determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text	**ELAGSE8RI2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RETURN TO THE TEXT • **Comprehension Check (answer questions about the text)—p. 182**	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 2 Web Article: The Buzz on Native Bees—pp. 183–185		
1st Read (what is the text about)—TE p. 183 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (text structure/meaning of words)—TE p. 184 Set a Purpose • Text-Dependent Questions • Think Aloud • Vocabulary: Words in Context • Partner Talk	**8LA.B.14** 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 *continued*	**ELAGSE8RI5** 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. *continued*

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 10 Focus Question: What impact do humans have on the environment?		
	8LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39.a** use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase	**ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4.a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
3rd Read (understand the author's argument)—TE p. 185 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • Comprehension Check—p. 186	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 3 Explanatory Text: Man and the Earth—pp. 187–188		
1st Read (what is the text about)—TE p. 187 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
2nd Read (author's use of language/meaning of words)—TE p. 188 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk	**8LA.B.13** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **8LA.E.39** determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies **8LA.E.39** determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	**ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly. **ELAGSE8L4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. **ELAGSE8L4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

Close Reading of Complex Texts Aligned to the **Gwinnett County Academic Knowledge and Skills (AKS)** and the **Georgia Standards of Excellence (GSE): English Language Arts**

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Close Reading of Complex Texts Grade 8	Gwinnett Co. AKS: 8th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 8
Unit 10 Focus Question: What impact do humans have on the environment?		
3rd Read (understand the author's argument)—TE p. 188 Set a Purpose • Text-Dependent Questions • Partner Talk	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text **8LA.D.30** engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • **Comprehension Check—p. 189**	**8LA.B.10** cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	**ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ANALYZE AND SYNTHESIZE ACROSS TEXTS • **Return to the Focus Question—p. 190** CONNECT TEXTS • REFLECT	**8LA.B.18** analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	**ELAGSE8RI9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
WRITE • **Write About the Focus Question—p. 191** USE EVIDENCE • MONITOR • WRITING CHECKLIST	**8LA.C.21** write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content **8LA.C.23** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **8LA.C.28** draw evidence from literary or informational texts to support analysis, reflection, and research **8LA.C.29** write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences	**ELAGSE8W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **ELAGSE8W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **ELAGSE8W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELAGSE8W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SELF-ASSESS AND REFLECT • **Focus Question: Writing Rubric—p. 192**	**8LA.C.24** develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	**ELAGSE8W5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)