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## Summer Scholars Language Arts Rising 8th Grade

**This sample includes the following:**

### **Management Guide pages**

- Cover and Table of Contents (3 pages)
- How to Use This Resource pages (9 pages)
- Grade Level Details pages (7 pages)

### **Teacher's Guide pages**

- Cover (1 page)
- Days 1–2 Overview (1 page)
- Day 1 Lesson (4 pages)
- Day 2 Lesson (4 pages)

### **Student Guided Practice Book pages**

- Cover (1 page)
- Day 1 Student Pages (14 pages)
- Day 2 Student Pages (3 pages)

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# SUMMER Scholars

## Language Arts

# Management Guide

Rising 7th and Rising 8th Grades



# Table of Contents

Welcome Letter .....	5
Overview .....	6
Components of Reading Intervention .....	6
Providing Access to Complex Text .....	6
The Importance of Reading Informational Text .....	6
The Importance of Reading Literature .....	7
Shared Reading of Complex Text .....	7
Shared Reading Menu .....	9
Comprehension Strategies for Complex Text .....	11
Word Study Using Word Roots.....	13
What Is a Root? .....	13
Why Teach with a Roots Approach? .....	13
What Does Research Say about Using a Roots Approach?.....	14
Word Root Activities in Summer Scholars .....	14
Word Root Study Activities .....	15
Fluency and Reader’s Theater.....	16
The Significance of Reading Fluency .....	16
The Connection Between Fluency and Reader’s Theater .....	17
Tips on Reader’s Theater .....	19
Language Learner Support.....	21
Multilingual Learning .....	21
The Importance of Oral Language and Discussion .....	21
Differentiating for All Learners .....	22
Accessing Complex Text .....	22
Creating a Language-Rich Environment .....	22
Using Summer Scholars .....	23
How to Use This Resource .....	23
What’s Included? .....	23
Reading Comprehension.....	24
Word Root Study .....	26
Reader’s Theater .....	28
Classroom Library .....	30
Assessment .....	31
Digital Assessment in Summer Scholars .....	31
Technology .....	32
Digital Literacy Games .....	32
Using Technology for Accessibility.....	33
Navigating Digital Texts .....	33
Interactive Ebooks .....	34
Interactive Text Cards .....	35
Audio Recordings .....	35
Additional Digital Resources .....	35

# Table of Contents *(cont.)*

Planning Your Summer School Program .....	36
Pacing Plan Overview .....	36
Grade Level Details Overview .....	37
Grade Level Details .....	39
Rising 7th Grade .....	39
Scope and Sequence .....	40
Text Cards .....	43
Reader's Theater Scripts .....	44
Classroom Library .....	45
Rising 8th Grade .....	47
Scope and Sequence .....	48
Text Cards .....	51
Reader's Theater Scripts .....	52
Classroom Library .....	53
References Cited .....	55
Accessing Digital Assessments .....	58
Accessing Writing Rubrics .....	58
Digital Resources .....	59
Contents of the Digital Resources .....	60

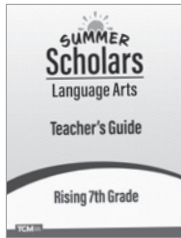


# How to Use This Resource

The *Summer Scholars: Language Arts* curriculum has been designed to meet the needs of summer learning programs. Reading comprehension lessons, word root study activities, and fluency practice are presented in a flexible format to make learning (and teaching) fun for everyone.

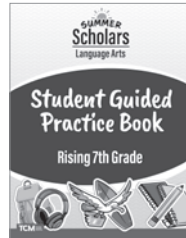
## What's Included?

### Teacher's Guide



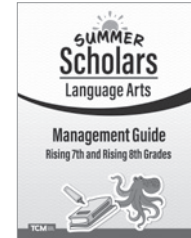
The daily lessons grounded in the Science of Reading enhance instruction with research-based instructional practices.

### Student Guided Practice Book



This book encourages growth in students' reading, writing, speaking, listening, and word study skills.

### Management Guide



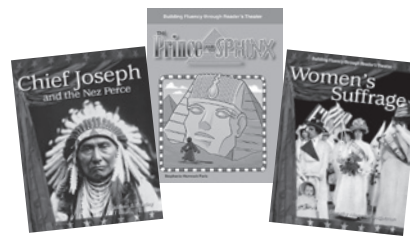
This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

### 12 Reading Comprehension Text Cards



These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

### Reader's Theater Scripts



Excite students about reading and performing with fun reader's theater stories. The scripts are provided in the student books for their easy reference, as well as in the digital resources.

### Digital Resources



These resources increase student engagement and enhance instruction. Family Engagement Letters are provided for a strong school-to-home connection.

### Classroom Library with 10 Books



Inspire curiosity and a love of reading with a variety of fiction and nonfiction books for independent reading.

# How to Use This Resource *(cont.)*

## Reading Comprehension

The Gradual Release of Responsibility model is embedded into each of the 12 text card lessons. As you progress through every two-day lesson, there is less emphasis on the teacher (I Do) and more ownership given to the student (You Do).

- On the first day, students preview the text, are introduced to new words, and engage with the text as the teacher models the reading strategy. Students practice reading the text together and are given prompts to write about their learning. Rubrics to assess student writing are available in the digital resources. See page 59 for details.
- On the second day, students use the reading strategy they are learning as they reread the text and discuss the text structure and big idea. Helpful strategies enable teachers to support language learners as they listen, speak, read, and write.

### TIME FOR KIDS™ Text Cards

**3A**  
A Book with Staying Power  
INFORMATIONAL TEXT  
USE TEXT FEATURES  
TIME

## A Book with Staying Power

The *Outsiders* was made into a movie in 1983 by director Francis Ford Coppola.

First published in 1967, S.E. Hinton's classic novel *The Outsiders* still speaks to readers around the world.

S.E. Hinton was a 15-year-old at Will Rogers High School, in Tulsa, Oklahoma, the day a friend was beaten by rival gang members on his way home from school. In a fit of anger, Hinton began writing. "I was mad and not going to take it anymore," the author said. "I wanted to read a book that was based on real teen life, not some sappy romance."

Until then, Hinton had not seen a novel that represented the way the kids she knew really lived. So she decided to change that. Over the next year, she continued to write what would become her first novel, *The Outsiders*. When it was published, in 1967, many adults were shocked by its depiction of the pain and confusion of teenage life. But that was exactly what made the book an instant hit with teenagers. It has since become the most popular young-adult novel of all time. It has sold some 15 million copies and in 1983 was turned into a movie.

Twenty years after it was published, the book became a **staple** of middle school English classes. It still is. That accolade surprised Hinton. But since its publication nearly 50 years ago, she has recognized the book's staying power. "The theme of feeling like an outsider, even in your own group, is universal," she said. "And apparently timeless."

**A Tale Based in Truth**  
The story comes straight out of the Oklahoma town where Hinton grew up in the 1950s. The plot follows a group of working-class boys, called greasers, who must defend one another against the bullying of a group of wealthy kids known as the Socs (pronounced so-shit).

A special 50<sup>th</sup>-anniversary edition of *The Outsiders* was published in November 2016.

Actor Matt Dillon, who played Dally in the movie version of *The Outsiders*, poses with author S.E. Hinton in 1982.

148226 © Teacher Created Materials, Inc. © TIME For Kids

One night, the boys are pushed too far, and a fight leads to murder. The boys must then confront issues like their place and justice.

Ponyboy, the story's 14-year-old narrator, and his older brothers, Sodapop and Darry, are fictional characters, as are the other members of their gang. But their **rivalry** with the wealthier kids in town is based on real-life experience. Hinton says the conflict between Socs and greasers really happened at her school. She was friends with the greasers.

Hinton has said that, at 15, it hadn't occurred to her that the boys she hung around with were different from anyone else. Then one day, someone on the street called them "greasers," and she realized those boys were being **stereotyped**. This made her angry, and that anger fueled the writing of *The Outsiders*.

*The Outsiders* has captivated readers in North America, Europe, and Asia. It has been translated into Hebrew, Spanish, Italian, Chinese, and Korean, among other languages. "The clash of ideals against adult compromise, the feeling of being outside the norm," says Hinton, "are universal themes."

—By Brian S. McGrath

The *Outsiders* has been translated into many languages, including (from left) Italian, Japanese, Dutch, and Portuguese.

**3A**  
ESSENTIAL QUESTION  
Why do some things endure over time?

**KEY WORDS**

**rivalry** (noun): a state or situation in which people or groups are competing with each other.  
There is a **rivalry** between the two soccer teams.

**staple** (noun): something having widespread and constant use or appeal.  
Game shows were a **staple** when I was growing up.

**stereotype** (verb): to categorize or make an assumption about someone based on the way he or she looks, dresses, speaks, etc.  
Ethel does not want to be **stereotyped** as a middle class.

**TEXT STRUCTURE**  
Description

DETAIL #1  
KEY IDEA  
DETAIL #2  
DETAIL #3  
DETAIL #4  
DETAIL #5

**READ AND THINK**

Preview the text.  
Before reading, preview the text. Look at the title, introductory text, images, captions, and headings. What questions do these text features spark? What predictions can you make? What are you prepared to learn from this article?

© TIME For Kids

Comprehension strategy and genre are clearly noted.

Key words are bolded within the text and defined on the back of each text card.

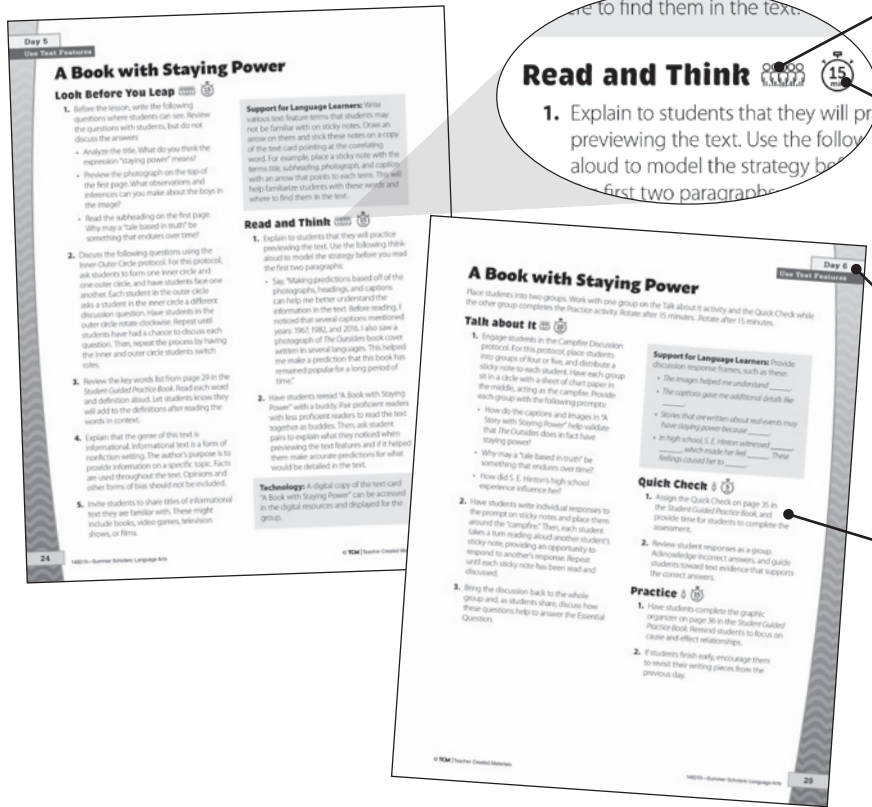
Be sure you introduce the Essential Question with the first reading of the card.

Additional activities are included for easy reference.

# How to Use This Resource (cont.)

## Reading Comprehension (cont.)

### Lesson Plans



#### Read and Think

1. Explain to students that they will preview the text. Use the following aloud to model the strategy for the first two paragraphs.

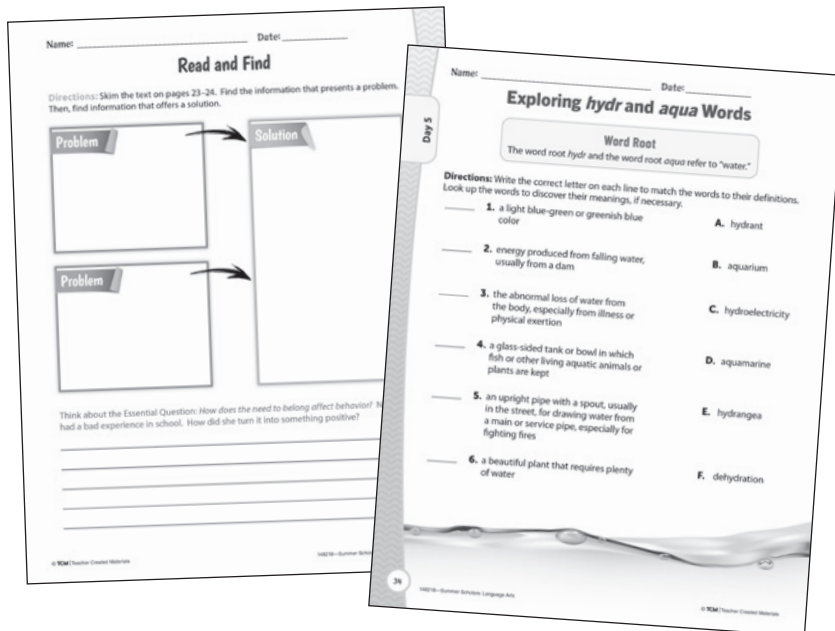
Icons indicate student groupings: whole group, collaborative, and independent.

Stopwatch icons indicate suggested durations.

Each lesson page and student page clearly indicates the instructional day for easy implementation.

Assessment opportunities are provided in every lesson.

## Student Guided Practice Book



There are many ways for students to access the activities in the *Student Guided Practice Book*:

- use individual books (purchased separately)
- make copies from provided book
- project pages on whiteboard
- print pages from digital resources
- share on digital devices



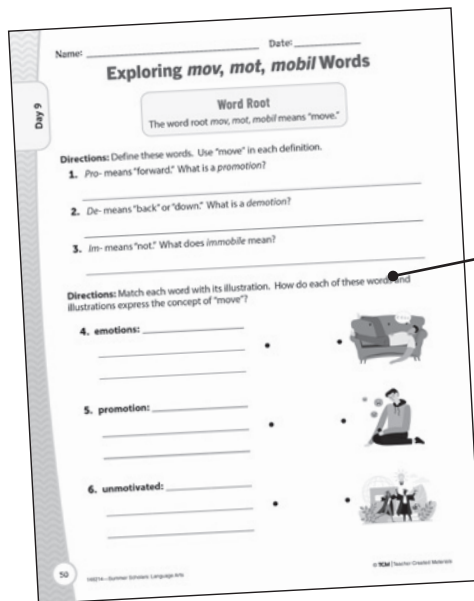
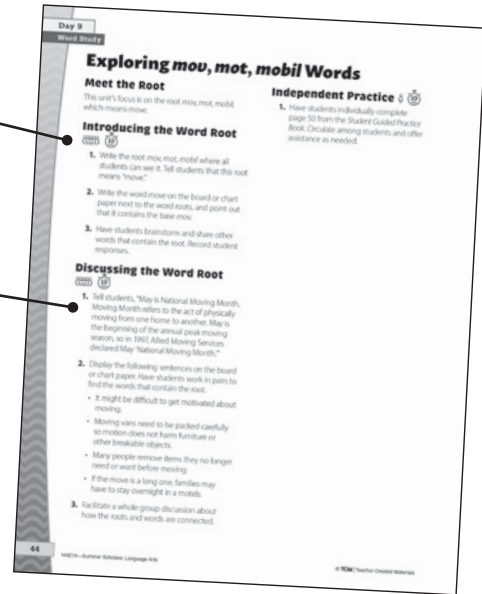
# How to Use This Resource *(cont.)*

## Word Root Study

Each of the twelve word root study units is organized over two days. These lessons offer a variety of activities to enhance student learning while providing numerous opportunities for both guided and independent practice.

On the first day of the lesson, the word root and its definition are introduced, and students apply learned concepts as they read and speak each word that is introduced.

Each lesson includes background information about the root(s), as well as prompts for whole-group, small-group, and partner discussions.

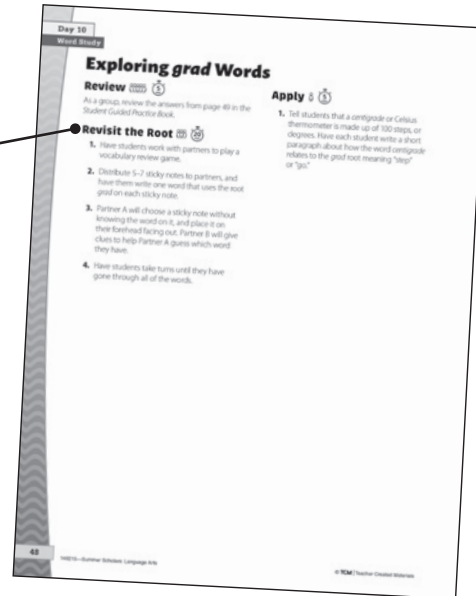


Practice exercises in the *Student Guided Practice Book* allow for increased retention.

# How to Use This Resource *(cont.)*

## Word Root Study *(cont.)*

On the second day, students revisit the word study focus and work in small groups to interact with the words presented in the unit.



# How to Use This Resource *(cont.)*

## Reader's Theater

Each of the three fluency units is organized over eight days. These lessons offer a variety of activities to increase reading fluency while providing numerous opportunities for collaborative practice.

**Day 17**  
Fluency and Oral Language

### Chief Joseph and the Nez Perce

**Collaborative Activity**

- Have students work in small groups to make T-charts and write their thoughts about the following questions. It can be fun for one group of people to take the lead away from another group of people who are living there?
- In the left hand column of their T-charts, have students list the reasons why it is not fun to live in the high-land columns, have students list special circumstances where it might be enjoyable, such as when people are destroying the land.
- Discuss the charts as a group. Then, ask students what responsibilities, if any, do people who take the land have for the people who are living there. Explain to students that in this reader's theater piece, they will study the westward expansion of the United States and what it meant to the American Indians who were already living in the West.

**Introducing the Script**

- Tell students to close their eyes as you read the following: "When this war began, I was asked to carry water and food to the warriors in the front. The sound of gunfire was exciting to a boy of my age. I never dreamed that one day I too would wear the warlike feathers and charge the enemy along with my brave brothers." Ask students to write what they visualized as you read the sentences to them.
- Provide students with the script. Tell students that as they listen to the script, they should pay attention to how the readers convey the thoughts and feelings of the characters through their tones and expressions.
- Play the recording of the script for students, which is available as audio-only or as a read-along ebook in the digital resources.

**Chief Joseph and the Nez Perce**

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On the first day of the lesson, the script and fluency focus are introduced, and students apply learned concepts as they listen to, and reflect upon, the script.

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

## Chief Joseph and the Nez Perce

Act I

**Reader's Theater**

**Lieutenant Wood:** It is imperative that the Nez Perce and our government come to an agreement.

**General Howard:** I had hoped that the meetings held this spring would have produced so...

**Lieutenant Wood:** We were both patient and sat in C...

**General Howard:** Who can claim that I do not have gentleman during those meetings?

**Lieutenant Wood:** Do not be so hard on yourself. I like that.

**General Howard:** The Nez Perce are offended. They cannot think for them.

**Lieutenant Wood:** But General, our government understand that? They accuse claim that Earth is their mother.

**General Howard:** Stop! I cannot stand to hear stubborn. I was forced to be...

**Lieutenant Wood:** Yes General, I know. They reservation. They claimed...

**General Howard:** Precisely. They had a cho... reservation, or they would...

**Lieutenant Wood:** It's too bad they chose th...

**General Howard:** This has been a thorn in...

**Lieutenant Wood:** General Howard, a me... the commander of the...

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

**General Howard:** Let me see it. It reads, "General Howard, if you are tired, give the assignment to a more energetic officer." Rubbish! I have become the object of ridicule by my superior.

**Lieutenant Wood:** General, why are you crumpling the note in your hand?

**General Howard:** Does he not remember my commitment to this country when I served under his command in the Civil War? I lost my arm in battle, yet I returned in just a few months and fought for the Union.

**Lieutenant Wood:** You don't have to tell me, General. I remember when President Grant visited you out West.

**General Howard:** Yes, I held a grand reception for him and his wife. They were finishing up a two-year tour of the world.

**Lieutenant Wood:** He knows your value as a general. It was he who gave you your command at Fort Vancouver under his Peace Policy.

**General Howard:** I know that there are many ways to address these Indian conflicts. I must figure out a solution.

**Lieutenant Wood:** Sir, you are doing your best to overtake these Indians. We all know that.

**General Howard:** Yes, but Chief Joseph and his people are relentlessly eluding my capture. A new strategy must be planned to outwit them.

**Lieutenant Wood:** What can I do to help, sir?

**General Howard:** Lieutenant, read me a copy of the letter I had you send 10 days ago.

**Lieutenant Wood:** On the twelfth of September, you wrote:

Colonel Nelson Miles:

Sir, your assistance in capturing the Nez Perce Indians is required due to your proximity to the tribe. Please send a courier with your answer.

**General Howard:** I wonder why he has not replied to me. Doesn't he know the urgency of this matter?

**Lieutenant Wood:** Sir, look, a new letter has just arrived. Here, it might be from Colonel Miles.

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Scripts are included in the *Student Guided Practice Book* so students can easily highlight their lines and practice them both in school and while at home.

# How to Use This Resource *(cont.)*

## Reader's Theater *(cont.)*

**Day 19**  
Fluency and Oral Language

### Chief Joseph and the Nez Perce

**Practice**

- Tell students that in this script, there are times when different characters show strong emotions. When reading these sentences, it is especially important they use the appropriate tone and voice to convey the characters' thoughts and feelings.
- Divide students into their performance groups. Have them focus on using their voices to convey emotion when reading their lines. Give students a few choices of emotions such as excited, sad, angry, and scared. Let groups discuss how they would show the emotions with their voices. Have them assign their lines emotions to verbally express.
- Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

**Collaborative Activity**

- Have students turn to Chief Joseph's surrender speech, "I Will Fight No More Forever." Play the audio reading of the speech while students follow along.
- Divide students into small groups, and describe the thoughts and emotions of Chief Joseph. Have students discuss if he was happy or without hope, fearful or afraid, hopeful or uncertain, and why?

**Chief Joseph and the Nez Perce**  
Assigning Roles

- Place students in groups of six or less. These will be their reader's theater groups for performing the script.
- Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads a line that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Appropriate reading levels for the roles in this script are as follows:
  - Estahwahmah: Rising Reader
  - Yellow Bull: Rising Reader
  - Chief Joseph: Proficient Reader
  - Lieutenant Wood: Proficient Reader
  - General Howard: Advanced Reader
  - Colonel Miles: Advanced Reader

**Practicing the Script**

- Place students into their small groups for repeated reading practice. Encourage students to listen in reading with accuracy.
- Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

**Day 18**  
Fluency and Oral Language

### Chief Joseph and the Nez Perce

**Assigning Roles**

- Place students in groups of six or less. These will be their reader's theater groups for performing the script.
- Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads a line that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Appropriate reading levels for the roles in this script are as follows:
  - Estahwahmah: Rising Reader
  - Yellow Bull: Rising Reader
  - Chief Joseph: Proficient Reader
  - Lieutenant Wood: Proficient Reader
  - General Howard: Advanced Reader
  - Colonel Miles: Advanced Reader

**Collaborative Activity**

- In their performance groups, have students create their panel comic strips that tell new stories using the same characters from the script. Provide students with chart paper so that all students can work on their comics at the same time.
- Remind students that the art can be composed of quick sketches, but the dialogue is what is important. Ask, "Based on what you know about those characters, how might they interact with one another?"
- Provide time for groups to share their comics with the whole group.

During the second through sixth days of the lessons, students revisit the fluency focus and work collaboratively to improve their reading fluency through targeted exercises.

On the final two days, students continue to practice fluently reading their scripts. They also create props and present their final performances of the reader's theater.

**Day 20**  
Fluency and Oral Language

### Chief Joseph and the Nez Perce

**Practice**

- Have students meet in their character groups (for example, all of the students playing Yellow Bull should meet together). Students should discuss any lines they are having trouble reading or understanding and share how they are showing expression when reading.
- Students should practice chorally reading their lines.
- Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

**Collaborative Activity**

- Play the script for students as they follow along with the lyrics in their scripts.
- Divide students into four groups, and assign each group a stanza from the song. Have the groups summarize in a sentence or two what the stanza is communicating. Groups should also come up with at least three actions or hand motions to go along with the stanzas to help show their meaning.
- Play the song again while groups do the actions or motions to their assigned stanzas.

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

**Reader's Theater**

Estahwahmah: If we do not surrender, do you believe Wotolen's vision will come true for all of us?

Yellow Bull: Yes. The fighting must end so that no more Nez Perce blood will be spilled. Warriors, send word to the council that we have one of his officers and that this man's fate will equal Joseph's.

Estahwahmah: What will Chief Joseph say when he hears that his brother, Olokot, has been killed? Looking Glass and Lean Elk are also dead.

Yellow Bull: This will be difficult for him to hear. The cannon fire is destroying our trenches, wounding many of us.

Estahwahmah: I heard rumors that White Bird believes we should try to escape tonight.

Yellow Bull: And leave the wounded and elderly to suffer their fate alone? No! I will not leave anyone behind. Tell White Bird that he is free to do as he wishes and that anyone who feels they must go should go. As for me, I will stay.

Estahwahmah: I will also stay.

**Song: The Indian's Prayer**

by Isaac Baker Woodbury, 1845

Let me go to my home in the far distant west,  
To the scenes of my childhood in innocence best,  
Where the tall cedars wave and the bright waters flow,  
Where my fathers repose. Let me go, let me go,  
Where my fathers repose. Let me go, let me go.

Let me go to the spot where the catnaps play,  
Where oft I have sported in boyhood's bright days,  
And greet my poor mother, whose heart will a'weary  
At the sight of the child, let me go, let me go,  
At the sight of the child, let me go, let me go.

Let me go to my sire, by whose battlescar'd side,  
I have sported so oft in the morn of my pride,  
And exulted to conquer the Indian foe,  
To my father, the chief, let me go, let me go,  
To my father, the chief, let me go, let me go.



# How to Use This Resource *(cont.)*

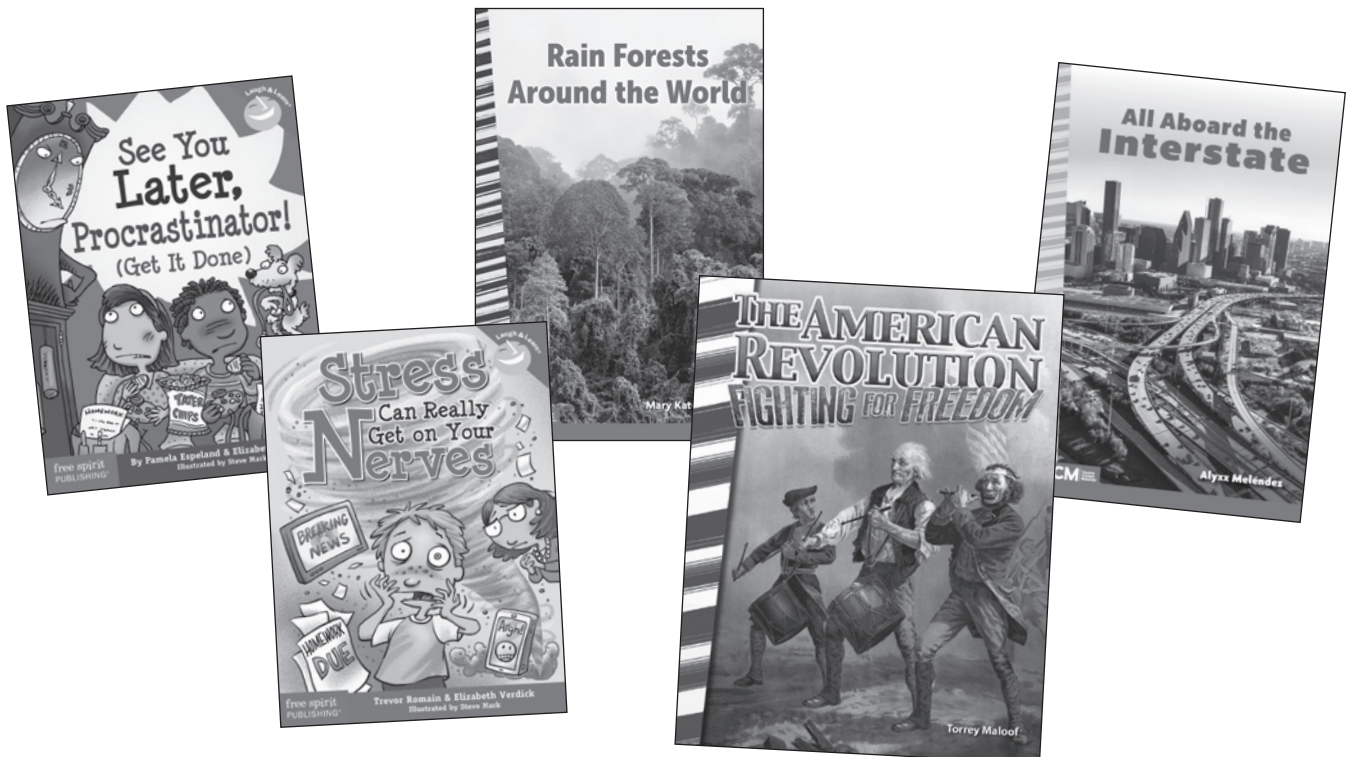
## Classroom Library

There are many benefits to wide reading, including an increase in vocabulary development. Reading widely increases listening comprehension and contributes to increased reading comprehension. It can be done through independent reading or through teacher read-alouds. Richard Anderson, Paul Wilson, and Linda Fielding's (1988) research shows that the amount of words read per year greatly increased based on the minutes of independent reading completed per day.

Anderson, Wilson, and Fielding ranked students by the number of minutes they read per day. For example, a student in the 70th percentile read almost 10 minutes per day. These students encountered a little more than 600,000 words per year, while a student in the 90th percentile, who read approximately 21 minutes per day, encountered over 1.8 million words each year. Students who encounter more new words apply the strategies they have been taught, and they start to learn the meanings of new words. All these factors associated with reading widely lead to increased comprehension.

*Summer Scholars* includes a classroom library of 10 books in each kit. While these books can help students read widely, they also include a variety of fiction and nonfiction texts. This can spark student interest and lead to additional connections in grade-level concepts.

These books are a flexible tool that can help teachers tailor *Summer Scholars* to meet their unique needs. The books are provided in print and digital formats. They are as shareable PDFs within the digital resources.



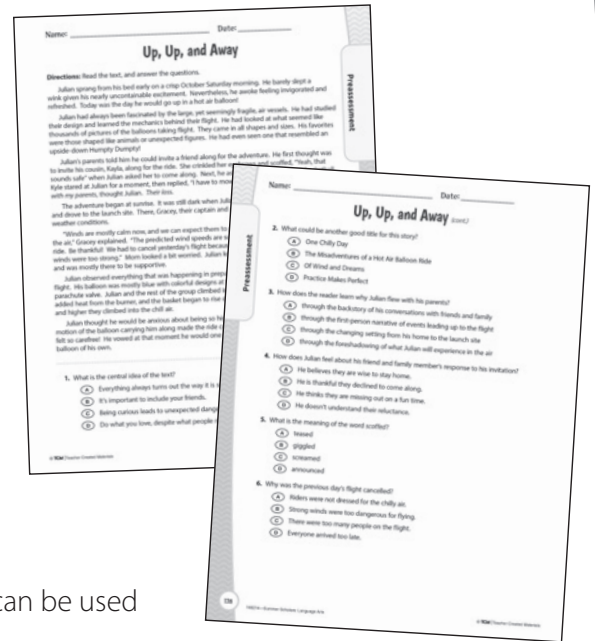


# How to Use This Resource *(cont.)*

## Assessment

Assessment is a critical piece of any intervention or summer school program. *Summer Scholars* includes several opportunities for assessment.

- Each kit includes a preassessment and a postassessment to measure student growth. These assessments are provided in the *Student Guided Practice Book*. They can also be accessed as both Google Forms™ and Microsoft Forms® documents. See below for more information. The pages can be ripped out of the student books to make implementation easier.
- Alignments of the preassessments and postassessments are provided digitally. They show the lesson and standard that each question assesses. This can be used to guide further instruction.
- The activity pages from the *Student Guided Practice Book* can be used as formative assessments.
- Quick Check activities provide the teacher with valuable insight which enables them to guide students toward text evidence that supports correct answers and reinforces the reading comprehension strategy focus of the lesson.
- The digital games can be used for additional practice and to monitor student progress.



## Digital Assessment in Summer Scholars


Digital versions of the preassessments and postassessments are provided digitally as fillable PDFs. They can also be accessed as Google Forms™ documents, and Microsoft Forms® documents. Please see page 58 for links to these resources.

### Using Google Forms™

The Google Forms™ version of each assessment is best for use with Google Classroom. The links on page 58 prompt a copy of the assessment to be saved to your Google Drive™. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in Google Drive™ allows you to easily collect and analyze student data and results. These results can then be shared with administrators as needed.

### Using Microsoft Forms®

The Microsoft Forms® version of the assessment is best for use with Office 365 Education. The links on page 58 prompt a copy of the assessment to be saved to your OneDrive account. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in OneDrive allows you to collect and analyze student data and results. These results can then be shared with administrators as needed.



**SUMMER**  
**Scholars**

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**Language Arts**

**Rising 8th Grade**

**Grade Level Details**

# Rising 8th Grade Scope and Sequence

		Reading and Writing 60 minutes per day		Word Root Study 30 minutes per day		Fluency Speaking and Listening 30 minutes per day	
		Reading Focus on Text Card	Standards	Word Root Focus	Standard	Reader's Theater Title and Activity	Standards
Day 1	Summarize "Keeping the Beat (realistic fiction)	Summarize a text to increase comprehension. Write a personal narrative.	Explore <i>civ, cit, civil</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Popocatepetl and Iztaccíhuatl</i> Introduction, vocabulary study, assign parts	Recount or describe key ideas or details from information presented orally or through other media.	
Day 2							
Day 3	Summarize "Sports Inc." (informational)	Determine the central idea of a text using images, captions, infographics, and relevant supporting details. Write explanatory narratives.	Explore <i>leg, lig, lect</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Popocatepetl and Iztaccíhuatl</i> Practice performance, analyze poem, sing song	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	
Day 4							
Day 5	Use Text Features "A Book with Staying Power" (informational)	Examine author's use of text features to determine the structure of the text. Write explanatory texts.	Explore <i>uni, unit</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Popocatepetl and Iztaccíhuatl</i> Practice performance, research Aztec culture	Read grade-level text orally with accuracy, automaticity, and expression.	
Day 6							
Day 7	Use Text Features "A Lasting Legacy" (science fiction)	Analyze text features, including illustrations, to increase comprehension. Write letters.	Explore <i>mater, matr(i)</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Popocatepetl and Iztaccíhuatl</i> Create props, perform	Tell a story with relevant descriptive details, speaking audibly in coherent sentences.	
Day 8							
Day 9	Ask Questions "The Locker" (realistic fiction)	Identify literary techniques the author uses to develop different characters. Write personal narratives.	Explore <i>grad</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Civil War Hero of Marye's Heights</i> Introduction, character analysis, assign parts	Recount or describe key ideas or details from information presented orally or through other media.	
Day 10							

# Rising 8th Grade Scope and Sequence (cont.)

	Reading and Writing 60 minutes per day		Word Root Study 30 minutes per day		Fluency Speaking and Listening 30 minutes per day	
	Reading Focus on Text Card	Standards	Word Root Focus	Standard	Reader's Theater Title and Activity	Standards
Day 11	Ask Questions "Suiting Up" (informational)	Ask questions to monitor comprehension. Write explanatory texts.	Explore <i>vac</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Civil War Hero of Marye's Heights</i> Practice performance, analyze poem, sing song	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Day 12						
Day 13	Make Inferences "Do You Speak Markese?" (realistic fiction)	Identify and evaluate key details to increase comprehension. Write explanatory texts.	Explore <i>pac</i> , <i>pax</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Civil War Hero of Marye's Heights</i> Research the setting, practice performance	Read grade-level text orally with accuracy, automaticity, and expression.
Day 14						
Day 15	Make Inferences "A Star in the Making" (interview)	Identify details to support inferences. Write poetry.	Explore <i>pre</i> — Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Civil War Hero of Marye's Heights</i> Create props, perform	Tell a story with relevant descriptive details, speaking audibly in coherent sentences.
Day 16						
Day 17	Use Evidence "A Real Cliff Hanger" (realistic fiction)	Identify evidence that supports character traits and plot motives. Write personal narratives.	Explore <i>avi</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Women's Suffrage</i> Introduction, assign parts	Recount or describe key ideas or details from information presented orally or through other media.
Day 18						
Day 19	Use Evidence "Cricket for All" (informational)	Identify evidence to support claims. Write personal narratives.	Explore <i>nat</i> , <i>natur</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Women's Suffrage</i> Practice performance, analyze poem, sing song	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Day 20						

# Rising 8th Grade Scope and Sequence *(cont.)*

	Reading and Writing 60 minutes per day		Word Root Study 30 minutes per day		Fluency Speaking and Listening 30 minutes per day	
	Reading Focus on Text Card	Standards	Word Root Focus	Standard	Reader's Theater Title and Activity	Standards
Day 21	Synthesize Elements "The Other Side of the Story" (realistic fiction)	Use text evidence to identify the author's purpose. Write persuasive texts.	Explore <i>serv</i> , <i>servat</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Women's Suffrage</i> Character analysis, practice performance	Read grade-level text orally with accuracy, automaticity, and expression.
Day 22						
Day 23	Synthesize Elements "A Winning Plan?" (realistic fiction)	Make connections to increase comprehension. Write narrative texts.	Explore <i>mono</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Women's Suffrage</i> Create props, perform	Tell a story with relevant descriptive details, speaking audibly in coherent sentences.
Day 24						
Day 25	Culminating Activity "Living Wax Museum"	Reread texts to monitor comprehension and deepen understanding. Write explanatory texts.	n/a	Apply knowledge of morphology to decode and apply grade-level vocabulary.	n/a	Tell a story with relevant descriptive details. Recount or describe key ideas or details from text.

# Rising 8th Grade Text Cards

This chart includes important information about the TIME For Kids™ Text Cards

Title	Genre	Lexile® Measure	Description
"Keeping the Beat"	Realistic Fiction	980L	Three friends come to a crossroads during eighth grade band tryouts. Students learn the importance of standing firm in their beliefs and working through conflict with friends.
"Sports, Inc."	Informational Text	1010L	Aspiring young athletes and their families sacrifice time and thousands of dollars for the dream of becoming a professional athlete.
"A Book with Staying Power"	Informational Text	940L	This article focuses on author S.E. Hinton and her novel, <i>The Outsiders</i> . It is still popular over 50 years after its publication because of its universal themes.
"A Lasting Legacy"	Science Fiction	960L	The creatures of planet Zork must flee their homes before their sun fades and the planet freezes. With the help of their leader, Yarnek, they work to preserve the history and accomplishments of their people.
"The Locker"	Realistic Fiction	920L	Eighth grade girls work together to make sure that a new student has a locker near the other eighth graders.
"Suiting Up"	Informational Text	1000L	NASA engineer Lindsay Aitchison works on a spacesuit for astronauts who will go to Mars. Aitchison gets inspiration from everything, including video games and fashion magazines.
"Do You Speak Markese?"	Realistic Fiction	1020L	Mark inadvertently starts a new language after a silly video of him dancing goes viral. Mark quickly learns about how easily pop culture can be influenced and the best way to deal with sudden fame.
"A Star in the Making"	Interview	860L	This article tells how 12-year-old Anthony Gonzalez landed the role of Miguel in Pixar Animation Studios' 2017 movie <i>Coco</i> . Students will learn how, especially in Anthony's case, art influences life and life influences art.
"A Real Cliff Hanger"	Realistic Fiction	980L	Two young photographers intern for a magazine. When their editor-in-chief challenges them to "snap a gripping, unforgettable photograph," the two begin a rivalry that has a dangerous ending.
"Cricket for All"	Informational Text	980L	This article discusses the way that the demographic of Cricket players has been expanding in recent years, and focuses on the women's under-19 team in Malawi.
"The Other Side of the Story"	Realistic Fiction	1020L	Rapunzel's surrogate mother, the enchantress Dame Gothel, writes an editorial for the <i>Kingdom Times</i> to share her side of the story and argue that she is not a villain after all.
"A Winning Plan"	Realistic Fiction	950L	Two friends at summer camp want to win the butterfly race to the top of a mountain. They face challenges when they decide to take unmarked trails to try and get to the top faster.



# Rising 8th Grade Reader's Theater Scripts

This chart includes important information about the Reader's Theater Scripts.

Title	Characters	Setting	Description
<i>Popocatepetl and Iztaccíhuatl</i>	Narrator Emperor Warrior Popocatepetl Iztaccíhuatl Ambassador	This reader's theater takes place in the ancient civilization of the Aztecs in Mexico.	In this love story, a sweet princess wishes to marry a noble commoner, but the emperor only wants her to marry a victorious warrior. Who will prevail—the good guy or the bad guy? The answer is not so straightforward.
<i>Civil War Hero of Marye's Heights</i>	Jesse Sandford Richard Kirkland Tom Rembert William Barron Henry Matthews General Kershaw	This reader's theater begins in 1862 during the battle at Fredericksburg, Virginia. The final scene occurs at the Quaker Cemetery in Camden, South Carolina.	Confederate and Union soldiers prepare for the Battle of Fredericksburg. The Union attacks fail, and many soldiers are left to die in front of the wall. One brave Confederate soldier crosses the wall to provide help to the wounded and dying.
<i>Women's Suffrage</i>	Judge Smith Carrie Catt Lucy Burns Alice Paul Woodrow Wilson Heckler/Guard	This reader's theater begins in 1913 at a meeting of the National American Women's Suffrage Association. It then fast-forwards to four years later at a court hearing.	Three activists agree that they are willing to make great sacrifices to secure the right for women to vote. President Woodrow Wilson is confronted, and he promises to help. Things become difficult when promises are not kept.

# Rising 8th Grade Classroom Library

This chart includes important information about the books included in the Classroom Library.

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>Get Organized Without Losing It</i>	800L	S	Kids have a lot to juggle: schoolwork, friends, activities, chores, bedrooms, electronics, lockers, and desks. This book provides friendly, entertaining help for kids who want to manage their tasks, time, and stuff.
<i>Stress Can Really Get on Your Nerves</i>	710L	T	With jokes, fun illustrations, and plenty of authentic examples, this book helps kids understand what stress is and gives many tips on how to cope with it.
<i>See You Later, Procrastinator! (Get It Done)</i>	690L	Q	Full-color cartoons and kid-friendly texts teach kids how to get motivated, stay motivated, and get things done. Kids learn 12 reasons why people procrastinate and 12 Procrastination Busters that can help.
<i>How to Take the Ache Out of Mistakes</i>	680L	V	This book takes a closer look at the mistakes kids make and offers practical advice on how to bounce back. With humor, readers learn that embarrassing moments aren't forever, and a sincere apology can go a long way.
<i>The Story of Washington, D.C.</i>	670L	U	This book covers the geography, history, economics, and civics of the United States capital.
<i>The Appalachians and Other U.S. Mountain Ranges</i>	750L	S	This book gives students the chance to explore the geography, history, and culture of the four major U.S. mountain ranges.
<i>All Aboard the Interstate</i>	790L	T	This primary source reader explores how the network of fast-paced freeways changed how Americans live and move.
<i>Landmarks Around the World</i>	740L	V	From the Northern Lights to the Pyramids of Giza to the Guggenheim Museum, this book provides students with opportunities to admire the legacy of landmarks around the globe.
<i>Civil War: Brother Against Brother</i>	640L	U	This engaging nonfiction book examines the Civil War, including the main issues that divided the nation as well as the major battles.
<i>19th Century Innovations: Paving the Way</i>	700L	T	This book explores the innovations introduced during the century of change, including canal and lock systems, steamboats, telegraphs, locomotives, and other advances that increased commerce and communication.

\*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.





**SUMMER**  
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**Language Arts**

**Teacher's Guide**

**Rising 8th Grade**

# Days 1–2 Overview

## Keeping the Beat

### Learning Outcomes

- Analyze the author’s craft, and describe how it is used to tell the story.
- Identify traits of the characters in a story and how their thoughts, words, and actions reveal their personalities and contribute to the plot and theme.
- Carry out assigned roles for a group project by following agreed-upon rules.

### Reading Strategy: Retell Narrative Fiction

In this lesson, students will practice summarizing by retelling narrative fiction. To do this, students will focus on the most important events in the story. This requires that they pay close attention to the story and differentiate important events from details. Students will read “Keeping the Beat” and use story maps to record important information about the story.

### Summary of the Text Card

This card tells the story of three friends who come to a crossroads during eighth grade band tryouts. While two friends want to play drums, one wants to break away from the group and play the cymbals. Students learn the importance of standing firm in your beliefs and working through conflict with friends. (Realistic Fiction)

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## Exploring *civ, cit, civil* Words

### Learning Outcome

- Know and apply grade-level word analysis skills in decoding words.

### Lesson Focus

Students will learn this root means “city” or “citizen.” They will work with words in English that include this root, play review games, and research leaders of the civil rights movement.

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## Popocatépetl and Iztaccíhuatl

### Learning Outcome

- Deliver oral presentations and read passages fluently, focusing on reading accurately and with expression.

### Fluency Focus

Increase fluency and improve reading accuracy through monitored and repeated readings.

### Summary of the Script

This is a mythical love story centered in an ancient Aztec city. It begins with a sweet princess who wishes to marry a noble commoner, but of course the emperor only wants her to marry a victorious warrior. Who will prevail?

### Materials

- *Student Guided Practice Book* pages 4–20
- sticky notes
- *Popocatépetl and Iztaccíhuatl* script

### Big Idea

Belonging

### Essential Question

How does one protect their place in the group?

# Keeping the Beat

## Look Before You Leap

- Before the lesson, write each of the following questions on its own sheet of paper. The page numbers refer to the copy of the text card in the *Student Guided Practice Book*.
  - Look at the image on page 5. What do the details in the illustration tell us?
  - What does the illustration tell us about the potential problem in the story?
  - After looking at the illustration, which instrument would you most like to play, and why?
- Engage students in the Silent Conversation protocol. Have students work in groups of three. Give each student one of the prepared papers.
- Have students review the question and skim the text on pages 5–6 in the *Student Guided Practice Book* for answers. Then, have them write or draw responses. Have each group rotate papers and respond to the next question. Repeat once more, and then return each sheet to its original student.
- Have students review the key words list from page 4 in the *Student Guided Practice Book*. Read each word and definition aloud. Let students know they will add to the definitions after reading the words in context.
- Explain that the genre of this card is realistic fiction. This genre consists of an imaginary story told in an entertaining way. In this story, the author uses first-person storytelling, which means the story is written from the perspective of one of the characters.

**Support for Language Learners:** Have students work with partners to decide on one sentence that describes the beginning of this story, one sentence for the middle, and one for the end. Then, have them see whether they can turn their three-sentence summaries into short songs.

## Read and Think

- Have students practice the strategy of retelling narrative fiction. Say, “When we read fiction, we can retell the story to make sure we understand. One way to organize your retelling is to think about the story in sections, such as the beginning, the middle, and the end. Remember: in a summary, you only want to include the most important details, so be selective about what you think is imperative to understanding the story.”
- Use the following think-aloud to model the strategy as you read the first three paragraphs on the front of the text card.
  - Read the first two paragraphs aloud. Then say, “My goal for reading this section is to understand the characters. One way I’ll make sure I understand who they are is by focusing on and retelling the details. So, in these two paragraphs, we learned there are three boys who are best friends and love different types of music.”
  - Read the next paragraph. Then say, “I can see a problem happened in the boys’ lives when the bandmaster asked everyone which instrument they wanted to play. This paragraph also marks a shift from the beginning of the story, when we’re just getting to know the characters, to the middle section, when we’re presented with a problem. Eventually, we’ll read the end of the story in which, hopefully, the problem will be solved.”

**Technology:** A digital copy of the text card “Keeping the Beat” can be accessed in the digital resources and displayed for the group.

# Keeping the Beat

Place students into two groups. Work with one group on the Read with a Pencil activity while the other group completes the Write It activity. Rotate after 15 minutes.

## Read with a Pencil

1. Guide students as they annotate the text on pages 5–6 in the *Student Guided Practice Book*.
2. Use the prompts to help students mark the text and think deeply about how specific words and phrases bring meaning to the text. Start with prompt A, then move to prompt B, and so forth. Prompt D can be used to informally check students' abilities to mark the text and reflect on the content.

**Note:** Creating a symbol key may help students keep track of different types of thinking. Have students write their chosen annotation marks in the bottom margin of the text.

 *influenced Jayden*

*explains reasoning*

*disappointed*

*staying friends*

- **Prompt A**—Put a star next to the person who most influenced Jayden's love for music. Highlight what that person's role is in music.
  - **Prompt B**—Underline the part of the story where Jack explains his reasoning for choosing to play the cymbals.
  - **Prompt C**—Circle the sentence that helps you infer that Jayden is disappointed in Jack's decision to play the cymbals.
  - **Prompt D**—Put a box around the paragraph in the story that tells you that the boys stayed friends despite their differences.
3. Once students have annotated the text, have them share their notes with the group.

## Write It

1. Read and discuss the Write It prompt on page 7 in the *Student Guided Practice Book*: *We have all had issues with our friends at some point. Most of the time, these problems can be solved by talking about it. Write about a time you've had a disagreement with a friend. How did you solve the problem? What did you learn from the situation?*
2. Remind students to edit and revise their writing. Let them know their responses should:
  - include a description of the disagreement
  - include a description of how the problem was solved
  - tell what was learned from the situation

**Technology:** If students are ready to work independently, they can access a digital copy of the text card "Keeping the Beat." In the interactive text card, students are given a purpose for reading and can use annotation tools to record their thinking. The Help button provides model annotations if students need additional support.

# Exploring *civ*, *cit*, *civil* Words

## Introduce the Word Root



1. Write the word root *civ*, *cit*, *civil* and its meaning where all students can see. Tell students a *citizen* is a member of a state or nation who owes allegiance to its government and is entitled to its protection.
2. Ask students to brainstorm additional words that use the word root *civ*, *cit*, *civil*, and chart student responses.

## Discuss the Word Root



1. Share with students that the civil rights movement was an effort by people in the United States to ensure African Americans gained the rights, privileges, and protections they were entitled to because of their status as citizens of the United States. Martin Luther King Jr. was an American clergyman and civil rights leader. Dr. King is best known for his role in the advancement of civil rights for African Americans and all people, using nonviolent civil disobedience.
2. Provide time for students to make lists of everything they already know about the civil rights movement and Dr. King. Encourage them to use words from the lists they brainstormed previously.

## Independent Practice

1. Have students individually complete page 8 from the *Student Guided Practice Book*. Circulate among students and offer assistance as needed.

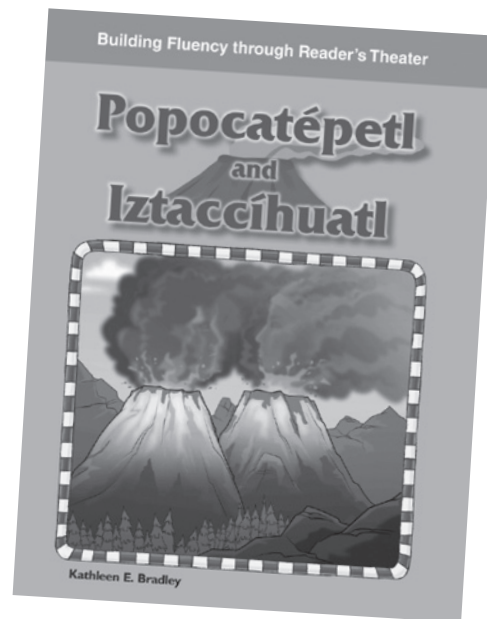
# Popocatépetl and Iztaccíhuatl

## Introducing the Script

1. Explain that students will be reading a script about an ancient Aztec myth. The Aztecs did not use letters to write; they used pictures called *glyphs*.
2. Challenge students to write their names using a glyph for each letter of their name. If a student has duplicate letters in their name, the glyphs will be the same for those letters. Give students sheets of blank white paper, and have them make colorful name tags for their desks or to place around the room.
3. Tell students this script focuses on a myth from an ancient Aztec city, Tenochtitlan. Before reading the script with students, explain that myths are stories told by ancient cultures to explain natural phenomena. Myths were created so that people could make sense of what was going on around them—things they could see but not necessarily explain.
4. Play the recording of the script, which is available as audio only or as a read-along ebook in the digital resources.

## Collaborative Activity

1. Discuss the sequence of events in the script. Write the words *first*, *next*, and *last* on the board or chart paper. Or, if you prefer, use *beginning*, *middle*, and *end*. Remind students that every story has an order of events.
2. Have students work in small groups to draw pictures and write brief summaries of the events in the script. A sentence or two is all that is needed to describe what happens in the beginning, middle, and end of the story.





# Keeping the Beat

## Read and Find

1. Guide students as they skim the text on pages 5–6 in the *Student Guided Practice Book* to gather details that will help answer the Essential Question.
2. While searching for details, have students find important events to help them retell the story.
3. Monitor students as they work, and provide feedback.

## Words to Know

1. Have students return to the key words list from page 4 in the *Student Guided Practice Book*.
2. Have students add words and drawings to the Notes column for one or two words. For example, students might draw two favorite foods versus each other for *dilemma* or color one piece of furniture in a bedroom sketch for *accent*.
3. Ask students to choose one or two other words they found challenging and add those to the chart. Have them work in pairs to record the parts of speech, definitions, and notes in the two empty rows.

**Support for Language Learners:** In pairs, have students take turns retelling their favorite narrative fiction stories in one sentence without using character names. The student not doing the retelling should guess which story their partner is talking about based on the other clues in the retelling. If the student cannot guess after one sentence, the other student should continue giving short one-sentence retellings until the partner is able to guess the correct story. For example: A girl volunteers herself as a competitor in a high-stakes, life-or-death competition to save her little sister from entering. (*The Hunger Games*)

## Author's Craft

1. Have students learn about first-person storytelling from page 18 of the *Student Guided Practice Book*.
2. Read and review the information about first-person storytelling at the top of the page. Explain that the author chose to write this story using first-person storytelling. This means the story is told from the point of view of one of the characters. Say, "Most stories are told from the third-person point of view, or that of an outside narrator. However, this story is told using first person, which means a character in the story is the one doing the storytelling. Notice the use of first-person pronouns, such as I, me, we, and us."
3. Guide students as they complete the exercises independently, with partners, or in small groups.
4. Encourage students to practice using first-person storytelling in their own writing.

## Essential Question

1. Have students talk to partners about the Essential Question: *How does one protect their place in the group?*
2. Allow time for students to share their ideas with the whole group.

# Keeping the Beat

Place students into two groups. Work with one group on the Talk about It activity and the Quick Check while the other group completes the Practice activity. Rotate after 15 minutes.

## Talk about It

1. Guide student discussion of the Essential Question: *How does one protect their place in the group?*
2. Engage students in the One-Three-Six protocol. Have students independently record their thoughts regarding the following questions:
  - How did the boys come to form a group in the first place?
  - How could Jack have prevented Jayden and Miguel from being mad at him?
  - How does joining a club, such as band, protect one's place in a group?
3. Have students get in groups of three to share their responses and discuss how these responses can help answer the Essential Question: *How does one protect their place in the group?*
4. Have students combine trios into groups of six, share their ideas, and come up with one final answer to the Essential Question.

**Support for Language Learners:** Provide discussion response frames, such as these:

- *The boys initially became a group because \_\_\_\_\_.*
- *Jack could have prevented Jayden and Miguel from being mad at him by \_\_\_\_\_.*
- *Joining a club, such as band, protects one's place in a group by \_\_\_\_\_.*

## Quick Check

1. Assign the Quick Check on page 19 in the *Student Guided Practice Book*, and provide time for students to complete the assessment.
2. Review student responses as a group. Acknowledge incorrect answers, and guide students toward text evidence that supports the correct answers.

## Practice

1. Have students complete the graphic organizer on page 20 in the *Student Guided Practice Book*. Remind students to focus on the most important facts.
2. If students finish early, encourage them to revisit their writing pieces from the previous day.



# Exploring *civ*, *cit*, *civil* Words

## Review

1. As a group, review the answers to page 8 in the *Student Guided Practice Book*.

## Revisit the Root

1. Have students work with partners to play a vocabulary review game.
2. Distribute 5–7 sticky notes to student pairs and have them write one word that uses the root *civ*, *cit*, *civil* on each note.
3. Partner A will choose a sticky note without knowing the word on it, and place it on their forehead facing out. Partner B will give clues to help Partner A guess which word they have.
4. Have students take turns until they have gone through all the words.

## Apply

1. Ask students to research additional leaders of the civil rights movement.
2. Invite each student to share with the whole group three interesting facts they learned about the leader they researched.

# Popocatépetl and Iztaccíhuatl

## Assigning Roles

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. Guidance for how to assign roles in the script are as follows:
  - Ambassador: Advanced reader
  - Emperor: Proficient reader
  - Iztaccíhuatl: Proficient reader
  - Narrator: Advanced reader
  - Popocatépetl: Rising reader
  - Warrior: Rising reader

## Collaborative Activity

1. Have students work in their performance groups. Assign each group a few pages of the script. Students should look for new or unknown words and write them on separate sheets of paper.
2. Have students discuss the words' meanings and draw simple sketches to represent the words.
3. Ask groups to share their words with the whole group.

## Practicing the Script

1. Before students begin practicing, review character names that you think may be more challenging for students to pronounce. This will assist them with their reading fluency.
2. Place students into their small groups for repeated reading practice. Encourage students to focus on reading with accuracy.
3. Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

SUMMER  
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Language Arts

# Student Guided Practice Book

Rising 8th Grade



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

## Words to Know

Day 1

**Directions:** Look at the key words from “Keeping the Beat.” Add words or drawings in the Notes column to reflect how each word is used in the text. Use the last two rows to record challenging words you or your teacher identifies.

Word	Definition/Sentence	Notes
accent (v.)	to make something more emphatic, noticeable, or distinct <i>I like the way the burgundy curtains <b>accent</b> the room.</i>	a <i>verb</i> describes the action in a sentence
dilemma (n.)		
unison (n.)		



# Keeping the Beat

Jayden, Miguel, and I had been best friends for years. We met in fifth-grade chorus and bonded over our shared love of music.

Jayden's dad is a violinist in the city's philharmonic orchestra, and that has most definitely influenced Jayden, who is drawn to the work of composers like Beethoven and Brahms. Miguel loves show tunes, and is constantly humming songs from Broadway musicals. I'm mostly into hip-hop, and I'm always changing my mind about my favorite artist.

Although we have different tastes, music is a common bond that brings us together. But at the beginning of eighth grade, when we joined the school band, our friendship hit a sour note. It all started when the bandmaster, Mr. Hurd,

asked each new member which instrument he or she wanted to play.

Jayden and Miguel quickly chose bass drums. Earlier that day, the three of us had discussed marching in the drum line together. "It'll be so cool to be in a parade beating the drums in **unison**," said Jayden, and Miguel quickly agreed. But I wanted to play a completely different instrument. I've always loved the cymbals, especially the way they **accent** a piece of music.

When I told my friends I had chosen to play cymbals, I could see the disappointment on their faces. "Come on, Jack, I thought we'd agreed to play in the drum line together," Miguel complained. Jayden just shook his head and walked away.



ILLUSTRATION BY MARCELO BAEZ

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Of course, I understood their disappointment. It would have been fun to begin a new tradition with the three of us playing the same instrument, but even so, I was certain I wanted to play the cymbals. I wished they could understand that just because I was ready to try something new on my own didn't mean I planned to leave them behind.

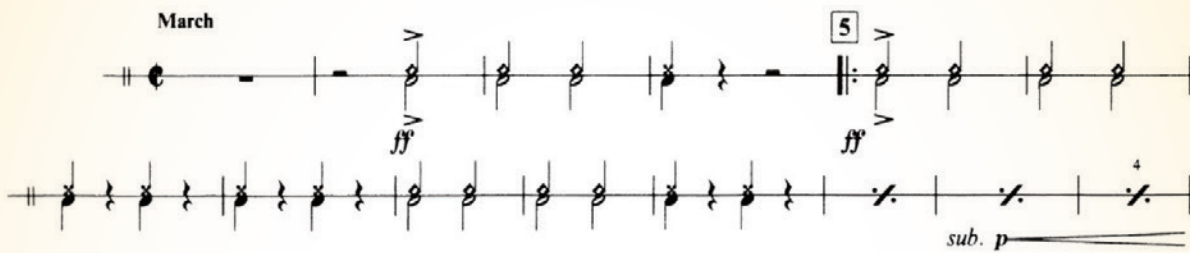
That night, after dinner, I explained my **dilemma** to my dad. I thought he'd have the answer, but instead, he asked me a question. "How have you guys dealt with your differences in the past?" I knew, then and there, what I had to do, and as usual, music held the answer.

The next day, when we got to school, I reminded

Jayden and Miguel that we had always loved music but that we each had our different taste. I explained how important their friendship was to me and how much I wanted to try something new. I wanted to be in the band on my terms, not change to fit in. "We'll still be in the drum line together, keeping the tempo, but with different instruments," I said.


During the homecoming parade the following month, the three of us marched proudly in our band uniforms for the first time. It was great to see Jayden and Miguel smile when I clashed the cymbals to highlight the beat of their drums. We were marching together to the sound of the music.

—By Joe McGowan



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**2A ESSENTIAL QUESTION** How does one protect their place in the group?

**KEY WORDS** 


**accent** (verb): to make something more emphatic, noticeable, or distinct  
*I like the way the burgundy curtains **accent** the room.*

**dilemma** (noun): a difficult choice  
*Shauna faced a **dilemma** when her friends got into an argument and asked her to pick a side.*

**unison** (noun): a process in which all elements behave in the same way at the same time  
*The students recited a poem in **unison** at the school Thanksgiving assembly.*

**AUTHOR'S CRAFT** 

**First-Person Storytelling**  
 This story is told in the first person—it is written from the perspective of one of the characters, Jack. First-person storytelling reveals the experiences and thoughts of one character. What are the strengths of this type of writing? What are the potential weaknesses?

**READ AND THINK** 

**Retell narrative fiction.**  
 In a few sentences, tell a classmate what happens in this story. Think about the beginning, the middle, and the end. Which details are important to include, and which can you skip? How is getting a summary different from reading the entire story?

# Write It

**Directions:** Read and respond to the prompt.



## Your response should:

- include a description of the disagreement
- include a description of how the problem was solved
- tell what was learned from the situation

We have all had issues with our friends at some point. Most of the time, these problems can be solved by talking about it. Write about a time you've had a disagreement with a friend. How did you solve the problem? What did you learn from the situation?

A large spiral notebook with 20 horizontal lines for writing, positioned on the left side of the page.

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

# Exploring *civ*, *cit*, *civil* Words

## Word Root

The word root *civ*, *cit*, *civil* means “city” or “citizen.”

**Directions:** Explain how each of these words or phrases reflects the meaning of “city” or “citizen.” Then, draw a line to match each word or phrase with the correct illustration.

1. **uncivilized:** \_\_\_\_\_

\_\_\_\_\_

2. **civilization:** \_\_\_\_\_

\_\_\_\_\_

3. **civic duty:** \_\_\_\_\_

\_\_\_\_\_



**Directions:** Explore these words to learn more about them. Write what you discover about each one.

civics	civilian	civvies
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



# Popocatépetl and Iztaccíhuatl

## Act I



### Song: De Colores



De colores, de colores se visten los campos en la primavera.  
De colores, de colores son los pajaritos que vienen de afuera.  
De colores, de colores es el arco iris que vemos lucir.  
Y por eso los grandes amores de muchos colores me gustan a mí.  
Y por eso los grandes amores de muchos colores me gustan a mí.

*This is an excerpt from the complete song.*

**Narrator:** In the great city of Tezcoco, the palace sparkles in the Aztec sun. Mosaics made of turquoise and gold decorate the walls. The princess meets with the feather worker and marvels at his work.

**Popocatépetl:** I've made a royal headdress. Will the emperor be pleased?

**Iztaccíhuatl:** Yes, of course. You are a gifted feather worker! Your work is respected in the palace. Tell me, what type of creature has such handsome green feathers?

**Popocatépetl:** It is made from the long tail feathers of the quetzal bird.

**Iztaccíhuatl:** I hear the quetzal is a difficult bird to trap and keep.

**Popocatépetl:** That's true, but not as hard as plucking his tail feathers! He only said yes when I told him they would be used for this piece.

**Iztaccíhuatl:** Please tell the quetzal that we are thankful for his special gift.

**Narrator:** Later that same day, the emperor studies his tribute log with one of his priests. He is wearing a loincloth and a long, embroidered cloak. The green headdress now sits squarely upon his royal head. To his left sits his beautiful daughter, who is also dressed finely.

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

**Iztaccíhuatl:** Father, your headdress is grand, but you look worried. What troubles you today?

**Emperor:** I have many worries. I must protect my people from angry gods. I must make sure the villagers have maize to eat and water to drink. Cities must be conquered, strict laws must be made to punish those who disobey, and warriors must be trained.

**Iztaccíhuatl:** You have been wise and have built tall, grand temples in honor of all the gods. They smile upon you and the villagers. Your empire is made of several tribes. The men are always ready to battle. The women teach their children to obey. You should be content, not worried, Father.

**Emperor:** You are a loving daughter, whose words soothe my weary soul. Oh! Now, I remember—I have yet one more worry. I must find you a husband who will protect you with courage.

**Iztaccíhuatl:** Father, may I tell you about the man I wish to marry?

**Narrator:** At the end of the grand hall, the royals hear two men arguing with a palace guard. The emperor holds his finger to his lips and listens.

**Ambassador:** Guard, the warrior and I wish to speak with the emperor.

**Narrator:** The warrior sneers at the guard as he towers over him.

**Warrior:** Out of our way, commoner!

**Narrator:** The warrior pushes the guard out of the way and they stride down the Grand Hall. When they reach the emperor, they kneel before their leader. The warrior has dark eyes, and he dares to look aggressively at the princess. She turns her head and refuses to meet his stare.

**Emperor:** Rise and speak to me.

**Ambassador:** We have the decision from the chief of the distant city.

**Warrior:** We did as you commanded us to do. We gave him twenty days to make a decision.

**Emperor:** Tell me—how does the tribal chief wish his city to be conquered? Has he signed the treaty and given gifts as tribute?

**Ambassador:** No. Their chief has refused to give you a treaty or tribute, such as maize and gold.

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

**Warrior:** He has chosen war. He and his army will not surrender.

**Emperor:** The reason?

**Narrator:** Frowning, the ambassador gulps before he speaks to his leader.

**Emperor:** Speak freely, Ambassador.

**Ambassador:** They say because of your elderly age, your rule is nearing its end. They believe they can be successful and win the battle.

**Warrior:** They say that you will become their greatest gift to their gods.

**Iztaccíhuatl:** Father!

**Emperor:** Sound the war drums and summon my warriors!

## Act 2

**Narrator:** The emperor stands before a sea of fierce fighters. Their shields color the arena in red, gold, and orange.

**Ambassador:** Your loyal army is gathered for you, our leader.

**Narrator:** The warriors shout a war chant as drums are strongly pounded. The emperor quiets his army and looks up into the sky. The Great Temple, built as an offering to the gods, looms behind them. It inspires the emperor as he speaks.

**Emperor:** God of War and Sacrifice, guide these fierce fighters. They will capture many and return them to me. We will offer all captives on the steps of the Great Temple.

**Warrior:** Mighty Emperor, I will return with their chief bound in ropes for you. I will toss him at your feet. As a reward for my deed, I wish to take your daughter as my bride.

**Narrator:** Aztaccíhuatl rushes to the emperor's side and crosses her arms.

**Iztaccíhuatl:** I refuse to be traded like a satchel filled with gold dust. Father, I tried to tell you that my heart belongs to Popocatépetl. He is the feather worker. Each day, you wear a headdress that he has designed for you.

**Narrator:** The warrior gruffly grabs the princess by the wrist.

**Warrior:** Foolish girl, you don't have a choice as to whom you will marry.

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

**Popocatépetl:** Release her! I am the feather worker.

**Narrator:** He comes forward and breaks the warrior's hold on the princess. He wears only a plain loincloth and breastplate of cotton. His shield has an image of a serpent designed with feathers. The warrior looks him over and snickers at him.

**Warrior:** He is not a noble. He is nothing but a common village boy. He has not proven himself in battle like me. He has never captured a prisoner. He does not wear a topknot of hair. He does not wear a cloak with orange trim.

**Narrator:** Popocatépetl turns and faces the emperor but looks down with respect.

**Popocatépetl:** I will fight for the empire and your daughter's hand.

**Emperor:** Popocatépetl, your rival is right. She must marry a noble. Only a noble is trained in the proper ways of a king. He learns about our history and our laws.

**Iztaccíhuatl:** Father! Mother once told me that you married for love, not for status. I am certain that she would have begged you to remember that now.

**Emperor:** Oh, Daughter! I cannot argue with the words of your sweet, loving mother. Even after all these years, her death brings me much sorrow.

**Ambassador:** Commoners have one chance to rise to noble status. They must prove themselves in battle and take many captives. Then they will earn the honor of becoming an Eagle Knight.

**Iztaccíhuatl:** Then, if he becomes an Eagle Knight, I may marry him?

**Narrator:** The emperor turns to speak quietly with the ambassador.

**Emperor:** I prefer that she marry a true noble. Tell me, how possible is it that a young commoner will rise to Eagle Knight status?

**Ambassador:** It is unlikely that he will take at least four prisoners.

**Emperor:** Very well. It is agreed, Iztaccíhuatl. If Popocatépetl returns as an Eagle Knight, you may marry him. If he fails to prove himself, you will marry his rival.

**Iztaccíhuatl:** Father!

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

- Emperor:** I am very old, Daughter, so you must marry soon. Then you and your husband can rule this great empire that I have built for you.
- Popocatépetl:** Please do not fear. I will return to you with honor, Iztaccíhuatl. Then I will marry you and we will live in bliss.
- Narrator:** He removes a feather from his shield and presents it to the princess. She blushes and then twirls the feather between her fingers. The rival warrior turns and storms down the steps of the palace.
- Warrior:** We shall see.

## Act 3

- Narrator:** As they invade the distant city, the warriors shout loud war cries. They fight with obsidian-blade swords, daggers, or long spears. Terror! Chaos!
- Ambassador:** Men, take as many prisoners as you can capture. They must be alive when we return them to the emperor. Then they will be sacrificed on the altar of the Great Temple.
- Narrator:** Side by side, the warrior and Popocatépetl fight their enemies. The warrior mocks Popocatépetl, his rival for the throne.
- Warrior:** I will take many more prisoners than you. You will lose her! Then I will become emperor.
- Popocatépetl:** Then you will be married to her for the wrong reason.
- Narrator:** Popocatépetl slashes the hands of an enemy and takes the man as his captive.
- Popocatépetl:** Ha! I've taken my first captive! You have not taken any. I have earned the right to tie a topknot of hair on my head. I have earned the right to wear the cloak with the bright orange trim.
- Warrior:** Popocatépetl, you have yet to become a proud and fierce Eagle Knight. Only then can you marry. Take at least three more captives or try to capture their chief. Ha! Never!
- Popocatépetl:** I am a true warrior. Yes, the fierce god of war must be watching over me. He wants me to marry the princess and take care of her. I will certainly do that and much more!
- Narrator:** He spots the enemy chief and charges toward him. With swords, the two engage in a battle upon the palace steps.

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

**Ambassador:** Popocatépetl!

**Warrior:** He is a fool!

**Ambassador:** Perhaps, but if he captures their chief, it will bring him great honor for his deed.

**Narrator:** Fueled by the desire to prove his courage, he thrusts his sword into the chief's side. The chief collapses to the ground, screaming a cry of defeat. Victory cries are chanted, and they call Popocatépetl a hero.

**Ambassador:** You are a hero and have earned the elite title of Eagle Knight. Warriors, the captives must be bound and restrained with ropes. Then we shall slumber this evening under the sky god's watch. Tomorrow we will lead the captives back to our city, where the emperor will be pleased and will quickly decide their fate.

**Narrator:** While the others sleep, the warrior creeps up to one of the captives. He brandishes a dagger that shines in the moonlight. Using the stars to guide them, they disappear into the night.

## Act 4

**Iztaccíhuatl:** It has been many days since your army left for battle. My heart aches for my love's safe and speedy return to me. This precious feather that he gave me is all I have to remember him by.

**Emperor:** He and the others traveled a long distance from here. When they reach the other city, they will fight for many days.

**Iztaccíhuatl:** Please ask the priests to make an offering to the god of life and fate.

**Narrator:** The warrior enters the palace. Gruffly, he yanks the rope that binds his captive's hands. The warrior throws back his shoulders, puffing out his chest. Then, with his foot, he kicks the captive down before the emperor.

**Warrior:** I return to you, my chief, with news of the battle.

**Emperor:** Where are the ambassador and the rest of the warriors?

**Warrior:** They have sent me ahead to tell you that we have won the battle. There have been many losses on both sides.

**Iztaccíhuatl:** What has happened to Popocatépetl?



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

**Warrior:** He took no prisoners. He died a quick and shameful death.

**Iztaccíhuatl:** My Popocatépetl! Please tell me that this is not true.

**Emperor:** Perhaps he was too young and did not have the proper training.

**Iztaccíhuatl:** No! He promised that he would return with honor.

**Warrior:** Your friend is gone forever. You will become my wife and then I will be the next emperor.

**Narrator:** The princess faints, her body sinking to the hard tile flooring. The emperor jumps off his royal throne and rushes to his daughter's aid, but she is limp in her father's arms.

**Emperor:** Guards! Run quickly and find the palace healer. Tell him that the princess is quite ill and needs his help right away.

## Act 5

**Narrator:** Days pass as the emperor waits for his army to return. Many healers try to treat the princess. She is overcome with grief and gravely ill.

**Emperor:** My daughter becomes much weaker each day. The healers have given her herbs, but nothing helps. There is no cure for a terribly broken heart.

**Iztaccíhuatl:** Father, without Popocatépetl, there is no reason for me to live. I will join him where the Aztec sun shines forever, in the Great Place of Mystery. There we will be together, with no more war or jealousy to keep us apart.

**Narrator:** The princess closes her eyes, and a single tear rolls down her cheek. She takes her last breath as the emperor stands sobbing beside her. Sadly, later that day her beloved returns.

**Popocatépetl:** Emperor, I have captured the enemy's chief, and his city is now yours. I've become an Eagle Knight. Please tell me, why is the lovely princess not with you?

**Emperor:** Your rival informed us that you had died in battle. He told terrible lies. The princess couldn't bear to think of life without you. I am sorry, but she has departed from this world.

**Popocatépetl:** It can't be true! Let me go to Iztaccíhuatl.

**Emperor:** I should have let her marry you before the battle.



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

**Ambassador:** The warrior who spoke these lies will be taken to the Great Temple. He will die a miserable death on the altar.

**Popocatépetl:** I have returned to you, Iztaccíhuatl. I have returned a noble. Please, wake from eternal sleep!

**Ambassador:** Princess, please look at his handsome headdress, that of an Eagle Knight!

**Popocatépetl:** God of Life, I beg you, take pity on the princess.

**Ambassador:** It appears that the powerful gods are not watching you.

**Popocatépetl:** Then I will carry her to the top of a mountain. There, the mighty gods will see us and take pity on us.

**Ambassador:** What will you say?

**Popocatépetl:** I will beg them to shower her with their healing snow. My princess will breathe again, and her heart will beat once more.

**Ambassador:** Your devotion to the princess will please the mighty gods.

**Popocatépetl:** I will create an altar high up on a mountain peak. I'll lay her upon it and then kneel down beside her. I'll light a torch, and day and night I will watch over her and wait.

**Narrator:** Popocatépetl, the feather worker and war hero, did as he promised. He laid Iztaccíhuatl on a bed of flowers and then knelt next to her and wept, heartbroken. During his solemn vigil, he held a lit torch in her honor. But the gods chose not to revive the princess. Instead, Popocatépetl and Iztaccíhuatl were covered with a blanket of snow and turned into twin volcanoes. Today, one of the two volcanoes lies still, dormant. The other smokes like the torch of an Eagle Knight who waits for his lady to wake.

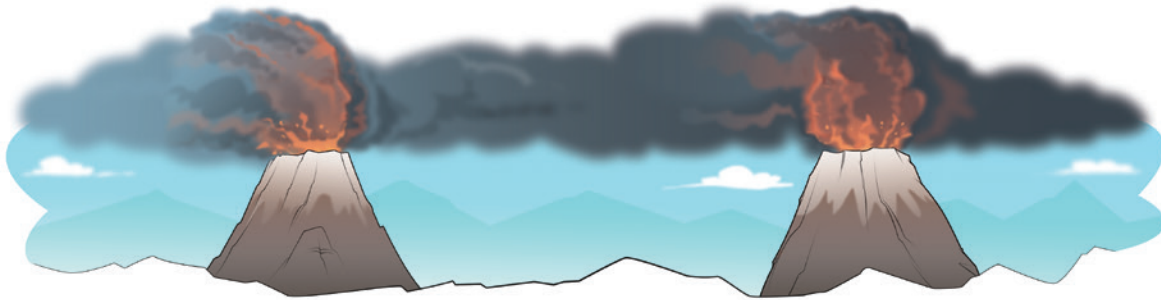
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Poem: A Flower Song (Xochicuicatl)

In the place of tears, I the singer watch my flowers.  
They are in my hand.  
They intoxicate my soul and my song  
As I walk alone with them, with my sad soul among them.

In this spot, where the herbage is like sweet ointment  
And green as the turquoise and emerald,  
I think upon my song,  
Holding the beautiful flowers in my hand.

In this spot of turquoise and emerald,  
I think upon beautiful songs, beautiful flowers.  
Let us rejoice now, dear friends and children,  
For life is not long upon Earth.



# Author's Craft

## First-Person Storytelling

The author chose to use a language tool called **first-person storytelling**. This means the story is written from the point of view of one of the characters—in this case, Jack. First-person storytelling gives the reader an insight into how the narrator feels and thinks.

### Try It!

**Directions:** Rewrite each sentence from the card, changing it from first-person to third-person storytelling.

1. Jayden, Miguel, and I had been best friends for years.

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2. I'm mostly into hip-hop, and I'm always changing my mind about my favorite artist.

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3. I've always loved the cymbals, especially the way they accent a piece of music.

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4. When I told my friends I had chosen to play cymbals, I could see the look of disappointment on their faces.

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5. "Come on, Jack, I thought we'd agreed to play in the drum line together," Miguel complained.

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# Quick Check

**Directions:** Choose the best answer for each question. You may use the text to help you.

1. How can I effectively retell narrative fiction?

- (A) Include as many details as possible to make the story more interesting.
- (B) Include only the most important details that give a basic understanding of the story.
- (C) Think of how the story could have been better, and retell it with changes.
- (D) Choose the most interesting part of the story, and retell it with as many details as possible.

2. What is the misunderstanding between Jayden, Miguel, and Jack?

- (A) Jack thinks he is better at music than Jayden and Miguel.
- (B) Jack lies to Jayden and Miguel about wanting to play the cymbals.
- (C) Jack has always wanted to play the cymbals and tells his friends that before music class.
- (D) Jack never agreed to play in the drum line and wants to play the cymbals instead.

3. Which sentence is not a specific example of first-person storytelling?

- (A) "Jayden and Miguel quickly chose bass drums."
- (B) "But I wanted to play a completely different instrument."
- (C) "I thought he'd have the answer, but instead, he asked me a question."
- (D) "We were marching together to the sound of the music."

4. How do the boys finally solve their problem?

- (A) Jack's dad talks to the boys and helps them.
- (B) Jayden and Miguel tell Jack to get over it.
- (C) Jack explains that they will still be in the drum line together.
- (D) They do not work out their problem by the end of the story.

5. How could Jack's problem have been prevented? Use evidence from the text in your response.

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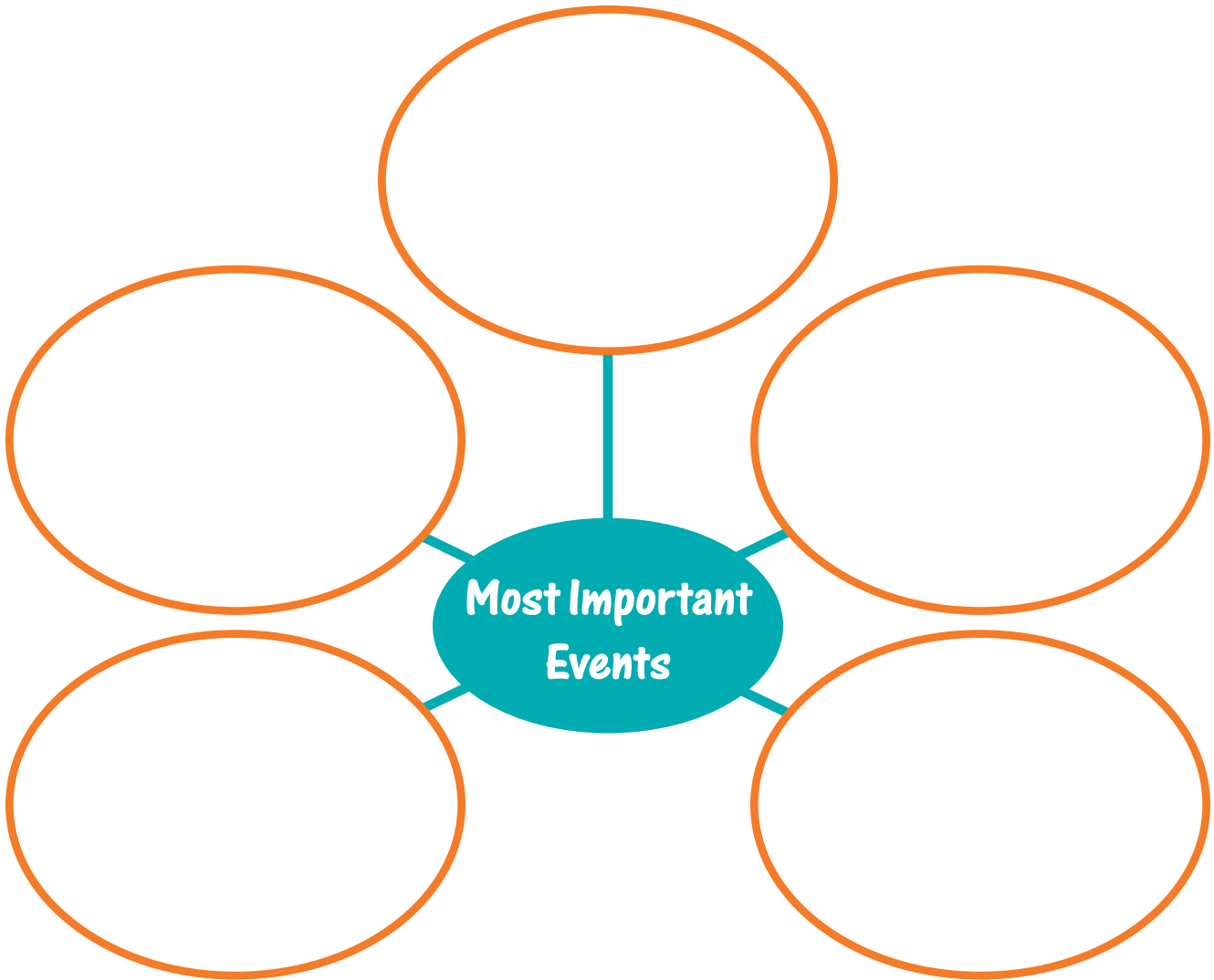
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Read and Find

Day 2

**Directions:** Skim the text on pages 5–6 in this book. Look for the five most important events to create a summary of the story. Write one important event in each circle.



Think about the Essential Question: *How does one protect their place in the group?* What have you done to protect your place in a group?

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