

# PATHWAY THROUGH ENGLISH

# 8<sup>th</sup>

Descriptive Guide





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## Series Description

### Pedagogical Foundations

#### Pedagogical Approach

In Dreyfous we have developed the new English series **“Pathway through English”** with a humanistic and constructivist approach.

The curricular design (lessons content, resources, activities, exercises) of the series contemplates the development of the following aspects: significant learning experiences that **promote critical and individual thinking** for students while acquiring new language skills. In addition, it propitiates reading comprehension and analysis, vocabulary acquisition, use of technological tools, and the opportunity to be creative in both written and oral expression work.

This series includes diverse types of assessment to evaluate the learning process, such as graphic organizers, writing exercises, **oral presentations**, socialized discussions, diagrams, among others.

#### Reading Comprehension and Vocabulary Acquisition

The reading exercise is a cognitive process that enables students to build the meaning of the information in context. It allows interaction between the reader and the words presented. This series works with the reading process in three stages: before the reading, during the reading, and after the reading. Each stage of the process includes key questions to guide students to a comprehensive analysis of the topics.

These reading stages will be addressed in lesson one of each unit with diverse activities for each stage of the reading process. Each one has a specific objective:

- a. **Before the Reading:** Activities and questions as an introduction to the theme and to predict outcomes.
- b. **During the Reading:** Activities and comprehensive questions in order to look deeper into the main ideas of the text, throughout the reading. Students can acquire new vocabulary words with their definitions.
- c. **After the Reading:** Activities and questions of reading comprehension to summarize, identify key elements of the text, and establish the overall purpose.

## Language Skills

One of the primary focuses of the series is to present students with a new post-modern world where language has been transformed using technology. Students will have the opportunity to use the language in different ways, such as proper grammar use, written form, and oral expressions. The activities and assessments presented to the students will give them the skills necessary to use the English language to:

- Analyze informational texts
- Analyze literary genres
- Write creatively
- Use correct punctuation and grammar
- Express themselves in discussions and formal presentations
- Use new vocabulary for different tasks and contexts
- Use new technology tools

## Components

### Content

The content is organized as such:

**Units.** There are eight thematic units.

1. Auto Exploration
2. Understanding Technology
3. Self-Expression
4. Effective Communication
5. Relevant Connections
6. Personal Relationships
7. English and its Context
8. English the Language of Media

**Lessons.** Each unit has four lessons.


- Lesson 1. Reading and Vocabulary Acquisition
- Lesson 2. Comprehension and Analysis
- Lesson 3. Language Skills
- Lesson 4. Writing and Oral Expression

**Sidebar.** Each lesson has a sidebar implemented that includes complementary content, links, and the following:

- Lesson 1.
  - Additional readings
  - Worksheets
  - Vocabulary worksheet
  - Rubrics
- Lesson 2. 3. 4.
  - Worksheets
  - Rubrics

**Workbook.** The practice workbook includes additional exercises to provide further skill development. It also includes the answer keys.

**Teachers' Tools.** The tools include:

- **Teachers' Guide:**
  - **Series Description.** It has the specific pedagogical foundations of the series and the description of the lessons.
  - **Structure and Didactic Content.** Includes the unit and lesson, the general and specific objectives, the information about the readings and their authors, and all the concepts discussed. Also, it includes suggested activities to develop in the classroom, how to apply the lessons in the daily classroom engagement, and links that can be complementary to the lesson.
  - **Lesson Answer Key.** Includes all the answers to the activities included in lessons 01, 02, and 03 which are located on edufile.net. You can access them by clicking the key icon ().

## Thematic Structure 8°

### Units

1. My Traits
2. Communication and Technology
3. Using My Voice
4. Connecting Through Language
5. Interactions
6. My Relationships
7. Evolution of English
8. The Current World

## Readings, authors, nationalities, and genres: Lesson 1. Reading and Vocabulary Acquisition

UNIT	THEME	READING	AUTHOR	NATIONALITY	GENRE
<b>1. My Traits</b>	Analogies	Emancipation	Priscilla Jane Thompson	American	Poetry
<b>2. Communication and Technology</b>	Meaning and Tone	Signs of Our Times: Why Emoji Can Be Even More Powerful Than Words	Vyvyan Evans Professor of Linguistics, Bangor University	British	Informational text
<b>3. Using My Voice</b>	Types of Messages	Give Me Liberty or Give me Death	Patrick Henry	American	Speech
<b>4. Connecting Through Language</b>	Identifying Style	A Daughter of the Samurai	Etsu Inagaki Sugimoto	Japanese American	Novel
<b>5. Interactions</b>	Reasoning	Kumulipo	Queen Lili'uokalani	Hawaiian	Poetry
<b>6. My Relationships</b>	Poetry	To My Dear and Loving Husband	Anne Bradstreet	American	Poetry
<b>7. Evolution of English</b>	Portrayal of Time	Emoticons and Symbols Aren't Ruining Language – They're Revolutionizing It	Lauren B. Collister Electronics Publications Associates, University of Pittsburgh	American	Informational text
<b>8. The Current World</b>	Key Information	Songs for the People	Frances Ellen Watkins Harper	American	Poetry



**Readings, authors, and genres: Lesson 1. Reading and Vocabulary Acquisition:**  
***Let's Keep Reading* (additional readings):**

UNIT	THEME	READING	AUTHOR	GENRE
1	Analogies	IX. Mahatma Gandhi's Statement (Freedom's Battle)	Mahatma Gandhi	Speeches
		The Tell-Tale Heart	Edgar Allan Poe	Short Story
2	Meaning and Tone	In the Age of Misinformation, Who Holds the Power to Categorize the "Truth"?	Mohamed Suliman	Informational text
		How – and why – Google Is Transforming the Map	Anthony Stefanidis, Andrew Crooks, and Arie Croitoru Professors at George Mason University	Informational text
3	Types of Messages	Theme for English B	Langston Hughes	Poetry
4	Identifying Style	Malala Yousafzai: Speech to United Nations Security Council	Malala Yousafzai	Speech
5	Reasoning	Bullying Speech	First lady Michelle and President Barack Obama	Speech
6	Poetry	O Captain! My captain!	Walt Whitman	Poetry
		My Wife	Michel De Montaigne	Essay

7	Portrayal of Time	A History of English in Five Words	Simon Horobin Professor of English Language and Literature, University of Oxford	Informational Text
		Beowulf	Unknown	Heroic Poem
8	Key information	The Gettysburg Address	Abraham Lincoln	Speech

## Themes: Lesson 2. Comprehension and Analysis

UNIT	THEME
1	Central Ideas
2	Objective Summary
3	Text Purpose
4	Author's Point of View
5	Multiple Interpretations
6	Critical Thinking and Analysis
7	Interpreting Facts
8	Conflict Resolution

## Themes: Lesson 3. Language Skills

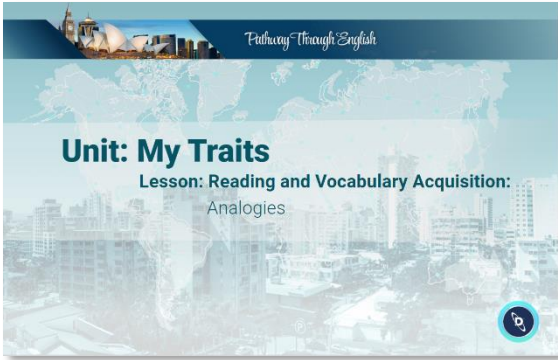




UNIT	THEME
1	Use of Quotes
2	Active and Passive Voice
3	Perfect Verb Tense
4	Perfect Continuous Verb Tense
5	Simple Grammatical Errors
6	Gerunds and Infinitives
7	Transitional Words
8	Generating Questions

## Themes: Lesson 4. Writing and Oral Expression

UNIT	THEME
1	Citing a Text
2	Reference Material
3	Collaborative Discussions
4	Argumentative Text
5	Analytical Text
6	Concluding Statements
7	Research Essay
8	Publishing and Presenting

## Curricular Components

### Lesson 1. Reading and Vocabulary Acquisition

Lesson Content	
<b>Lesson Opening</b> 	<p>It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.</p> <p>Includes:</p> <ul style="list-style-type: none"><li>Series title</li><li>Unit and lesson titles</li><li>Credits</li></ul>
<b>Index</b> 	<p>Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.</p> <p>Includes:</p> <ul style="list-style-type: none"><li> OBJECTIVES Presents the objectives of the lesson.</li><li> LET'S EXPLORE Introduces the theme for the unit and how it connects with the reading selection.</li><li> LET'S READ Includes the reading selection, related information, and activities.</li></ul>



Presents new vocabulary words and activities.



Includes additional reading selections.



## Objectives

**Objectives:**

- 1. Determine theme and central ideas and analyze their development
- 2. Identify and describe characters, settings, and plot
- 3. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions



Presents the objectives to be achieved at the end of the lesson.

## Let's Explore (content)

**LET'S EXPLORE**

An **analogy** is a comparison between two things, usually to explain or clarify how they are related. In literature, analogies help the reader better understand situations and see a connection to everyday life. Analogies basically show the relationship between words.

Relationships between words vary among synonyms, antonyms, a part of a whole, cause and effect, or item in a category. You must first interpret how words are related in order to understand an analogy.



This section introduces the theme to be discussed in the unit and how it will connect with the reading selection.

Includes:

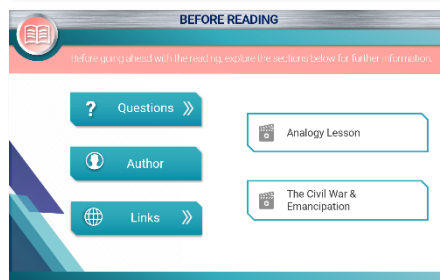
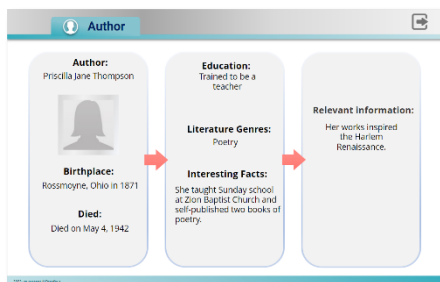
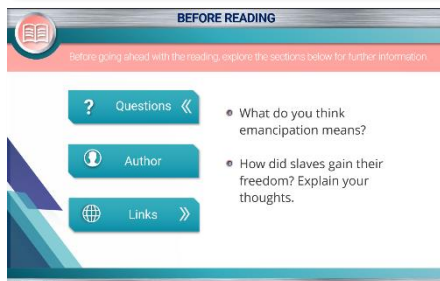
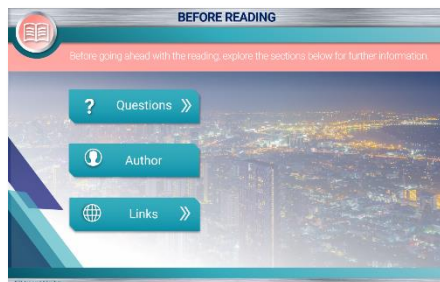


**Text:** Presents a brief discussion to introduce the theme.



**Image:** An image in correlation with the theme and discussion.

## Let's Read



Presents the main reading selection with other relevant information. Plus includes activities for each step of the reading process.

Includes:

- **Before Reading:** Presents activities and questions as an introduction to the theme and to predict outcomes.

Includes:



- ✓ **Questions:** Exploration questions related to the reading.



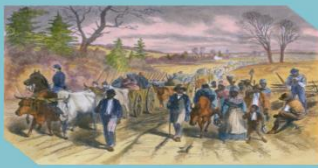
- ✓ **Author:** Presents the biography and relevant facts about the authors of each reading.



- ✓ **Links:** Each section includes a maximum of two links related to the reading or theme.

## Emancipation

Priscilla Jane Thompson



'Tis a time for much rejoicing,  
Let each heart be lured away;  
Let each tongue, its thanks be voicing  
For Emancipation Day.  
Day of victory, day of glory,  
Four thousand million were set free!

2022-present © Dreyfous

## Emancipation

Priscilla Jane Thompson



**To follow in great stride**  
You are the world's...  
Let each heart be lured away;  
Let each tongue, its thanks be voicing  
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Day of victory, day of glory,  
Four thousand million were set free!

1

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## Emancipation

Priscilla Jane Thompson



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**During Reading:** Presents the reading selection and activities for students to complete during the reading process.

Includes:



✓ **Reading:** Reading selection presented in HTML5 format.



✓ **Vocabulary:** The Reading includes new vocabulary words with their definition.

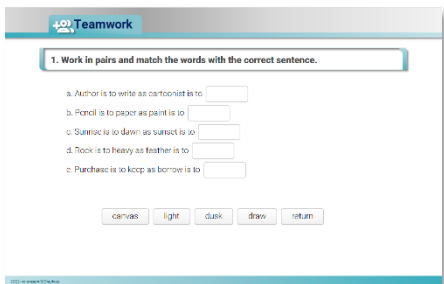
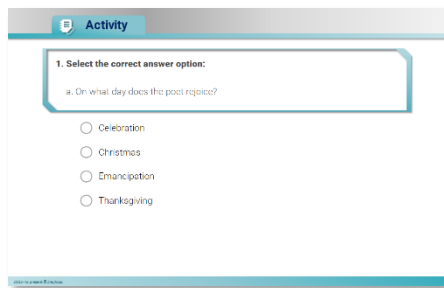
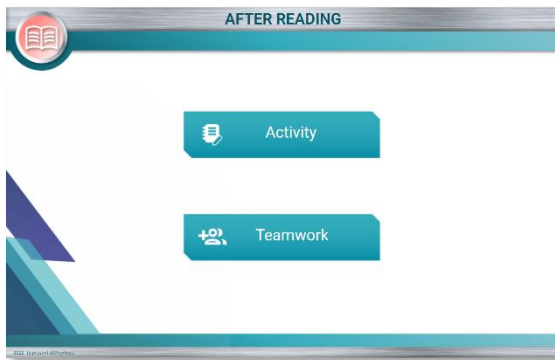



✓ **Questions:** Each reading includes reading comprehension questions.



✓ **Answers:** Each question has the answer key.



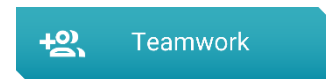


 **After Reading:** Presents activities and questions of reading comprehension to summarize, identify key elements of the text, and establish the overall purpose.

Includes:

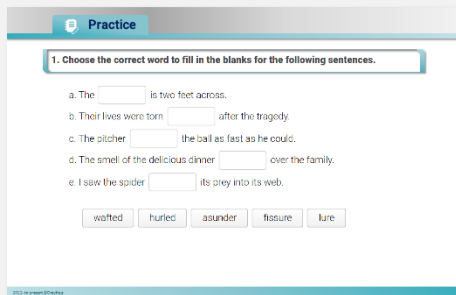
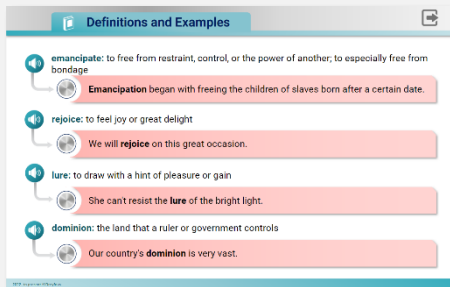
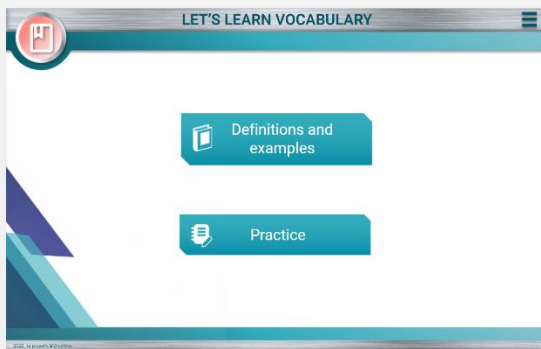


- ✓ **Activity:** Presents a reading comprehension activity, which will vary in style, for students to complete.



- ✓ **Teamwork:** This activity aims for students to work in pairs or in small groups and complete an activity of reading comprehension, analysis or further exploration of the theme discussed.

## Let's Learn Vocabulary



This section will include the vocabulary words identified in the reading with their definitions, examples, and practice exercises.

Includes:



Definitions and examples



**Definitions and Examples:** Presents the vocabulary words with their definitions and examples. It also includes audio to clarify pronunciation.



Practice



**Practice:** It includes activities for students to practice the vocabulary learned. The activities will vary in style.

## Let's Keep Reading



### *THE TELL-TALE HEART*

Edgar Allan Poe



True!—nervous—very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses—not destroyed—not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth, I heard many

2022-present © Dreyfous

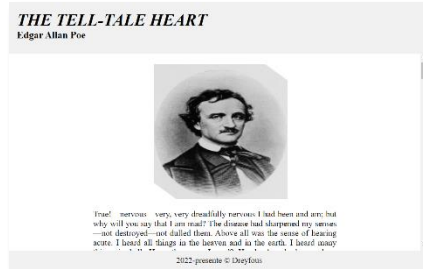


This section will have one or two additional readings that can be discussed to explore the theme further. The additional readings will be presented in HTML5 format.

## Students' Documents

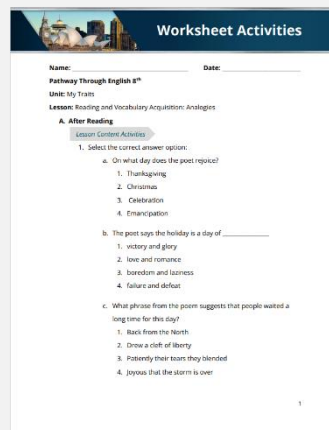
### Additional readings

Each unit may include additional readings for students to continue exploring the theme of the unit. It also promotes reading comprehension skills.



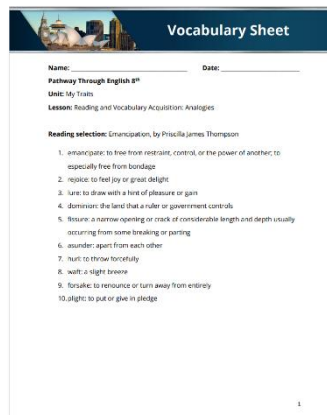
### Worksheets

The worksheets will include additional activities and the activities included in the lesson. The activities will include the answer keys.






### Vocabulary Sheets


The vocabulary sheet includes the vocabulary definitions.



## Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

-  **Oral Expression Rubric**
-  **Oral Expression – Formal Presentations Rubric**
-  **Writing Exercises Rubric**


**Oral Expression Rubric**

**Pathway Through English 8<sup>th</sup>**


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: My Traits

Lesson: Reading and Vocabulary Acquisition: Analogies

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus.	Topic would benefit from more focus.	Topic is adequately focused and relevant.	Topic is highly focused and relevant.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas.	Some ideas were not presented in proper order; transitions are needed between some ideas.	Most ideas are in logical order with adequate transitions between most major ideas.	Ideas are presented in logical order with effective transitions between major ideas.
<b>Language use</b>	Used less than 5 grade appropriate.	Used less than 10 grade appropriate.	Used more than 10 grade appropriate.	Used more than 15 grade appropriate.

1


**Oral Expression – Formal Presentations Rubric**

**Pathway Through English 8<sup>th</sup>**


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: My Traits

Lesson: Reading and Vocabulary Acquisition: Analogies

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus; presentation contains multiple fact errors.	Topic would benefit from more focus; presentation contains some fact errors or needs more facts.	Topic is adequately focused and relevant; major facts are accurate and generally complete.	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas; several	Some ideas were not presented in proper order; transitions are needed between	Most ideas are in logical order with adequate transitions between most major ideas; presentation is	Ideas are presented in logical order with effective transitions between major ideas;

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**Writing Exercises Rubric**

**Pathway Through English 8<sup>th</sup>**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: My Traits

Lesson: Reading and Vocabulary Acquisition: Analogies

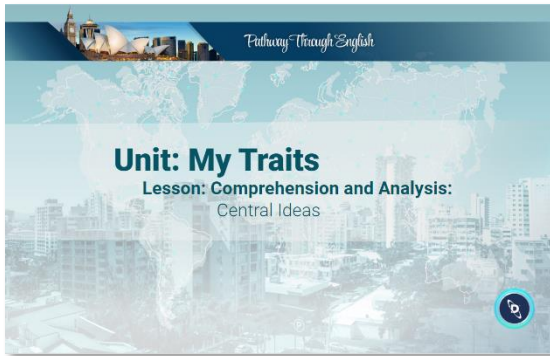
Criteria	Level 1	Level 2	Level 3	Level 4
<b>Spelling &amp; Grammar</b>	Distracting errors throughout that demonstrate lack of editing and revision.	More than a few errors that demonstrate needs further editing and revision.	A few errors present, but overall good editing.	Grammar and spelling demonstrate careful editing.
<b>Formal Tone and Style</b>	Informal language present throughout.	Writing contains some informal elements (e.g., contractions).	Writing attempts to maintain a formal and adequate tone.	Writing maintains a formal and adequate tone throughout.
<b>Organization &amp; Transitions</b>	Little to no attempt at organization and structure.	Attempts to organize ideas, but transitional language is needed and more structure.	Organizes ideas in a logical way. Transitional language used and had a defined structure.	Strong organization and transitional language used skillfully throughout with excellent structure.

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## Lesson 2. Comprehension and Analysis

### Lesson Content

#### Lesson Opening



It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.

Includes:

- Series title
- Unit and lesson titles
- Credits

#### Index



Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.

Includes:



Presents the objectives of the unit.



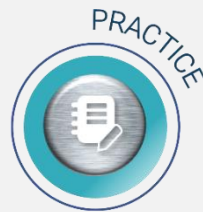
A challenge activity based on the reading of the previous lesson.



Introduction to the skill to be learned.



Provides an explanation and the purpose of the skill.



Activities to practice the skills.



## Objectives

**Objectives:**

- Provide summaries with specific details
- Cite the text correctly when establishing arguments or claims
- Interpret the text with specific point of view



Presents the objectives to be achieved at the end of the lesson.

## Reading Challenge (content)

Complete the graphic organizer with ideas, words, and phrases that fits the central idea of the previous reading, "Emancipation" by Priscilla Jane Thompson. Complete the graphic organizer activity in your workbook.

Graphic Organizer #1



This section challenges the student with an activity of reading comprehension based on the previous lesson.

Includes:



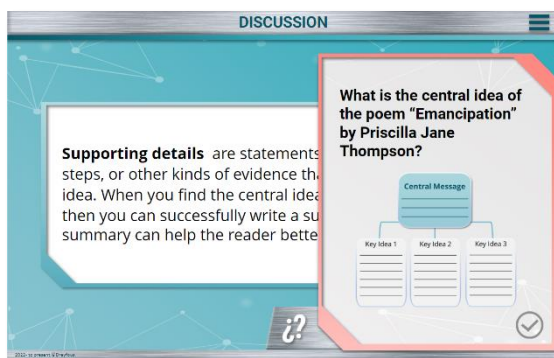
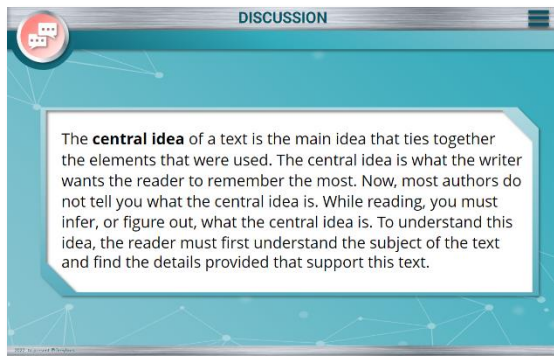
**Text:** Presents a brief discussion to introduce the theme.



**Activity:** The activity will work with reading comprehension skills among other skills related to the previous reading process.



## Discussion

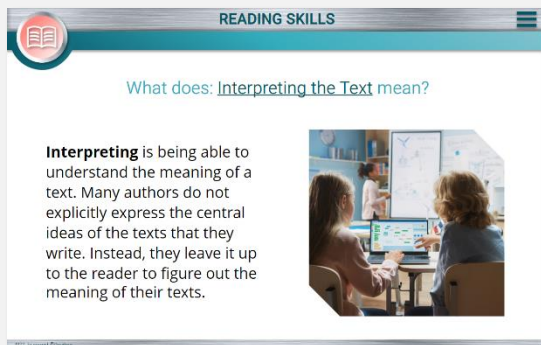


The discussion aims to connect the reading discussed in the previous lesson with the new skill to be learned. This text can include a graphic organizer to explain the concept or questions for analysis.

Includes:

- **Text:** Connects the theme with the skill.
- **Guide Questions:** Analysis questions for the students to make connections and comprehend the skill.

## Reading Skills



This section incorporates the elements necessary for students to comprehend and use new reading skills correctly.

Includes:

- **What is a: \_\_\_\_\_?:** In this section, the skills are explained.
- **What is necessary?:** It presents the steps or process to follow, to be able to understand the skills. It can be presented using graphic organizers.



READING SKILLS

What is necessary?

How to find the central idea of a text:

- ④ Dates
- ④ Short description of each event
- ④ Picture or illustration of each event
- ④ Creative and colorful timeline

READING SKILLS

Examples

Example of things you can do the test out your central idea:

- ④ Does my central idea sentence act like a summary for the ideas presented?
- ④ Do the examples, reasons, and facts included in the reading explain and support the central idea I have identified?
- ④ Is your central idea aligned with the topic the author is presenting?

READING SKILLS

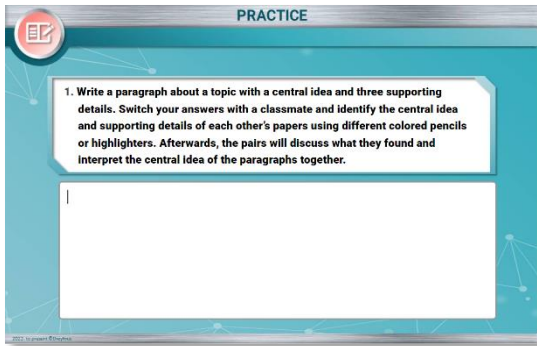
Examples

Example of things you can do the test out your central idea:

- ④ Does my central idea sentence act like a summary for the ideas presented?
- ④ Do the examples, reasons, and facts included in the reading explain and support the central idea I have identified?
- ④ Is your central idea aligned with the topic the author is presenting?

- 🎧 **Examples:** It provides an explained example of the steps or process to follow.
- 🎧 **Links:** It may include a maximum of two links to amplify understanding of the skill.
- 🎧 **Practices:** Activities for the students to complete related to the skill.

## Practice



It provides activities for students to practice the skill previously discussed. These activities can vary in style.

## Students' Documents

### Worksheets

The worksheets will include additional activities and the activities included in the lesson. The activities will include the answer keys.

**Worksheet Activities**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Pathway Through English 8<sup>th</sup>**  
Unit: My Traits  
Lesson: Comprehension and Analysis: Central Ideas

**A. Reading Challenge**




**Lesson Content Activities**

1. Complete the graphic organizer with ideas, words, and phrases that fit the central idea of the previous reading, "Emancipation" by Priscilla Jane Thompson.

Graphic Organizer #1

### Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

-  **Oral Expression Rubric**
-  **Oral Expression – Formal Presentations Rubric**
-  **Writing Exercises Rubric**

**Pathway Through English 8<sup>th</sup>**

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Lesson: Reading and Vocabulary Acquisition: Analogies

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<b>Language use</b>	Used less than 5 grade appropriate.	Used less than 10 grade appropriate.	Used more than 10 grade appropriate.	Used more than 15 grade appropriate.

**Pathway Through English 8<sup>th</sup>**

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Unit: My Traits  
Lesson: Reading and Vocabulary Acquisition: Analogies

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**Pathway Through English 8<sup>th</sup>**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

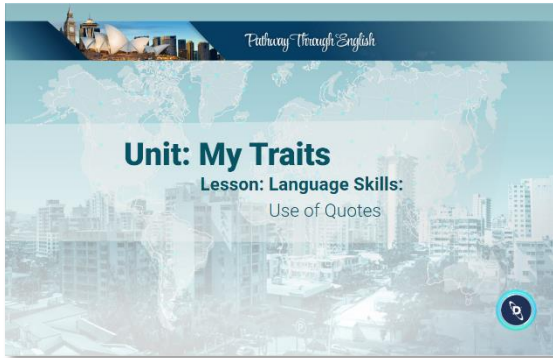
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Lesson: Reading and Vocabulary Acquisition: Analogies

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Spelling &amp; Grammar</b>	Distracting errors throughout that demonstrate lack of editing and revision.	More than a few errors that demonstrate needs further editing and revision.	A few errors present, but overall good editing.	Grammar and spelling demonstrate careful editing.
<b>Formal Tone and Style</b>	Informal language present throughout.	Writing contains some informal elements (e.g., contractions).	Writing attempts to maintain a formal and adequate tone.	Writing maintains a formal and adequate tone throughout.
<b>Organization &amp; Transitions</b>	Little to no attempt at organization and structure.	Attempts to organize ideas, but transitional language is needed and more structure.	Organizes ideas in a logical way. Transitional language used and had a defined structure.	Strong organization and transitional language used skillfully throughout with excellent structure.

## Lesson 3. Language Skills

### Lesson Content

#### Lesson Opening



It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.

Includes:

- Series title
- Unit and lesson titles
- Credits

#### Index



Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.

Includes:



Presents the objectives of the unit.



Text explaining the grammatical concept to be learned.



Activities to practice the concept previously studied.



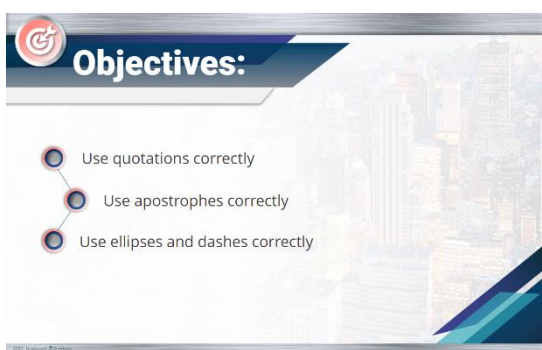
A writing activity to practice the concept learned.



Grammar challenge activity.

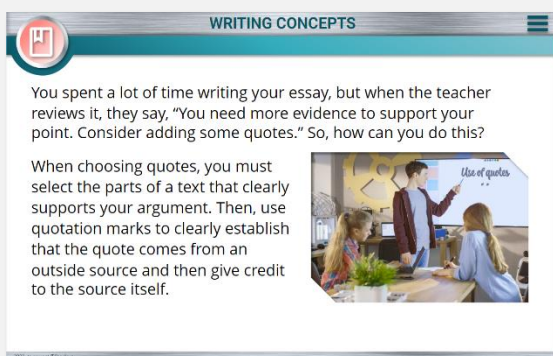


## Objectives



Presents the objectives to be achieved at the end of the lesson.

## Writing concepts (content)



This section provides an explanation of the grammar concept they will be learning and practicing.

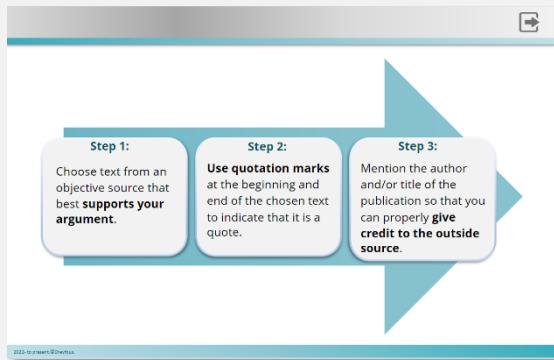
Includes:



**Text:** It provides the description of the concept and skill.



**Image:** An image in correlation with the theme and discussion.



WRITING CONCEPTS

Examples

This is an example of a quote used in a text:

Reading is an important and wonderful skill to have, but unfortunately, the way it is taught makes many resent it. It feels like a burden due to assigned reading tasks. However, as Kate DiCamillo observes, "Reading should not be presented to children as a chore, a duty. It should be offered as a gift."

WRITING CONCEPTS

Examples

This is an example of a quote used in a text:

Reading is an important and wonderful skill to have, but unfortunately, the way it is taught makes many resent it. It feels like a burden due to assigned reading tasks. However, as Kate DiCamillo observes, "Reading should not be presented to children as a chore, a duty. It should be offered as a gift."

## Practice

PRACTICE

1. Choose whether the statement is true or false.

a. Quotes do not need to be elaborated upon. They are self-explanatory when used as evidence in a text.

☐ True

☐ False

**Graphic Organizer:** A graphic organizer is included to provide structure and details of how this concept is used.

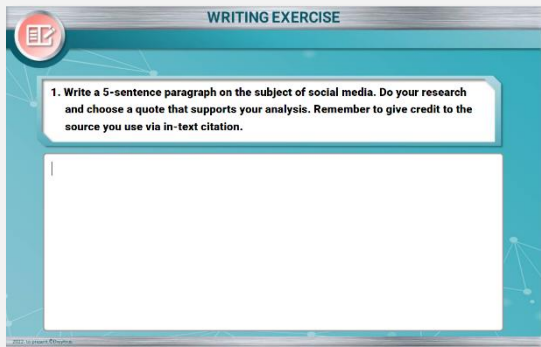
**Examples:** Presents an example of the concept and skills previously discussed.

**Links:** It may include a maximum of two links to amplify understanding of the skill.



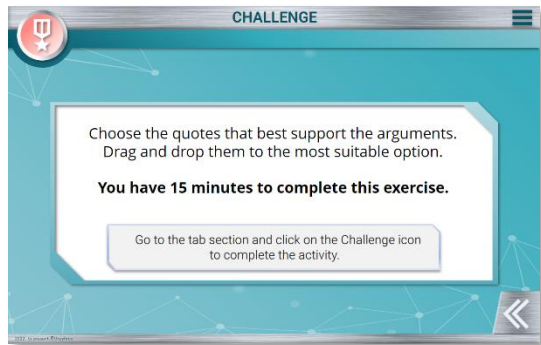
It provides activities for students to practice the concept previously discussed. These activities can vary in style.

## Writing Exercise



A writing activity to practice the concept learned. These activities can vary in style, but it will require the student to correctly use the concept learned.

## Challenge



This section provides a grammar challenge activity that will put their knowledge to the test. It will have specific instructions for them to follow. Also, to take the challenge even further, it will have a time limit for them to finish.

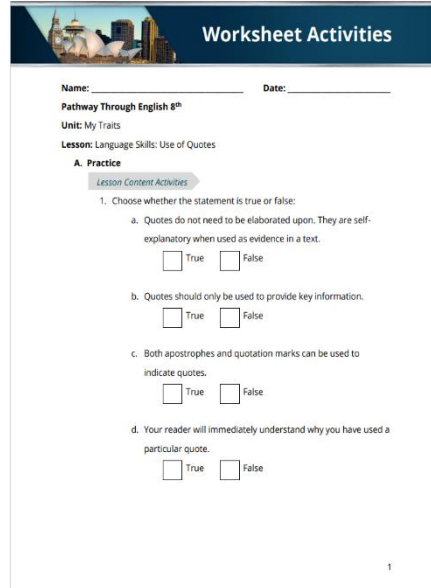
It may include a maximum of two links to amplify understanding of the skill.



## Students' Documents

### Worksheets

The worksheets will include additional activities and the activities included in the lesson. The activities will include the answer keys.



**Worksheet Activities**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Pathway Through English 8<sup>th</sup>

Unit: My Traits

Lesson: Language Skills: Use of Quotes

**A. Practice**

**Lesson Content Activities**

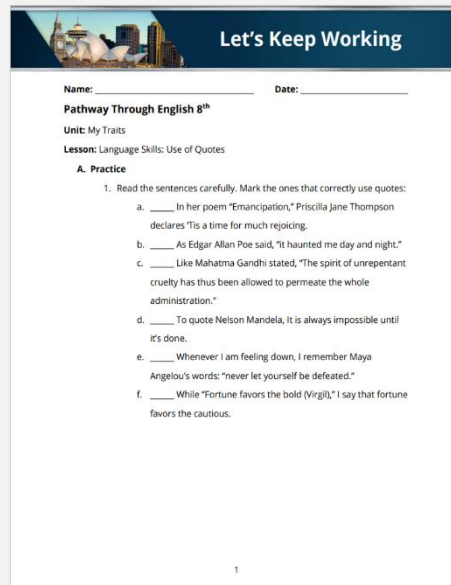
1. Choose whether the statement is true or false:

- a. Quotes do not need to be elaborated upon. They are self-explanatory when used as evidence in a text.  
☐ True ☐ False
- b. Quotes should only be used to provide key information.  
☐ True ☐ False
- c. Both apostrophes and quotation marks can be used to indicate quotes.  
☐ True ☐ False
- d. Your reader will immediately understand why you have used a particular quote.  
☐ True ☐ False

1

### Let's Keep Working

These worksheets will provide activities to practice the language skills further. They all include three additional activities which are organized by language levels of proficiency. Activity 1 is designed for beginner's levels, activity 2 is intermediate, and activity 3 is an advanced level.



**Let's Keep Working**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Pathway Through English 8<sup>th</sup>

Unit: My Traits

Lesson: Language Skills: Use of Quotes

**A. Practice**

1. Read the sentences carefully. Mark the ones that correctly use quotes:




- a. \_\_\_\_ In her poem "Emancipation," Priscilla Jane Thompson declares "Tis a time for much rejoicing.
- b. \_\_\_\_ As Edgar Allan Poe said, "It haunted me day and night."
- c. \_\_\_\_ Like Mahatma Gandhi stated, "The spirit of unrepentant cruelty has thus been allowed to permeate the whole administration."
- d. \_\_\_\_ To quote Nelson Mandela, It is always impossible until it's done.
- e. \_\_\_\_ Whenever I am feeling down, I remember Maya Angelou's words: "never let yourself be defeated."
- f. \_\_\_\_ While "Fortune favors the bold (Virgil)," I say that fortune favors the cautious.


1



## Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

-  **Oral Expression Rubric**
-  **Oral Expression – Formal Presentations Rubric**
-  **Writing Exercises Rubric**


**Oral Expression Rubric**

**Pathway Through English 8<sup>th</sup>**


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: My Traits

Lesson: Reading and Vocabulary Acquisition: Analogies

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus.	Topic would benefit from more focus.	Topic is adequately focused and relevant.	Topic is highly focused and relevant.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas.	Some ideas were not presented in proper order; transitions are needed between some ideas.	Most ideas are in logical order with adequate transitions between most major ideas.	Ideas are presented in logical order with effective transitions between major ideas.
<b>Language use</b>	Used less than 5 grade appropriate.	Used less than 10 grade appropriate.	Used more than 10 grade appropriate.	Used more than 15 grade appropriate.

1


**Oral Expression – Formal Presentations Rubric**

**Pathway Through English 8<sup>th</sup>**


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: My Traits

Lesson: Reading and Vocabulary Acquisition: Analogies

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus; presentation contains multiple fact errors.	Topic would benefit from more focus; presentation contains some fact errors or needs more facts.	Topic is adequately focused and relevant; major facts are accurate and generally complete.	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas; several	Some ideas were not presented in proper order; transitions are needed between	Most ideas are in logical order with adequate transitions between most major ideas; presentation is	Ideas are presented in logical order with effective transitions between major ideas;

1


**Writing Exercises Rubric**

**Pathway Through English 8<sup>th</sup>**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: My Traits

Lesson: Reading and Vocabulary Acquisition: Analogies

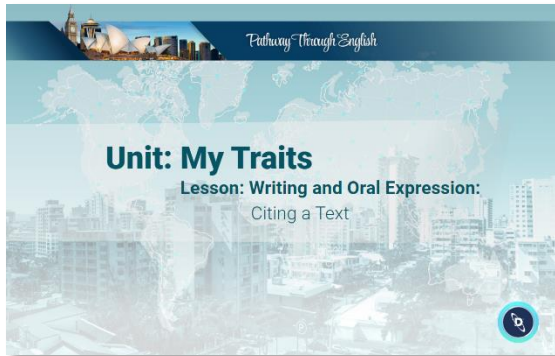
Criteria	Level 1	Level 2	Level 3	Level 4
<b>Spelling &amp; Grammar</b>	Distracting errors throughout that demonstrate lack of editing and revision.	More than a few errors that demonstrate needs further editing and revision.	A few errors present, but overall good editing.	Grammar and spelling demonstrate careful editing.
<b>Formal Tone and Style</b>	Informal language present throughout.	Writing contains some informal elements (e.g., contractions).	Writing attempts to maintain a formal and adequate tone.	Writing maintains a formal and adequate tone throughout.
<b>Organization &amp; Transitions</b>	Little to no attempt at organization and structure.	Attempts to organize ideas, but transitional language is needed and more structure.	Organizes ideas in a logical way. Transitional language used and had a defined structure.	Strong organization and transitional language used skillfully throughout with excellent structure.

1

## Lesson 4. Writing and Oral Expression

### Lesson Content

#### Lesson Opening



It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.

Includes:

- Series title
- Unit and lesson titles
- Credits

#### Index



Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.

Includes:



Presents the objectives of the unit.



Provides a text describing the writing concept and oral expression skill.



Activities to practice the concept and skill discussed.



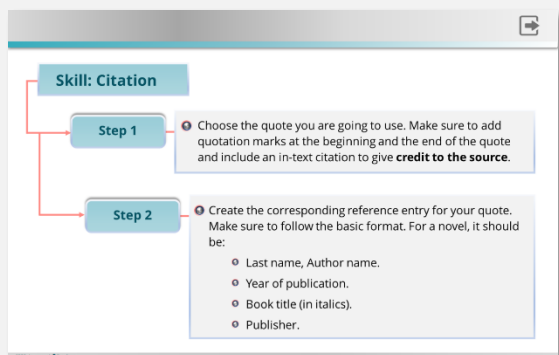
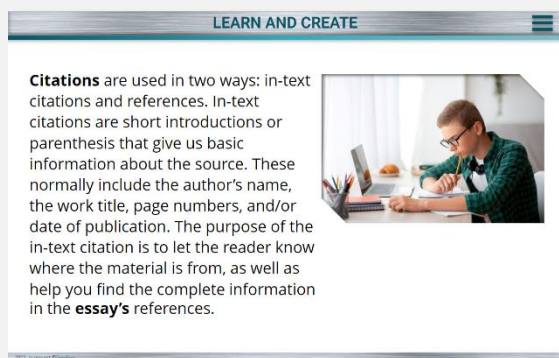
Activities to practice the oral expression skills.

## Objectives



Presents the objectives to be achieved at the end of the lesson.

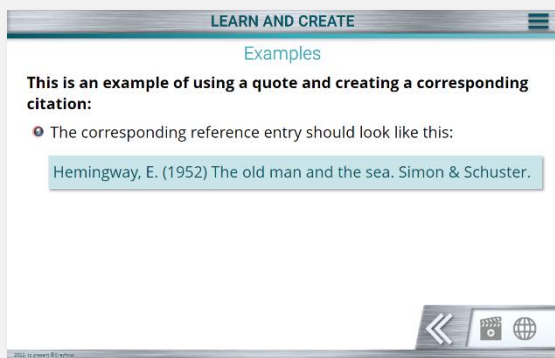
## Learn and Create (content)



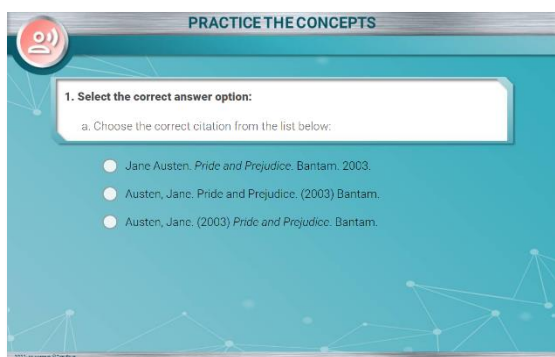
Provides a text describing the writing concept and oral expression skill.

Includes:

- **Text:** Explanation and description of the concept.
- **Image:** An image in correlation with the theme and discussion.
- **Links:** It may include a maximum of two links to amplify understanding of the skill.
- **Graphic Organizer:** A graphic organizer is included to provide structure and details of how this concept is used.



## Practice the Concepts




Activities to practice the concept and skill discussed. They will vary in style.

## Practice Oral Expression



Activities to practice the oral expression. It will have specific instructions and steps to follow. They will vary in style.

Includes:


-  **Video:** The videos will provide the students with a clear example of what these activities want them to achieve. Each video presents the script to assist students to follow the video and explore any new vocabulary words.



**PRACTICE ORAL EXPRESSION**

Write a 7-sentence paragraph on the subject of social media. Do your research and choose two quotes that support your analysis. Choose one format (MLA, APA, CMOS) to follow. Give credit to the sources you use via parenthetical in-text citation and a reference section, both in the same format. Afterwards, share your work with the rest of the class as a short presentation.




Use the following space to write your arguments.


 **Activity:** These activities will provide the opportunity to practice the oral expression using different approaches.

## Students' Documents

### Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.


-  **Oral Expression Rubric**
-  **Oral Expression – Formal Presentations Rubric**
-  **Writing Exercises Rubric**


**Oral Expression Rubric**

**Pathway Through English 8<sup>th</sup>**  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Unit: My Traits  
 Lesson: Reading and Vocabulary Acquisition: Analogies

Criteria	Level 1	Level 2	Level 3	Level 4
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<b>Language use</b>	Used less than 5 grade appropriate	Used less than 10 grade appropriate	Used more than 10 grade appropriate	Used more than 15 grade appropriate


1


**Oral Expression – Formal Presentations Rubric**

**Pathway Through English 8<sup>th</sup>**  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Unit: My Traits  
 Lesson: Reading and Vocabulary Acquisition: Analogies

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus; presentation contains multiple fact errors.	Topic would benefit from more focus; presentation contains some fact errors or needs more facts.	Topic is adequately focused and relevant; major facts are accurate and generally complete.	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors.
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1


**Writing Exercises Rubric**











**Pathway Through English 8<sup>th</sup>**  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Unit: My Traits  
 Lesson: Reading and Vocabulary Acquisition: Analogies

Criteria	Level 1	Level 2	Level 3	Level 4
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1



## Button Directory

	<b>Answers</b>		<b>Practice</b>
	<b>Audio</b>		<b>Previous/ Next</b>
	<b>Graphic Organizer</b>		<b>Questions</b>
	<b>Links</b>		<b>Reading Challenge</b>
	<b>Magnifying glass</b>		<b>Video</b>

## Unit Breakdown

Below is a breakdown of each Unit in lessons, including the name of each unit, lesson title, codes, objectives, and content for each one.

### Unit 1. My Traits

#### Lesson 1. Reading and Vocabulary Acquisition: Analogies

Code: C238G08U01L01

##### Objectives:

At the end of this lesson students will be able to:

- 🎯 Determine theme and central ideas and analyze their development
- 🎯 Identify and describe characters, settings, and plot
- 🎯 Analyze the impact of specific word choices on meaning and tone, including analogies or allusions

Reading	Author	Nationality	Genre
Emancipation	Priscilla James Thompson	American	Poetry

##### Vocabulary:

- 🎯 emancipate, rejoice, lure, dominion, fissure, asunder, hurl, waft, forsake, plight

##### Concepts:

- 🎯 slavery
- 🎯 emancipation

##### *Let's Keep Reading* (additional readings):

1. IX. Mahatma Gandhi's Statement (Freedom's Battle), by Mahatma Gandhi
2. The Tell-Tale Heart, by Edgar Allan Poe



#### Lesson 2. Comprehension and Analysis: Central Ideas

Code: C238G08U01L02

##### Objectives:

At the end of this lesson students will be able to:

- 🎯 Provide summaries with specific details



- Cite the text correctly when establishing arguments or claims
- Interpret the text with specific point of view

Concepts:

- central idea
- supporting details



### Lesson 3. Language Skills: Use of Quotes

Code: C238G08U01L03

Objectives:

At the end of this lesson students will be able to:

- Use quotations correctly
- Use apostrophes correctly
- Use ellipses and dashes correctly

Concepts:

- quotes
- apostrophe



### Lesson 4. Writing and Oral Expression: Citing a Text

Code: C238G08U01L04

Objectives:

At the end of this lesson students will be able to:

- Write arguments to support claims
- Take and defend positions in arguments
- Include quotations in written text
- Write essays from personal points of view

Concepts:

- arguments
- essay
- citation

## Unit 2. Communication and Technology

### Lesson 1. Reading and Vocabulary Acquisition: Meaning and Tone

Code: C238G08U02L01

#### Objectives:

At the end of this lesson students will be able to:

- Recognize facts and textual evidence to support analysis
- Identify other texts that support the claims on the text read
- Analyze the impact of specific word choices on meaning and tone, including analogies or allusions

Reading	Author	Nationality	Genre
Signs of Our Times: Why Emoji Can Be Even More Powerful Than Words	Vyvyan Evans Professor of Linguistics, Bangor University	British	Informational text

#### Vocabulary:

- arbiter, prominence, disdain, grunt, mavens, quarrel, conventional, elicit, convey, stunt

#### Concepts:

- meaning
- tone
- emojis

#### *Let's Keep Reading* (additional readings):

1. In the Age of Misinformation, Who Holds the Power to Categorize the "Truth"?, by Mohamed Suliman
2. How – and why – Google Is Transforming the Map by Anthony Stefanidis, Andrew Crooks, and Arie Croitoru



## Lesson 2. Comprehension and Analysis: Objective Summary

Code: C238G08U02L02

### Objectives:

At the end of this lesson students will be able to:

- Provide objective summary about the text read
- Use specific evidence to support your analysis
- Provide objective opinions about the text

### Concepts:

- objective opinion
- objective summary
- evidence



## Lesson 3. Language Skills: Active and Passive Voice

Code: C238G08U02L03

### Objectives:

At the end of this lesson students will be able to:

- Use verbs in active and passive voice
- Conjugate verbs in the continuous verb tense correctly
- Identify the correct punctuation for different types of sentences

### Concepts:

- active voice
- passive voice



## Lesson 4. Writing and Oral Expression: Reference Material

Code: C238G08U02L04

### Objectives:

At the end of this lesson students will be able to:

- Develop a written argument about different topics
- Write using the correct punctuation and conjugation of verbs
- Consult general and specialized reference material
- Analyze the purpose of information presented in diverse media and formats

### Concepts:

- 🎧 reference materials
- 🎧 diverse media
- 🎧 formats

## Unit 3. Using My Voice

### Lesson 1. Reading and Vocabulary Acquisition: Types of Messages

Code: C238G08U03L01

Objectives:

At the end of this lesson students will be able to:

- Analyze the message discussed in the text
- Analyze how incidents propel a story
- Make personal connections with the text

Reading	Author	Nationality	Genre
Give Me Liberty or Give Me Death	Patrick Henry	American	Speech

Vocabulary:

- patriotism, treason, indulge, anguish, subjugation, humble, inestimable, forge, gale, clash

Concepts:

- speech
- message
- text

*Let's Keep Reading* (additional readings):

1. Theme for English B, by Langston Hughes



### Lesson 2. Comprehension and Analysis: Text Purpose

Code: C238G08U03L02

Objectives:

At the end of this lesson students will be able to:

- Analyze the purpose and message of a text
- Identify and analyze the structure of a text
- Compare and contrast a text with other texts

Concepts:

- text purpose
- structure
- voice



### Lesson 3. Language Skills: Perfect Verb Tense

Code: C238G08U03L03

Objectives:

At the end of this lesson students will be able to:

- Use common Greek or Latin affixes and roots correctly
- Recognize and correct inappropriate shifts in verb voice and mood
- Conjugate perfect verb tenses correctly

Concepts:

- perfect tense
- affixes
- root words



### Lesson 4. Writing and Oral Expression: Collaborative Discussions

Code: C238G08U03L04

Objectives:

At the end of this lesson students will be able to:

- Engage effectively in a range of collaborative discussions
- Reflect on ideas under discussion
- Use technology, including the Internet, to produce correct and coherent texts
- Write complete and organized expository essays

Concepts:

- collaborative discussion
- reflection
- expository essay

## Unit 4. Connecting Through Language

### Lesson 1. Reading and Vocabulary Acquisition: Identifying Style

Code: C238G08U04L01

#### Objectives:

At the end of this lesson students will be able to:

- Determine the meaning of words used in a literary text
- Analyze the structure of drama or a poem
- Identify elements used in fiction genre

Reading	Author	Nationality	Genre
A Daughter of the Samurai	Etsu Inagaki Sugimoto	Japanese American	Novel

#### Vocabulary:

- foreign, coolies, thatched, makeshift, murmur, mortified, shrine, sullen, ignorant, humiliation

#### Concepts:

- connection
- style

#### *Let's Keep Reading* (additional readings):

1. Malala Yousafzai: Speech to United Nations Security Council, by Malala Yousafzai



### Lesson 2. Comprehension and Analysis: Author's Point of View

Code: C238G08U04L02

#### Objectives:

At the end of this lesson students will be able to:

- Identify and analyze text genre and structure
- Determine an author's point of view or purpose
- Analyze the author positions from others



Concepts:

- author's point of view
- genre



### Lesson 3. Language Skills: Perfect Continuous Verb Tense

Code: C238G08U04L03

Objectives:

At the end of this lesson students will be able to:

- Interpret figures of speech
- Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
- Correct conjunction of perfect continuous verb tense

Concepts:

- perfect continuous tense
- figure of speech



### Lesson 4. Writing and Oral Expression: Argumentative Text

Code: C238G08U04L04

Objectives:

At the end of this lesson students will be able to:

- Pose questions that connect the ideas of several speakers and respond to others' questions
- Comment with relevant evidence, observations, and ideas
- Write a complete organized argumentative essay

Concepts:

- open- and closed-ended questions
- argumentative essay
- relevant evidence



## Unit 5. Interactions

### Lesson 1. Reading and Vocabulary Acquisition: Reasoning

Code: C238G08U05L01

Objectives:

At the end of this lesson students will be able to:

- Determine the meaning of words with technical meanings
- Interpret cause and effect relationships
- Assess reasoning in the text

Reading	Author	Nationality	Genre
Kumulipo	Queen Lili'uokalani	Hawaiian	Poetry

Vocabulary:

- heavens, subdue, cause, forth, slime, source, depth, darkness

Concepts:

- reasoning
- interpret

*Let's Keep Reading* (additional readings):

1. Bullying Speech by First lady Michelle and President Barack Obama



### Lesson 2. Comprehension and Analysis: Multiple Interpretations

Code: C238G08U05L02

Objectives:

At the end of this lesson students will be able to:

- Identify and analyze text genre and structure
- Assessing whether the reasoning is sound, and the evidence is relevant and sufficient
- Analyze multiple interpretations depending on the genre

Concepts:

- interpretation

 reason






### Lesson 3. Language Skills: Simple Grammatical Errors




Code: C238G08U05L03

#### Objectives:

At the end of this lesson students will be able to:

-  Distinguish among the connotations of words with similar denotations
-  Identify simple grammatical errors
-  Identify spelling errors

#### Concepts:

-  connotations
-  denotations
-  grammar







### Lesson 4. Writing and Oral Expression: Analytical Text




Code: C238G08U05L04

#### Objectives:

At the end of this lesson students will be able to:

-  Organize ideas, concepts, and information into broader categories
-  Use appropriate formatting graphics and multimedia when useful to aiding comprehension
-  Use precise language and domain-specific vocabulary in different tasks
-  Write a complete and organized analytical essay

#### Concepts:

-  analytical
-  formatting
-  multimedia

## Unit 6. My Relationships

### Lesson 1. Reading and Vocabulary Acquisition: Poetry

Code: C238G08U06L01

#### Objectives:

At the end of this lesson students will be able to:

- 🎯 Analyze how the author develops and contrasts the points of view in poetry
- 🎯 Analyze how the narrator develops the text in a literary text or informational text
- 🎯 Make informed judgments about the quality of different literary pieces

Reading	Author	Nationality	Genre
To My Dear and Loving Husband	Anne Bradstreet	American	Poetry

#### Vocabulary:

- 🎯 surely, prize, quench, ought, recompense, manifold, persevere

#### Concepts:

- 🎯 poetry
- 🎯 relationships

#### *Let's Keep Reading* (additional readings):

1. O Captain! My captain! by Walt Whitman
2. To My Wife, by Michel De Montaigne



### Lesson 2. Comprehension and Analysis: Critical Thinking and Analysis

Code: C238G08U06L02

#### Objectives:

At the end of this lesson students will be able to:

- 🎯 Answer critical questions about the text
- 🎯 Describe and analyze the different elements in literary or informational text

- Analyze the impact of a specific word choice on meaning and tone

Concepts:

- critical thinking
- analysis



### Lesson 3. Language Skills: Gerunds and Infinitives

Code: C238G0U06L03

Objectives:

At the end of this lesson students will be able to:

- Explain the function of verbals in general and their function in particular sentences
- Use context as a clue to the meaning of a word or phrase
- Make use of infinitives correctly

Concepts:

- gerunds
- participles
- infinitives



### Lesson 4. Writing and Oral Expression: Concluding Statements

Code: C238G08U06L04

Objectives:

At the end of this lesson students will be able to:

- Choose any topic to write a complete and organized free style essay
- Use editing and rewriting skills learned while applying proper editing marks as part of the writing process
- Provide a concluding statement or section that follows from and supports the information
- Acknowledge new information expressed by others to qualify or justify their own views

Concepts:

- 🕒 editing
- 🕒 concluding statement



## Unit 7. Evolution of English

### Lesson 1. Reading and Vocabulary Acquisition: Portrayal of Time

Code: C238G08U07L01

#### Objectives:

At the end of this lesson students will be able to:

- Compare and contrast informational text using audio, video, or multimedia version
- Analyze the use of media to expose the text
- Analyze how two or more authors writing about the same topic shape their presentations
- Emphasize different evidence presented in the text

Reading	Author	Nationality	Genre
Emoticons and Symbols Aren't Ruining Language – They're Revolutionizing It	Lauren B. Collister Electronics Publications Associate, University of Pittsburgh	American	Informational text

#### Vocabulary:

- bemoan, innovation, corrupt, decay, emoticon, ubiquitous, ellipsis, streamline

#### Concepts:

- English
- emoticon
- evidence

#### *Let's Keep Reading* (additional readings):

1. A History of English in Five Words, by Simon Horobin
2. Beowulf, Unknown author





## Lesson 2. Comprehension and Analysis: Interpreting Facts

Code: C238G08U07L02

### Objectives:

At the end of this lesson students will be able to:

- Use their experience and their knowledge to think analytically about the text
- Elaborate different interpretations of facts
- Express their own input about the text read

### Concepts:

- facts
- reading comprehension skills
- interpreting



## Lesson 3. Language Skills: Transitional Words

Code: C238G08U07L03

### Objectives:

At the end of this lesson students will be able to:

- Make well-supported personal, cultural, textual, and thematic connections
- Use a variety of transition words and phrases
- Use clauses correctly in order to convey sequence

### Concepts:

- connections
- transition
- sequence



## Lesson 4. Writing and Oral Expression: Research Essay

Code: C238G08U07L04

### Objectives:

At the end of this lesson students will be able to:

- Write a complete and organized research essay
- Research projects to write a report that answers a question, drawing on several sources

- Describe, explain, and evaluate text, self, and world experiences
- Express thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution

Concepts:

- research
- sources
- current events

## Unit 8. The Current World

### Lesson 1. Reading and Vocabulary Acquisition: Key Information

Code: C238G08U08L01

Objectives:

At the end of this lesson students will be able to:

- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period
- Understand how authors of fiction use or alter history
- Understand how nonfiction can have valuable information about historical facts

Reading	Author	Nationality	Genre
Songs for the People	Frances Ellen Watkins Harper	American	Poetry

Vocabulary:

- stir, sabre, carnage, strife, weary, fret, careworn, discord, cease, girdle

Concepts:

- poetry
- key information

*Let's Keep Reading* (additional readings):

1. The Gettysburg Address, by Abraham Lincoln



### Lesson 2. Comprehension and Analysis: Conflict Resolution

Code: C238G08U08L02

Objectives:

At the end of this lesson students will be able to:

- Analyze the context and historic time in which a text takes place
- Identify conflicts and provide coherent conflict resolutions

- Identify the conflict in a text and possible resolution

Concepts:

- conflict
- resolution



### Lesson 3. Language Skills: Generating Questions

Code: C238G08U08L03

Objectives:

At the end of this lesson students will be able to:

- Gather vocabulary knowledge when considering a word or phrase
- Generate focused questions that allow for multiple avenues of exploration
- Use advanced punctuation correctly

Concepts:

- questions
- exploration



### Lesson 4. Writing and Oral Expression: Publishing and Presenting

Code: C238G08U08L04

Objectives:

At the end of this lesson students will be able to:

- Use technology to produce writing
- Follow a standard format for citation to avoid plagiarism
- Plan and deliver oral presentations on a variety of topics using details and evidence to support ideas

Concepts:

- publish
- paraphrase
- plagiarism



