



8TH GRADE **ELA**

Student Materials

Unit 5

Facing Calamity: Climate Change Facts and Fictions





Daily Lesson Materials

Name: _____ Date: _____

Anticipation Guide

Directions: For each of the following statements, mark an X beside *Agree* or *Disagree*. After deciding your position, explain your reasons for your decision in one to two complete sentences for each. Repeat this process at the end of the unit to see how your thinking has changed.

Statement 1: Witnesses have a responsibility to intervene during an incident of injustice, even when their safety may be at risk.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 2: People or groups in power uphold justice, so their motives should not be questioned.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: The media often perpetuates prejudice and stereotypes.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 4: When individuals or communities resist unjust leadership (peacefully or otherwise), it can lead to lasting societal change.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 5: Ocean health, forest health, food supplies, water, and human health are being affected by climate change at alarming rates.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 6: Harming the planet is acceptable for the sake of technological progress.

Before reading ...

Agree

Disagree

After reading ...

Agree

Disagree

Response:

Response:

Statement 7: Everyone is equally to blame for the fact that climate change is occurring.

Before reading ...

Agree

Disagree

After reading ...

Agree

Disagree

Response:

Response:

Statement 8: Climate change will affect all people equally.

Before reading ...

Agree

Disagree

After reading ...

Agree

Disagree

Response:

Response:

Statement 9: Individuals must make changes to their own lifestyles so that they can help combat climate change.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 10: Climate change is not just a global political issue, it is also a moral issue.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Name: _____

Date: _____

Today's Materials:

- Article: "[Understanding Climate Change](#)" by Fishtank Staff

Objective: Identify a writer's claims in a text and explain how they support those claims, as well as how they respond to conflicting viewpoints.

1. What is the author's overall purpose in this article? How is the author's purpose conveyed by how the article is structured? Provide at least one piece of evidence to support your answer.

2. What evidence does the author provide to support the claim that human activity is contributing to climate change? Provide at least two examples from the text.

3. How does the author respond to the counterclaim that climate change is not an immediate threat to humanity? Provide at least two examples from the text.

Name: _____ Date: _____

Anticipation Guide

Directions: For each of the following statements, mark an X beside *Agree* or *Disagree*. After deciding your position, explain your reasons for your decision in one to two complete sentences for each. Repeat this process at the end of the unit to see how your thinking has changed.

Statement 1: Witnesses have a responsibility to intervene during an incident of injustice, even when their safety may be at risk.					
<i>Before reading . . .</i>	Agree	Disagree	<i>After reading . . .</i>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 2: People or groups in power uphold justice, so their motives should not be questioned.					
<i>Before reading . . .</i>	Agree	Disagree	<i>After reading . . .</i>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: The media often perpetuates prejudice and stereotypes.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 4: When individuals or communities resist unjust leadership (peacefully or otherwise), it can lead to lasting societal change.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 5: Ocean health, forest health, food supplies, water, and human health are being affected by climate change at alarming rates.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 6: Harming the planet is acceptable for the sake of technological progress.

Before reading ...

Agree

Disagree

After reading ...

Agree

Disagree

Response:

Response:

Statement 7: Everyone is equally to blame for the fact that climate change is occurring.

Before reading ...

Agree

Disagree

After reading ...

Agree

Disagree

Response:

Response:

Statement 8: Climate change will affect all people equally.

Before reading ...

Agree

Disagree

After reading ...

Agree

Disagree

Response:

Response:

Statement 9: Individuals must make changes to their own lifestyles so that they can help combat climate change.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Statement 10: Climate change is not just a global political issue, it is also a moral issue.

Before reading . . .

Agree

Disagree

After reading . . .

Agree

Disagree

Response:

Response:

Name: _____

Date: _____

What is Thunberg accusing her audience of?

What reasons does Thunberg give for why reducing emissions by 50 percent in ten years is not a good enough solution?

According to Thunberg, who has to live with the consequences of a world that is irreversibly impacted by climate change?

What is in danger of happening in less than eight and a half years from the time of Thunberg's speech?

Why does Thunberg believe the audience will not present any realistic solutions to the problem of climate change any time soon?

Does Thunberg have hope for the future?

Name: _____

Date: _____

Today's Materials:

- Speech: ["Greta Thunberg's Speech At The U.N. Climate Action Summit"](#)

Objective: Identify the speaker's central claim about climate change and evaluate how she uses relevant evidence to support her claim.

1. What is Thunberg's central claim in her speech to the UN? What evidence does she give to support this claim? Provide at least two examples from the text to support your answer.

2. What conflicting viewpoint does Thunberg address in paragraphs 5–9 of her speech, and how does addressing it strengthen her own argument?

3. In paragraph 11, Thunberg says, "With today's emissions levels, that remaining CO₂ budget will be entirely gone within less than 8 1/2 years." Explain why she includes this detail and evaluate whether it is relevant and sufficient for supporting her central claim.

Name: _____

Date: _____

Name two specific examples of how Hurricane Maria impacted Puerto Rico.

Why has the Earth's average temperature increased by one degree Celsius since 1850?

Approximately how many people are at risk of becoming homeless within the next few decades due to conditions caused by climate change?

Why do the poorest people tend not to move due to climate events? Why do the richest people tend not to move due to climate events?

What challenges might migrants face after they have relocated to a new place?

Name: _____

Date: _____

Today's Materials:

- Article: "[Climate change sets people on the move](#)" by Sarah Zielinski

Objective: Identify a writer's claims in a text, explain how they support those claims, and evaluate whether the evidence provided is relevant and sufficient.

1. What is the purpose of the anecdote about Hurricane Maria at the beginning of the article (paras. 1–6)? Explain whether this anecdote is sufficient to support the central claim posed by the author.

2. What factors impact whether a person becomes a climate migrant? Cite at least two pieces of evidence to support your answer.

3. What evidence does the author provide to support the claim that "*adapting* is becoming ever harder" (para. 19)? Cite two pieces of evidence to support this claim and explain their relevance.

Name: _____

Date: _____

What is the narrator's occupation?

Where is the crater located?

What environmental conditions are the characters in the story facing as a result of climate change?

Describe the crater's appearance and behavior.

What happens to the mother at the end of the story? What happens to her baby?

Name: _____

Date: _____

Today's Materials:

- Short Story: "[Field Notes](#)" by Natasha Seymour

Objective: Explain how the author uses figurative language and literary devices to develop a theme about climate change in a short story.

1. What mood does the author develop in paragraphs 1–5? What specific diction contributes most to the development of the mood? Provide at least two examples from the text to support your answer.

2. How does the author use descriptive details, specific diction, and/or figurative language to develop the setting in paragraphs 9–18 and 34–46? Provide at least two examples from the text to support your answer.

3. What is a theme about climate change that this story conveys? How does the author's use of allusions develop this theme? Provide at least two examples from the text to support your answer.

Name: _____

Date: _____

Who is Tony deBrum, and why does he travel the world speaking with other political leaders?

Who does Tony deBrum think should pay for the damage caused by climate change on the Marshall Islands?

How is climate change affecting life for the people of the Marshall Islands (and how might it affect life in the future)? Provide at least two examples.

Name: _____

Date: _____

Today's Materials:

- Article: ["The Marshall Islands Are Disappearing"](#) by Coral Davenport
- Poem: ["Dear Matafele Peinem"](#) by Kathy Jetñil-Kijiner

Objective: Explain how authors' specific words and phrases develop tone and meaning across genres.

1. Use context clues to infer the meanings of the words "inundated" (para. 5) and "plight" (para. 10). How does this diction impact the reader's understanding of the crisis that the people of the Marshall Islands are facing? ("The Marshall Islands Are Disappearing")

2. How does the tone of lines 1–9 differ from the tone of lines 10–19? What is the impact of this difference on the meaning of the poem? ("Dear Matafele Peinem")

3. How does the tone of lines 30–46 differ from the tone of lines 62–88? What is the impact of this difference on the meaning of the poem? ("Dear Matafele Peinem")

Name: _____

Date: _____

What did many governments and major corporations pledge to do after the Paris Agreement? Did they keep these promises? ("Just 57 companies")

Which countries are responsible for producing the largest quantities of emissions? ("Just 57 companies")

Which companies are responsible for producing the largest quantities of plastic waste? ("Survey finds that 60 firms")

Has plastic production increased or decreased within the last few decades? Has the rate of plastic recycling kept up with the rate of plastic production? ("Survey finds that 60 firms")

Name: _____

Date: _____

Today's Materials:

- Article: "[Just 57 companies linked to 80% of greenhouse gas emissions since 2016](#)" by Jonathan Watts
- Article: "[Survey finds that 60 firms are responsible for half of world's plastic pollution](#)" by Sofia Quaglia

Objective: Analyze the central claims of informational articles and evaluate the evidence given to support them.

1. How does the author of the article "Just 57 Companies" support the claim that many companies are "moving in the wrong direction for climate stability" (para. 19)? Evaluate whether the evidence included in the article is sufficient.

2. Evaluate whether the author provides relevant evidence to support their claim about whether corporations should take responsibility for the climate crisis. Cite two pieces of evidence and explain their relevance to the overall argument. ("Just 57 Companies")

3. What claim does the article "Survey finds that 60 firms" make about what is causing "the greatest abundance of trash" (para. 10)? What evidence does the article provide to best support this claim?

Name: _____

Date: _____

According to the article, why are low-income neighborhoods often hotter than wealthier areas?
Provide two reasons.

According to the article, how does increased heat affect people's health? Provide two examples.

According to the article, what are some of the possible solutions to the problem of higher temperatures in low-income areas?

Why is it important to solve the problem of uneven heat distribution in cities?

Name: _____

Date: _____

Today's Materials:

- Article: [“As Rising Heat Bakes U.S. Cities, The Poor Often Feel It Most”](#) by Meg Anderson and Sean McMinn

Objective: Identify claims made in an informational article and assess the relevance and sufficiency of evidence provided to support those claims.

1. Evaluate whether the authors use relevant and sufficient evidence to support their claim about the relationship between heat and income levels in cities. Cite at least two different types of evidence they give to support this claim.

2. How do the authors of this article support their claim about the link between high temperatures and health problems? Cite at least two different types of evidence and explain their relevance to this claim.

3. Is the anecdote that Shakira Franklin tells in paragraphs 9–23 relevant to the claim that high temperatures can **exacerbate** serious health conditions? Is it sufficient alone to support this claim? Cite evidence to support your answer.

Name: _____

Date: _____

What **adaptations** does Atwood imagine people will use in Picture One of a climate-changed world? Name two of them.

What does Atwood imagine would happen to the rule of authority in Picture Two of a climate-changed world? Why?

In Picture Three, what is the main difference between how oil-poor and oil-rich countries are preparing for the future?

Name: _____

Date: _____

Today's Materials:

- Article: ["It's Not Climate Change—It's Everything Change"](#) by Margaret Atwood — end at "because you may be needing it" (para. 19)

Objective: Explain how an author's specific word choices develop meaning and tone.

1. What idea about efficient water and energy use does Atwood develop in paragraphs 3–4? Provide at least two examples of the specific word choice she employs and explain how they help develop this idea.

2. How does Atwood use specific word choice to develop a **cataclysmic** tone in Picture Two (paras. 7–13)? Cite evidence to support your answer.

3. How does Atwood use specific word choice and tone to develop a central idea in Picture Three (paras. 14–19)? Cite specific words and phrases to support your answer.

Name: _____

Date: _____

What happened to the Exxon Valdez oil tanker? What were the effects of this? ("Indigenous climate efforts")

What is Dune Lankard's argument about Indigenous people? ("Indigenous climate efforts")

What is kelp farming? What are its potential effects? ("Indigenous climate efforts")

Describe two examples of how Indigenous knowledge can provide solutions to problems caused by climate change. ("Indigenous knowledge")

What is a possible effect of recognizing Indigenous peoples as key agents of change in the climate movement? ("Indigenous knowledge")

Name: _____

Date: _____

Today's Materials:

- Article: "[Indigenous knowledge is crucial in the fight against climate change – here's why](#)" by United Nations Development Programme — end at "How is UNDP supporting Indigenous Peoples and their knowledge?"
- Article: "[Indigenous climate efforts vital to fight against environmental destruction](#)" by Kiara Alfonseca

Objective: Analyze the central claims of informational articles and evaluate the evidence given to support them to determine the role that Indigenous peoples play in the fight against climate change.

1. How does the author support the claim that Indigenous peoples' knowledge promotes a sustainable relationship with the environment? Cite at least two pieces of evidence and explain whether they are sufficient to support the claim. ("Indigenous knowledge")

2. How does the author develop the main argument about the Land Back movement? Cite at least two pieces of evidence and explain how they are relevant to the central claim. ("Indigenous climate efforts")

3. How does the example of the Exxon Valdez oil spill support the article's main argument about the importance of Indigenous management of land? Discuss its relevance or sufficiency in your answer. ("Indigenous climate efforts")

Name: _____

Date: _____

What problems related to climate change do the characters in the story face?

To which two groups of people does the sea react differently?

What repels the sea?

What **adaptations** are some of the characters forced to make?

How does the story end?

Name: _____

Date: _____

Today's Materials:

- Short Story: "[Half-Eaten Cities](#)" by Vajra Chandrasekera
- Article: "[The Significance of Water in Literature](#)" by Fishtank Staff

Objective: Explain how the author draws on myths, traditional stories, or religious works to develop meaning in a short story.

1. Analyze how the author's use of personification in paragraphs 1–6 develops a theme about the relationship between nature and humanity.

2. How does the author's unique portrayal of the sea in paragraphs 12–17 contribute to the development of a theme about the relationship between nature and humanity?

3. How does the author use imagery in paragraph 18 to develop a theme about **equity** or climate justice?

Name: _____

Date: _____

When does this story take place?

Who are the main characters in this story?

What is the primary problem that these characters face?

What do they do to try and solve this problem?

Name: _____ Date: _____

Climate Change Facts and Fictions

Narrative Brainstorming Page

Prompt: What might life in your area look like in one hundred years if humanity does not address the climate crisis?

Consequences of Climate Change What changes will we notice in the weather or environment?	Possible Impact on Local Area What changes will we notice in the land, air, or sea (or the ecosystems there)?	Possible Impact on Humanity What changes will we notice in how humans live, behave, or organize?

Using information from each column in a row, write three "If . . . , then . . . , so . . ." sentences that can describe the main setting and conflict of your cli-fi scene:

1. _____

2. _____

3. _____

8th Grade
Unit 5: Facing Calamity: Climate Change Facts and Fictions
Lesson 11 Homework

Name: _____

Date: _____

Name: _____ Date: _____

Climate Change Facts and Fictions

Narrative Brainstorming Page

Prompt: What might life in your area look like in one hundred years if humanity does not address the climate crisis?

Consequences of Climate Change What changes will we notice in the weather or environment?	Possible Impact on Local Area What changes will we notice in the land, air, or sea (or the ecosystems there)?	Possible Impact on Humanity What changes will we notice in how humans live, behave, or organize?

Using information from each column in a row, write three "If . . . , then . . . , so . . ." sentences that can describe the main setting and conflict of your cli-fi scene:

1. _____

2. _____

3. _____

Name: _____

Today's Materials:

- Short Story: "[World After Water](#)" by Abby Geni

Objective: Brainstorm and synthesize research to determine key aspects of setting and develop causal ideas that will drive a cli-fi narrative.

Writing Prompt

setting

Complete the [Narrative Brainstorming Page \(G8, U5, L11\)](#) in preparation for writing a short cli-fi scene that responds to the prompt:

- What might life in your area look like in one hundred years if humanity does not address the climate crisis?

Name: _____ Date: _____

Climate Change Facts and Fictions

Narrative Brainstorming Page

Prompt: What might life in your area look like in one hundred years if humanity does not address the climate crisis?

Consequences of Climate Change What changes will we notice in the weather or environment?	Possible Impact on Local Area What changes will we notice in the land, air, or sea (or the ecosystems there)?	Possible Impact on Humanity What changes will we notice in how humans live, behave, or organize?

Using information from each column in a row, write three "If . . . , then . . . , so . . ." sentences that can describe the main setting and conflict of your cli-fi scene:

1. _____

2. _____

3. _____

Name: _____

Date: _____

Today's Materials:

- Short Story: "[World After Water](#)" by Abby Geni

Objective: Draft two paragraphs of a cli-fi narrative that clearly and vividly establish aspects of setting.

Writing Prompt

Draft at least two paragraphs (approximately one hundred words) to establish a setting for your cli-fi scene in response to the prompt:

- What might life in your area look like in one hundred years if humanity does not address the climate crisis?

Name: _____

Date: _____

Today's Materials:

- Short Story: "[World After Water](#)" by Abby Geni

Objective: Draft a cli-fi scene that uses pacing intentionally to develop a sequence of events and shape how readers experience the action.

Writing Prompt

pacing sequence

Draft a sequence of events for your cli-fi narrative. Use pacing intentionally to speed up, slow down, or skip over events for the prompt:

- What might life in your area look like in one hundred years if humanity does not address the climate crisis?

8th Grade
Unit 5: Facing Calamity: Climate Change Facts and Fictions
Lesson 11 - Day 3 - Drafting Homework

Name: _____

Date: _____

Name: _____

Date: _____

What are these **activists'** views about corporations and their role in the climate crisis?

What are two examples of changes in policy that these young **activists** have brought about?

What is an example of how some of these young **activists** are dealing with plastic pollution?

Name: _____

Date: _____

Why are plastic bags bad for the environment?

What claim does the article make about why plastic bags should stop being produced?

What counterclaim does the article make about why plastic bags should continue to be produced?

Name: _____

Date: _____

What does Gore believe needs to change about the way people think?

What are the examples of the women's suffrage movement, the Civil Rights Movement, and the gay rights movement meant to show?

What does Gore claim is the special role that young people can play in resolving the climate crisis?

Name: _____

Date: _____

Today's Materials:

- Excerpt: "[Excerpt from *An Inconvenient Sequel: Truth to Power*](#)" by Al Gore

Objective: Delineate arguments made about climate change and assess whether the evidence provided is relevant and sufficient.

1. How does Gore develop the argument in paragraphs 1–5? Cite at least two pieces of evidence to support your answer.

2. How does Gore establish a tone that supports the argument made in paragraphs 6–12? Provide at least two examples to support your answer.

3. How does Gore use the anecdote in paragraph 18 to support the claim he explores in paragraphs 17–22? Is this anecdote relevant and sufficient to support this claim?

4. Revisit the following quote:

"As luck would have it, the steps necessary to solve the climate crisis are exactly the same steps that would save democracy and economic prosperity. They include: a coordinated effort to retrofit buildings in communities throughout the world; an acceleration of the transition to renewable sources of energy and higher levels of efficiency in industry and business; and a shift to sustainable transportation, agriculture, and forestry." (para. 16)

Is the evidence that Gore gives to support the claim relevant? Why or why not?

- a. Yes, because it shows what Gore thinks "the steps needed to solve the climate crisis" are.
- b. Yes, because enough evidence is provided to support the claim that the climate crisis can be solved.
- c. No, because Gore does not provide a large enough variety of types of evidence to prove that the climate crisis can be solved.
- d. No, because it shows how to "save democracy and economic prosperity," but not how to "solve the climate crisis."

5. What type of evidence is used in the excerpt in Part A?

- a. statistics
- b. anecdotes
- c. examples
- d. descriptions

Name: _____

Date: _____

What causes climate change, and how has it impacted the environment? How might it continue to impact the environment in the future if not stopped?

How have people, communities, and industries around the world been impacted by climate change? Who tends to be impacted most, and why?

What steps are being taken to solve the problems caused by climate change? What steps still need to be taken, and by whom?

How do cli-fi writers imagine the future if we do—and do not—address climate change? What is the role of literature within the climate movement in general?

Name: _____

Date: _____

Today's Materials:

Objective: Engage in a Socratic Seminar with peers, responding directly to others by rephrasing and delineating arguments, determining the strength of evidence, and posing clarifying questions.

1. What causes climate change, and how has it impacted the environment? How might it continue to impact the environment in the future if not stopped?

2. How have people, communities, and industries around the world been impacted by climate change? Who tends to be impacted most, and why?

3. What steps are being taken to solve the problems caused by climate change? What steps still need to be taken, and by whom?

4. How do cli-fi writers imagine the future if we do—and do not—address climate change? What is the role of literature within the climate movement in general?

Name: _____ Date: _____

Narrative Brainstorming Page

Prompt: What might life in your area look like in one hundred years if humanity does not address the climate crisis?

Consequences of Climate Change What changes will we notice in the weather or environment?	Possible Impact on Local Area What changes will we notice in the land, air, or sea (or the ecosystems there)?	Possible Impact on Humanity What changes will we notice in how humans live, behave, or organize?

Using information from each column in a row, write three "If . . . , then . . . , so . . ." sentences that can describe the main setting and conflict of your cli-fi scene:

1. _____

2. _____

3. _____

Name: _____ Date: _____

Climate Change Facts and Fictions

Argumentative Brainstorming Page

Prompt: Write a persuasive letter to one of your congresspeople to present an argument about why they should take immediate action to combat climate change.

- Congressperson's name, position, and party: _____

- Congressperson's engagement with climate-related policies: _____

Consequences of Climate Change	Evidence (Descriptions, Examples, Quotations, Statistics)

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
----------------------	---

Name: _____ Date: _____

Narrative Brainstorming Page

Prompt: What might life in your area look like in one hundred years if humanity does not address the climate crisis?

Consequences of Climate Change What changes will we notice in the weather or environment?	Possible Impact on Local Area What changes will we notice in the land, air, or sea (or the ecosystems there)?	Possible Impact on Humanity What changes will we notice in how humans live, behave, or organize?

Using information from each column in a row, write three "If . . . , then . . . , so . . ." sentences that can describe the main setting and conflict of your cli-fi scene:

1. _____

2. _____

3. _____

Name: _____ Date: _____

Climate Change Facts and Fictions

Argumentative Brainstorming Page

Prompt: Write a persuasive letter to one of your congresspeople to present an argument about why they should take immediate action to combat climate change.

- Congressperson's name, position, and party: _____

- Congressperson's engagement with climate-related policies: _____

Consequences of Climate Change	Evidence (Descriptions, Examples, Quotations, Statistics)

Name: _____

Today's Materials:

Objective: Research the potential local impacts of climate change in preparation for writing a letter to a congressperson.

Writing Prompt

Conduct research about the risks of climate change in your area in preparation for responding to the following prompt:

- Write a persuasive letter to one of your congresspeople to present an argument about why they should take immediate action to combat climate change.

Name: _____ Date: _____

Climate Change Facts and Fictions

Argumentative Brainstorming Page

Prompt: Write a persuasive letter to one of your congresspeople to present an argument about why they should take immediate action to combat climate change.

- Congressperson's name, position, and party: _____

- Congressperson's engagement with climate-related policies: _____

Consequences of Climate Change	Evidence (Descriptions, Examples, Quotations, Statistics)

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
----------------------	---

Name: _____

Date: _____

Today's Materials:

- Article: "[Understanding Climate Change](#)" by Fishtank Staff

Objective: Select, organize, and integrate the strongest evidence of different types into argumentative body paragraphs for a letter to a congressperson about climate change.

Writing Prompt

Select the strongest evidence from your research to outline an argument and begin drafting body paragraphs in response to the prompt:

- Write a persuasive letter to one of your congresspeople to present an argument about why they should take immediate action to combat climate change.

Name: _____

Today's Materials:

Objective: Draft an introduction and conclusion in a formal style to ensure a professional, personal, and persuasive tone for your argument.

Writing Prompt

Draft an introduction and conclusion in formal style for the prompt:

- Write a persuasive letter to one of your congresspeople to present an argument about why they should take immediate action to combat climate change.

Name: _____

Date: _____

Today's Materials:

Objective: Revise persuasive letters to ensure consistency in verb mood.

Writing Prompt

verb mood

Revise arguments to ensure consistency in the use of verbs that express possibility or uncertainty for the prompt:

- Write a persuasive letter to one of your congresspeople to present an argument about why they should take immediate action to combat climate change.



Vocabulary

Word	Part of Speech	Definition
activist	n.	a person who strongly advocates for one side of a controversial issue, usually through actions such as political protests and raising awareness
adapt	v.	to change or adjust to be better suited to one's environment
anecdote		a short story about an incident or person that demonstrates a larger idea or argument
argument		the structured presentation of reasons and evidence in support of a claim
avert	v.	to avoid something, to prevent something bad from happening
carcinogenic	adj.	likely to cause cancer
cataclysm	n.	a violent upheaval; a sudden, extreme change; a catastrophe
claim		the position or stance of an argument, which is debatable and able to be supported by evidence and reasoning
counterclaim		a position or stance opposing a main argument
cultivated	v.	to try to acquire or develop

Word	Part of Speech	Definition
description		an in-depth explanation given to define or expand on a particular concept or idea, which could include details about how it works, what it looks like, when it is used, how it relates to other ideas, etc.
dire	adj.	extremely serious and urgent
equity	n.	equality of opportunity; the idea that individuals have different needs or levels of access to opportunity based on where they come from, which is taken into account in order to remove barriers to achievement and provide support in pursuing goals based on each person's unique needs
exacerbate	v.	to make a problem, bad situation, or negative feeling worse or more severe
example		a case or instance of something used to clarify, explain, or justify a claim by adding more narrative or informative details about a particular topic
fallout	n.	the negative result of something
imperative	adj.	extremely important; necessary
implausible	adj.	appearing untrue or unreasonable; not believable or practical

Word	Part of Speech	Definition
inundated	adj.	flooded with water; overwhelmed by a large quantity of something
migration	n.	the act of moving from one place and resettling in another place, usually for purposes of coping with changes in the environment
mitigation	n.	the act of causing something to be less severe, harmful, or dangerous
pacing		how quickly or slowly the action progresses
personification		the act of giving human qualities or characteristics to non-human beings or inanimate objects
quotation		an exact group of words or text taken from someone or somewhere else to help support a particular idea or point
relevant evidence		evidence that is closely connected to and/or appropriate to support an idea
resilience	n.	the ability to recover easily from something harmful or unexpected
rhetorical question		a question asked for a desired effect rather than for an answer

Word	Part of Speech	Definition
sequence		the order in which things happen
setting		the physical location (geographic region, neighborhood, house, etc.), time period, time of day, season, climate, or social context where the action of a story takes place
skeptical	adj.	not easily convinced; having doubts or reservations
statistic		a fact or piece of data represented in the form of numbers
sufficient evidence		evidence that is of an appropriate amount; enough evidence to prove the truth of a claim
undeterred	adj.	not discouraged; not dissuaded
unequivocally	adv.	in a way that leaves no room for doubt
unprecedented	adj.	never having happened or existed in the past
verb mood		the manner in which a verb expresses an action or state of being

Name: _____ Date: _____ Climate Change Facts and Fictions

VOCABULARY PRACTICE

8th Grade ELA

Facing Calamity: Climate Change Facts and Fictions

PART ONE: WORD LIST

1. **activist** (n.): a person who strongly advocates for one side of a controversial issue, usually through actions such as political protests and raising awareness.
2. **adapt** (v.): to change or adjust to be better suited to one's environment
3. **avert** (v.): to avoid something; to prevent something bad from happening
4. **carcinogenic** (adj.): likely to cause cancer
5. **cataclysm** (n.): a violent upheaval; a sudden, extreme change; a catastrophe.
6. **cultivated** (v.): to try to acquire or develop
7. **dire** (adj.): extremely serious and urgent
8. **equity** (n.): equality of opportunity; the idea that individuals have different needs or levels of access to opportunity based on where they come from, which is taken into account in order to remove barriers to achievement and provide support in pursuing goals based on each person's unique needs
9. **exacerbate** (v.): to make a problem, bad situation, or negative feeling worse or more severe
10. **fallout** (n.): the negative result of something
11. **imperative** (adj.): extremely important; necessary
12. **implausible** (adj.): appearing untrue or unreasonable; not believable or practical
13. **inundated** (adj.): flooded with water; overwhelmed by a large quantity of something
14. **migration** (n.): the act of moving from one place and resettling in another place, usually for purposes of coping with changes in the environment
15. **mitigation** (n.): the act of causing something to be less severe, harmful, or dangerous
16. **resilience** (n.): the ability to recover easily from something harmful or unexpected
17. **skeptical** (adj.): not easily convinced; having doubts or reservations
18. **undeterred** (adj.): not discouraged; not dissuaded
19. **unequivocally** (adv.): in a way that leaves no room for doubt
20. **unprecedented** (adj.): never having happened or existed in the past

ACTIVITY 1. MATCHING

Directions: Please match the correct word to each definition.

WORD BANK

activist adapt avert carcinogenic cataclysm	cultivated dire equity exacerbate fallout	imperative implausible inundated migration mitigation	resilience skeptical undeterred unequivocally unprecedented
---	---	---	---

ANSWER

DEFINITION

ANSWER	DEFINITION
1.	likely to cause cancer
2.	not discouraged; not dissuaded
3.	a violent upheaval; a sudden, extreme change; a catastrophe
4.	to make a problem, bad situation, or negative feeling worse or more severe
5.	the negative result of something
6.	to avoid something; to prevent something bad from happening
7.	extremely important; necessary
8.	to try to acquire or develop
9.	appearing untrue or unreasonable; not believable or practical
10.	flooded with water; overwhelmed by a large quantity of something
11.	extremely serious and urgent

12.		the act of causing something to be less severe, harmful, or dangerous
13.		the ability to recover easily from something harmful or unexpected
14.		to change or adjust to be better suited to one's environment
15.		never having happened or existed in the past
16.		equality of opportunity; the idea that individuals have different needs or levels of access to opportunity based on where they come from, which is taken into account in order to remove barriers to achievement and provide support in pursuing goals based on each person's unique needs
17.		in a way that leaves no room for doubt
18.		not easily convinced; having doubts or reservations
19.		the act of moving from one place and resettling in another place, usually for purposes of coping with changes in the environment
20.		a person who strongly advocates for one side of a controversial issue, usually through actions such as political protests and raising awareness

ACTIVITY 2. FILL IN THE BLANK

Directions: For each practice below, use the context clues to fill in the first blank using the correct vocabulary word, and in the second blank add your reasoning about why this word fits.

1. In 2020, the world faced a/an _____ challenge as the COVID-19 pandemic spread across continents. Nations scrambled to develop vaccines, and healthcare systems worldwide were tested to their limits.
2. Carrie and her friends were sitting in the park when they saw a man in a bright yellow suit, claiming he could fly. At first, they thought it was _____, but when he jumped off the bench and soared into the sky, they began taking videos to ensure they had proof.
3. Every year, millions of monarch butterflies embark on a/an _____ from Canada to Mexico, traveling thousands of miles to escape the cold. Their incredible journey is one of nature's wonders, showcasing nature's survival instincts that transcend borders and climates.
4. When the famous chef Gordon Ramsay announced he was opening a vegan restaurant in Los Angeles, many food critics were _____ because Ramsay was known for his love of meat-based dishes. However, the restaurant's success surprised everyone, proving that plant-based cuisine could be both luxurious and satisfying!
5. During Ramadan, many families fast from sunrise to sunset, but a heatwave _____ the challenge for those living in non-air-conditioned homes. In many cities, local mosques set up cooling stations where people could rest and hydrate between prayers.

6. The 2004 Indian Ocean tsunami was a/an _____ that devastated communities across Southeast Asia. From the coastlines of Thailand to the islands of Indonesia, the destruction was immense and is considered one of the deadliest disasters in modern history.

7. Despite the challenges of the 1960s Civil Rights Movement, Rosa Parks remained _____. Her quiet act of defiance on a bus in Montgomery became a turning point in American history, inspiring others to take a stand against racial injustice.

8. For many Indigenous communities, it is _____ to protect their traditional hunting practices in order to maintain cultural survival. For decades, the Inuit have been advocating for sustainable policies to combat the effects of climate change on their food sources.

9. Sanai organized protests to raise awareness about air pollution in her city. Her efforts spread globally, reaching climate change conferences in Paris and New York, where other young _____ like her were recognized as powerful forces for change.

10. In California, the wildfire season has become longer and more intense, and cities in the Santa Ynez Valley have implemented wildfire _____ measures like controlled burns. These actions, rooted in traditional Indigenous practices, aim to reduce the severity of fires, protect homes, and preserve the natural landscape.

11. In 1969, Neil Armstrong's first steps on the Moon were _____ a triumph for humanity. His famous words, "That's one small step for man, one giant leap for mankind," symbolized not just the achievements of NASA, but the global collaboration that made space exploration possible.
12. In the aftermath of the 2010 Haiti earthquake, the people of Port-au-Prince showed remarkable _____. Despite widespread destruction, local shopkeepers, doctors, and teachers worked tirelessly, around the clock, to rebuild their communities.
13. The nonprofit "Café de Esperanza", or Café of Hope, is working to achieve _____ by providing job training and mentorship to immigrant women, many of whom are refugees from Central America. Their mission is to help women gain economic independence and integrate into their new community while preserving their cultural identity.
14. The situation became _____ when the villagers learned their water supply was running out due to a long drought. Local leaders quickly worked together to find a nearby river and set up a water delivery system to prevent a crisis.
15. Because a region of southeastern Louisiana contains over 200 chemical plants and oil refineries, the air is polluted with _____ substances, making residents sick and raising questions about how this example of climate injustice can be resolved without forcing people to leave their homes.

16. During the Chinese New Year celebrations in Hong Kong, the city is _____ with tourists and locals who flood the streets to see the famous dragon dances and firecracker displays.
17. When Bernardo moved from Honduras to New York City, he had to _____ to a new school, new friends, and a very different way of life. It took time, but by joining the school's art club he built up his confidence, and he found a way to blend his heritage with his new American life.
18. During a hockey match, Coach called a timeout to _____ disaster when his team was losing by three points. He quickly changed their strategy, urging them to focus on teamwork and defense, which helped them win the match in the last minute.
19. When the school's annual talent show was canceled last minute, the _____ was immediate. Many students, especially the performers, were upset and took to social media to express their disappointment.
20. Eduardo _____ his love for cooking by using fresh, home-grown ingredients from his family's garden. After learning traditional recipes from his grandmother, he started a food blog to share the rich flavors of Argentine cuisine with people around the world.

PART TWO: EXAMPLES AND NONEXAMPLES

ACTIVITY 3. WORD MAPS

Directions: Complete a word map for each vocabulary word. The first one has been completed as an example.

The following words have been omitted from this activity:

- activist
- carcinogenic

<i>definition of the word</i>	<i>synonyms</i>
to change or adjust to be better suited to one's environment	alter, change, adjust, redesign, transform
1. ADAPT	
<i>use the word in a sentence</i>	<i>antonyms</i>
Over time, the species had to adapt to the changing climate in order to survive.	preserve, resist, stagnate

<i>definition of the word</i>	<i>synonyms</i>
to avoid something; to prevent something bad from happening	
2. AVERT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a violent upheaval; a sudden, extreme change; a catastrophe	
3. CATAclysm	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to try to acquire or develop	
4. CULTIVATED	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
extremely serious and urgent	
5. DIRE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
equality of opportunity; the idea that individuals have different needs or levels of access to opportunity based on where they come from, which is taken into account in order to remove barriers to achievement and provide support in pursuing goals based on each person's unique needs	
6. EQUITY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to make a problem, bad situation, or negative feeling worse or more severe	
7. EXACERBATE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
the negative result of something	
8. FALLOUT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
extremely important; necessary	
9. IMPERATIVE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
appearing untrue or unreasonable; not believable or practical	
10. IMPLAUSIBLE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
flooded with water; overwhelmed by a large quantity of something	
11. INUNDATED	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
the act of moving from one place and resettling in another place, usually for purposes of coping with changes in the environment	
12. MIGRATION	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
the act of causing something to be less severe, harmful, or dangerous	
13. MITIGATION	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
the ability to recover easily from something harmful or unexpected	
14. RESILIENCE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
not easily convinced; having doubts or reservations	
15. SKEPTICAL	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
not discouraged; not dissuaded	
16. UNDETERRED	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
in a way that leaves no room for doubt	
17. UNEQUIVOCALLY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
never having happened or existed in the past	
18. UNPRECEDENTED	
<i>use the word in a sentence</i>	<i>antonyms</i>

PART THREE: ADDING COMPLEXITY

ACTIVITY 4. CHANGING TENSES AND PART OF SPEECH

Directions: For each vocabulary word, write a sentence that shows you know the meaning of the word (Ex: different tenses, changing part of speech, removing or adding affixes).

The following words have been omitted from this activity:

- dire
- fallout

activist (n.): a person who strongly advocates for one side of a controversial issue, usually through actions such as political protests and raising awareness	
CHANGE	EXAMPLE SENTENCE
<i>activism</i>	Her activism for environmental protection led her to organize numerous protests and awareness campaigns.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed suffix</i> <i>The policy or action of using vigorous campaigning to bring about political or social change</i>	

adapt (v.): to change or adjust to be better suited to one's environment	
CHANGE	EXAMPLE SENTENCE
<i>adaptation</i>	The film's adaptation of the novel stayed true to the original story.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>The process of adjusting or changing to fit new conditions</i></p>	

avert (v.): to avoid something; to prevent something bad from happening	
CHANGE	EXAMPLE SENTENCE
<i>aversion</i>	He had a strong aversion to the idea of moving to a new city and leaving his friends behind.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>A strong feeling of dislike or opposition</i></p>	

carcinogenic (adj.): likely to cause cancer	
CHANGE	EXAMPLE SENTENCE
<i>carcinogen</i>	Tobacco is a proven carcinogen that can impact your health negatively.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>A substance, organism, or agent that can cause cancer</i></p>	

cataclysm (n.): a violent upheaval; a sudden, extreme change; a catastrophe	
CHANGE	EXAMPLE SENTENCE
<i>cataclysmic</i>	The cataclysmic earthquake destroyed entire towns, leaving the region in ruins.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Relating to or denoting a sudden and violent event</i></p>	

cultivated (v.): to try to acquire or develop	
CHANGE	EXAMPLE SENTENCE
<i>cultivation</i>	For anyone interested in the cultivation of a new skill, the rec center features classes on all kinds of topics each weekend.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i> <i>The act of improving something through intention and practice</i>	

equity (n.): equality of opportunity; the idea that individuals have different needs or levels of access to opportunity based on where they come from, which is taken into account in order to remove barriers to achievement and provide support in pursuing goals based on each person's unique needs	
CHANGE	EXAMPLE SENTENCE
<i>equitable</i>	The equitable decision making of the principal meant that every student involved had a chance to share what happened before a decision was made.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Fair and impartial</i>	

exacerbate (v.): to make a problem, bad situation, or negative feeling worse or more severe	
CHANGE	EXAMPLE SENTENCE
<i>exacerbated</i>	His refusal to apologize only exacerbated the tension between them.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed tense, past tense</i> <i>To make a situation, problem, or condition worse</i>	

imperative (adj.): extremely important; necessary	
CHANGE	EXAMPLE SENTENCE
<i>imperative</i>	Some activists insist that we have a moral imperative to stop consuming meat in order to reduce greenhouse gas emissions.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Used as a noun</i> <i>A command, obligation, or requirement</i>	

implausible (adj.): appearing untrue or unreasonable; not believable or practical	
CHANGE	EXAMPLE SENTENCE
<i>plausible</i>	The detective's theory about the suspect's motive seemed plausible because of the evidence discovered.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Removed prefix</i> <i>Seeming reasonable or probable; believable</i>	

inundated (adj.): flooded with water; overwhelmed by a large quantity of something	
CHANGE	EXAMPLE SENTENCE
<i>inundation</i>	Zara came back from vacation to find such an inundation of emails in her inbox.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i> <i>The condition of being overwhelmed by something</i>	

migration (n.): the act of moving from one place and resettling in another place, usually for purposes of coping with changes in the environment	
CHANGE	EXAMPLE SENTENCE
<i>migrate</i>	Every year, millions of birds migrate south for the winter to escape the cold.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to verb</i></p> <p><i>To move from one region or habitat to another, especially regularly or seasonally</i></p>	

mitigation (n.): the act of causing something to be less severe, harmful, or dangerous	
CHANGE	EXAMPLE SENTENCE
<i>mitigate</i>	The government introduced measures to mitigate the impact of the economic crisis on low-income families.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to verb</i></p> <p><i>To make less severe, serious, or painful; to alleviate</i></p>	

resilience (n.): the ability to recover easily from something harmful or unexpected	
CHANGE	EXAMPLE SENTENCE
<i>resilient</i>	Despite the many challenges she faced, her resilient attitude helped her succeed.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Able to recover quickly from difficulties or setbacks; flexible and adaptable</i></p>	

skeptical (adj.): not easily convinced; having doubts or reservations	
CHANGE	EXAMPLE SENTENCE
<i>skeptic</i>	As a skeptic , he was reluctant to believe the claims about the new health supplement without scientific evidence.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>A person who doubts or questions the validity of something</i></p>	

undeterred (adj.): not discouraged; not dissuaded	
CHANGE	EXAMPLE SENTENCE
<i>deter</i>	The high cost of a ticket might deter some people from attending the concert.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to verb</i></p> <p><i>To discourage someone from taking an action, often by instilling doubt or fear of the consequences</i></p>	

unequivocally (adv.): in a way that leaves no room for doubt	
CHANGE	EXAMPLE SENTENCE
<i>equivocating</i>	When her friends kept saying "maybe, it depends," when she asked them to hang out, Ky told them to stop equivocating .
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to verb</i></p> <p><i>Use ambiguous language to avoid or conceal the truth</i></p>	

unprecedented (adj.): never having happened or existed in the past	
CHANGE	EXAMPLE SENTENCE
<i>precedent</i>	The Supreme Court ruling set a precedent for future cases involving freedom of speech.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>An earlier event or action that is regarded as an example or guide for subsequent similar situations</i></p>	



Unit Rubrics & Assessments

Name: _____ Date: _____

Editing Checklist

Use this checklist to polish your writing. Check ✓ each item if it is present in your work. Make corrections to your work as needed.

Formatting and Evidence	
I format titles correctly: <i>italics</i> for longer works (books/novels, plays, films) and "quotation marks" for shorter works (poems, short stories, articles).	
I cite evidence accurately and integrate quotations smoothly into my own sentences (if applicable).	
Sentence Structure and Grammar	
I use complete sentences and do not have run-on sentences or sentence fragments (unless intentional).	
I use consistent verb tense throughout.	
Punctuation and Mechanics	
I capitalize the first word in a sentence, proper nouns, and appropriate words in titles, following standard English capitalization rules.	
I use commas, periods, quotation marks, and other punctuation in the correct places.	
I spell correctly, double-checking tricky words or commonly confused words (to/too, their/they're/there, its/it's).	

Name: _____ Date: _____

Single Point Narrative Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Setting		I establish the place, time, and social context of my narrative by basing it on factual research.	
Descriptive Details and Sensory Language		I describe the setting of my narrative with a variety of details, using language that refers to what characters can see, hear, feel, taste, or smell.	
Sequence		I include a series of events that develop in a logical order and convey action that moves the story forward.	
Pacing		I slow down or speed up the action in my narrative by describing important events in detail, skipping unimportant events, and using transitional language to indicate time.	

I'm proud that this year I improved my narrative writing by _____

Narrative Writing Rubric

8th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
--------------------	--	--	--	--

Structure	Rubric Score	Notes
Event Sequence Includes all the key components of the narrative arc: exposition, rising action, climax, falling action, resolution	4 3 2 1	
Point of View Establishes and maintains a clear and purposeful perspective that engages and orients the reader and shapes the reader's interpretation of events and characters	4 3 2 1	
Setting Introduces and develops the setting with descriptive details that show when and where the story takes place. The development of the setting shapes the mood and meaning of the narrative and supports the development of the plot and characters	4 3 2 1	

Development	Rubric Score	Notes
Character(s) Introduces and develops one or more well-developed characters whose actions, thoughts, dialogue, descriptions, and reflections reveal complex traits, motivations, and growth that shape the plot and theme	4 3 2 1	
Plot Builds a natural and logical sequence of events; uses dialogue, pacing, and description to develop and resolve conflicts; concludes with a resolution that reflects the significance of the events and their impact on characters	4 3 2 1	

<p>Precise Language Uses precise words and phrases, relevant descriptive details, and sensory language to capture action and vividly convey experiences and events; explicitly indicates relationships among events; shows changes over time or across the narrative</p>	<p>4 3 2 1</p>	
<p>Dialogue Reveals inner thoughts, complex traits, motivations, and reflections to show characters' perspectives clearly over the course of the narrative</p>	<p>4 3 2 1</p>	

Language	Rubric Score	Notes
<p>Literary Devices Uses sensory and figurative language to enhance details and convey perspective; uses tone and connotation to enhance dialogue and description.</p>	<p>4 3 2 1</p>	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage, including correct application of verb voice and mood.</p>	<p>4 3 2 1</p>	
<p>Conventions Uses correct capitalization, spelling, and punctuation conventions, including commas, dashes, or ellipses to signal a pause or break.</p>	<p>4 3 2 1</p>	

Academic Discourse Rubric

6th–8th Grade English Language Arts

	1 Point	2 Points	3 Points
Tier 1: Clarify and share their own thoughts	<ul style="list-style-type: none"> ● Attempts to provide evidence, but the evidence is unrelated or wrong ● Does not use vocabulary that is specific to the subject or task 	<ul style="list-style-type: none"> ● Provides evidence or examples to justify and defend their point clearly, but may not be the most relevant evidence ● Uses some vocabulary that is specific to the subject and task, but misses opportunities 	<ul style="list-style-type: none"> ● Provides relevant evidence or examples to justify and defend their point clearly ● Uses a variety of vocabulary that is specific to the subject and task to share and clarify their thoughts
Tier 2: Engage with the thinking of others	<ul style="list-style-type: none"> ● Shares their own ideas without listening to their peers' ideas; ideas may be random, disconnected, or replace a previous idea ● Does not track other students' ideas ● Does not ask follow-up questions to clarify ideas 	<ul style="list-style-type: none"> ● Attempts to build on a peer's ideas, but the connection may be limited ● Attempts to restate others' ideas, but is unable to retell key ideas ● Asks follow-up questions, but they may be generic and not specific 	<ul style="list-style-type: none"> ● Seeks to genuinely understand their peers' ideas and builds on them with connected ideas ● Paraphrases what others are saying in order to keep track of key ideas in a discussion ● Seeks to clarify a particular point by asking follow-up questions
Tier 3: Critique and analyze the reasoning of others	<ul style="list-style-type: none"> ● Does not engage with the thinking of their peers ● Does not compare and contrast different arguments ● Unable to synthesize ideas from the discussion 	<ul style="list-style-type: none"> ● Begins to challenge the thinking of their peers, but may be limited ● Attempts to compare and contrast different arguments, but misses the nuance ● Attempts to synthesize the discussion, but misses key understandings 	<ul style="list-style-type: none"> ● Challenges the thinking of their peers; when warranted, modifies their own views based on their peers' ideas and thinking ● Compares and contrasts the effectiveness of different arguments ● Synthesizes everything they have heard into coherent statements

Speaking and Listening	<ul style="list-style-type: none"> ● Language is not always clear ● Eye contact and posture are not consistent ● Interrupts or speaks over students 	<ul style="list-style-type: none"> ● Appropriate language ● Uses eye contact and appropriate posture ● Awareness of own airtime in order to ensure participation by others 	<ul style="list-style-type: none"> ● Sophisticated and appropriate language ● Consistent eye contact and professional posture ● Actively solicits contributions from others
Preparation	<ul style="list-style-type: none"> ● Is not prepared for the discussion; has not identified key pieces of evidence or details 	<ul style="list-style-type: none"> ● Is prepared for the discussion with some evidence and details 	<ul style="list-style-type: none"> ● Is prepared to share the best reasons and evidence to support a particular point or idea

Name: _____ Date: _____

Single Point Argumentative Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Research		I use several credible sources to find interesting, focused, and relevant information about my topic.	
Audience		I consider the purpose and audience of my writing in order to develop and strengthen my argument.	
Evidence		I demonstrate an understanding of the topic by providing, contextualizing, and citing relevant evidence of different types.	
Formal Style		I use formal style to make my argument more persuasive by conveying information clearly, concisely, directly, and professionally in complete sentences with standard grammar.	
Language		I use consistent verb mood to write clear sentences that convey possibility or uncertainty.	

I'm proud that this year I improved my argumentative writing by _____

Argumentative Writing Rubric

8th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
--------------------	--	--	--	--

Structure	Rubric Score	Notes
Introduction Provides a purposeful and well-crafted introduction that proposes and contextualizes the argument; clearly states the claim; establishes the significance of the argument	4 3 2 1	
Organization Builds the argument by addressing only relevant ideas in claims, counterclaims, and evidence; presents ideas in a logical order; clarifies relationships among ideas using words, phrases, and clauses to create cohesion	4 3 2 1	
Conclusion Provides a purposeful and well-crafted conclusion that logically follows from the argument; summarizes main points and/or reinforces the argument's larger significance	4 3 2 1	

Development	Rubric Score	Notes
Claim/Counterclaim States a precise, debatable claim and, when appropriate, a counterclaim; clearly distinguishes the claim from opposing or alternate claims; supports claims with evidence and reasoning	4 3 2 1	
Reasoning Provides logical support for claims by establishing clear relationships between claims and evidence; demonstrates understanding of the topic; organizes reasons in a purposeful and logical progression	4 3 2 1	

<p>Evidence Incorporates accurate, credible sources to support claims or oppose counterclaims; organizes evidence logically; connects evidence to claims or counterclaims using clear and effective reasoning</p>	<p>4 3 2 1</p>	
---	----------------	--

Language	Rubric Score	Notes
<p>Style Maintains a formal, objective, and persuasive tone appropriate to the task and audience, using precise, varied, and deliberate word choice to strengthen and clarify the argument</p>	<p>4 3 2 1</p>	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage, including correct application of verb voice and mood</p>	<p>4 3 2 1</p>	
<p>Conventions Uses correct capitalization, spelling, and punctuation conventions, including commas, dashes, or ellipses to signal a pause or break</p>	<p>4 3 2 1</p>	

Name: _____ Date: _____

Climate Change Facts and Fictions

Directions: Read each text carefully, then read the questions and select the best answer(s). Be sure to return to the text while you are answering questions.

Text 1

Veganism is 'single biggest way' to reduce our environmental impact on planet, study finds

By Olivia Petter

Avoiding meat and dairy could reduce your carbon footprint from food by nearly three-quarters

- 1 Eating a vegan diet¹ could be the "single biggest way" to reduce your environmental impact on earth, a new study suggests.
- 2 Researchers at the University of Oxford found that cutting meat and dairy products from your diet could reduce an individual's carbon footprint from food by up to 73 per cent.
- 3 Meanwhile, if everyone stopped eating these foods, they found that global farmland use could be reduced by 75 per cent, an area equivalent to the size of the US, China, Australia and the EU combined.
- 4 Not only would this result in a significant drop in greenhouse gas emissions, it would also free up wild land lost to agriculture, one of the primary causes for mass wildlife extinction.
- 5 The new study, published in the journal Science, is one of the most comprehensive analyses to date into the detrimental effects farming can have on the environment and included data on nearly 40,000 farms in 119 countries.
- 6 The findings reveal that meat and dairy production is responsible for 60 percent of agriculture's greenhouse gas emissions, while the products themselves providing just 18 percent of calories and 37 percent of protein levels around the world.
- 7 Researchers examined a total of 40 agricultural products in the study, covering 90 per cent of all food that is eaten.
- 8 They looked at how each of these impacted the environment by analyzing climate change emissions, water pollution and air pollution.
- 9 Lead author Joseph Poore said:
- 10 "A vegan diet is probably the single biggest way to reduce your impact on planet Earth, not just greenhouse gases, but global acidification, eutrophication, land use and water use.

¹ Vegans do not eat animal products of any kind. That means no meat, dairy products (cheese, milk, butter, etc.) or eggs.

- 11 "It is far bigger than cutting down on your flights or buying an electric car," he explained, which would only reduce greenhouse gas emissions.
- 12 "Avoiding consumption of animal products delivers far better environmental benefits than trying to purchase sustainable meat and dairy," he added.
- 13 The research also looked into the different techniques used to produce the same foods and found vast distinctions in terms of environmental impacts.
- 14 For example, beef cattle reared on natural pastures used 50 times less land than those raised on deforested land.
- 15 The latter can lead to up to 12 times more greenhouse gas emissions by comparison.
- 16 This starkly contrasts with emissions of greenhouse gases released as a result of plant-based protein production for items such as tofu and peas.
- 17 Poore also explained that even production methods which are thought of as sustainable, such as freshwater fish farming and grass-fed beef, can pose environmental problems.
- 18 "Converting grass into [meat] is like converting coal to energy. It comes with an immense cost in emissions," he told *The Guardian*.
- 19 Poore's research is the result of a five-year-long project, which initially began as an investigation into sustainable meat and dairy production.
- 20 He stopped eating animal products altogether himself after the first year.
- 21 The next step, Poore told *The Independent*, is to find ways to test his proposed approach in practice.
- 22 "The problem is, you can't just put environmental labels on a handful of foods and look to see if there is some effect on purchasing," he said.
- 23 "Consumers take time to become aware of things, and then even more to act on them. Furthermore, the labels probably need to be in combination with taxes and subsidies. My view is that communicating information to consumers could tip the entire food system towards sustainability and accountability."

Petter, Olivia. "Veganism is 'single biggest way' to reduce our environmental impact on planet, study finds." *The Independent*, 2020.
<https://www.independent.co.uk/life-style/health-and-families/veganism-environmental-impact-planet-reduced-plant-based-diet-humans-study-a8378631.html>

1. What is the significance of the reference to the study's inclusion of data from "40,000 farms in 119 countries" (par. 5)?
 - a. It highlights the study's global scope and the thoroughness of its data collection to support its conclusions.
 - b. It suggests that the study's findings are only relevant to a few cultures and communities, not a global audience.
 - c. It implies that farming practices in other countries are less relevant to environmental concerns than those in these 119 countries.
 - d. It is meant to show that the data supports the idea that meat consumption is less harmful than plant-based diets.

2. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A: What does the research Poore published suggest about the role of individuals in sustainability efforts?

- a. Consumers can quickly change their purchasing habits based on data from around the world.
- b. Environmental labels alone are sufficient to make a substantial impact on food production.
- c. Consumer awareness and behavior change take time and may require additional strategies like taxes and subsidies.
- d. When people fully understand the relationship between food production and greenhouse emissions, they will eat more meat than they have in the past.

Part B: What paragraph best supports your answer to Part A?

- a. Paragraph 6
 - b. Paragraph 13
 - c. Paragraph 16
 - d. Paragraph 23
3. What does the author mean when they describe a vegan diet as "far bigger" (par. 11) than other environmentally friendly actions like buying an electric car?
 - a. A vegan diet is more cost-effective than other environmentally friendly actions for combating climate change.
 - b. A vegan diet has a significantly larger impact on reducing environmental harm long-term than other actions.
 - c. A vegan diet is more popular than using an electric car and therefore will have a far larger impact on the environment over time.
 - d. A vegan diet is easier to adopt than reducing personal transportation emissions, and therefore the best option for reducing greenhouse gas emissions.

Text 2

Don't let vegetarian environmentalists shame you for eating meat. Science is on your side.

By Bjorn Lomborg

- 1 **Go ahead, grill a burger. Going vegetarian can help our climate a little bit, but it's an inefficient policy to try to push on people worldwide.**
- 2 Around the world, we're being told to stop eating meat. Headlines, think tanks and activists all ask us to change our diet to combat climate change.
- 3 The Washington D.C.-based World Resource Institute suggests that resource management will require Americans to cut their average consumption of beef by about 40%, and scientists from the University of Manchester in the United Kingdom just claimed that "a typical summer barbecue for four people releases more greenhouse gases into the atmosphere than an 80 mile car journey." One of the professors points out that "the production of a 100g medium-sized beef burger releases enough greenhouses gases to fill more than 60 balloons."
- 4 The scientists propose a solution: we all need to replace our burgers with "veggie sausages," swap the cheese for half an onion and replace the butter with "vegetable spread." Voila: half the emissions.
- 5 I'm a vegetarian myself for ethical reasons, but the climate scientists' barbecue prescription leaves me with a bad taste in my mouth—and it is not just the vegetable spread.

Social pressure to hold the steak

- 6 After years of failed global attempts to cut carbon emissions meaningfully, some activists are propagating the idea that everyone on the planet should go vegetarian or even vegan.
- 7 It's interesting to note that even environmentalists themselves are loath to make the major lifestyle changes that would be required to avoid all meat products. A recent survey found that most of the UK Green Party's elected representatives are in fact meat-eaters, with considerable disagreement on how important vegetarianism is in combating climate change, ranging from those who believe that it's the biggest personal contribution anyone can make, to more sensible politicians who see veganism is a fad.
- 8 But the environmentalists calling on us to go vegan seem to somehow get the most airtime. Perhaps it's the extreme things they say: The former head of the United Nations' climate change organization, for example, suggested that meat-eaters should be made to feel like pariahs. "How about restaurants in 10–15 years start treating carnivores in the same way that smokers are treated?"
- 9 The idea of forcing carnivores to eat outside in the rain might be an interesting conversation starter in Bonn, Germany, where the United Nations Framework Convention on Climate Change is based, but it blithely ignores the reality that elsewhere on the planet, 1.45 billion people are vegetarians today not because they prefer veggie burgers, but because of poverty. Those

people desperately want to be able to afford meat.

- 10 There's an even more fundamental problem with the idea that we replace steak dinners with tomato steaks. The truth is we can't stop temperature rises with our diets.

Vegetarians lose on practicality

- 11 We're often told that going vegetarian is the biggest thing that any of us could do, with headlines telling us: "Cut your carbon footprint in half by going vegetarian." Statements like that are misleading for two reasons.
- 12 First, that cut isn't to our entire emissions—just those from food. That means Four-fifths of emissions are ignored, according to an analysis of emission from the European Union, which means the impact is actually five-times lower.
- 13 Second, the more optimistic figures about how much of your emissions you can cut are based not just on a vegetarian diet, but on an entirely vegan one where we avoid every single animal product altogether.
- 14 A systematic peer-review of studies of going vegetarian shows that a non-meat diet will likely reduce an individual's emissions by the equivalent of nearly 1,200 lbs carbon dioxide. For the average person in the industrialized world, that means an emissions cut of just 4.3%.
- 15 This still overstates the effect, because it ignores the well-established "rebound effect." Vegetarian diets are slightly cheaper, and saved money will likely be spent on other goods and services that cause extra greenhouse gas emissions. In the U.S., vegetarians save at least \$750 on their food budgets every year. That extra spending will cause more carbon dioxide emissions, canceling about half the saved carbon emissions from going vegetarian.
- 16 In a first world setting, the reality is that going entirely vegetarian for the rest of your life means you reduce your emissions by about 2%, according to a study of the environmental impact of Swedish vegetarians.
- 17 To put this into context: either you could go vegetarian for the rest of your life, or you could reduce your emissions by the exact same amount by spending a little more than \$3 a year using the Regional Greenhouse Gas Initiative, the first mandatory market-based program in the United States covering several states to reduce greenhouse gas emissions.
- 18 Given all of this, it seems downright mean-spirited of the University of Manchester scientists to try to shame people for having a summer barbecue.
- 19 It would be a better use of their time to push for more spending on development of artificial meat, which is showing much greater promise than the idea that all the planet's meat-eaters will develop a taste for vegan alternatives. They should also push for global research and development into green energy.
- 20 This technology needs to be massively developed so that we can bring forward the day when alternatives can out-compete fossil fuels, and we can rein in temperature rises while still growing our economies.

- 21 Going vegetarian can help a little bit, but it's both an unrealistic and inefficient policy to push on people across the world. We should focus on research to develop cleaner, maybe artificial, meat and cheaper clean energy. And while we do so, we can have our summer barbecues without being told they destroy the planet.

Lomborg, Bjorn. "Don't let vegetarian environmentalists shame you for eating meat. Science is on your side." USA Today, 2019.
<https://www.usatoday.com/story/opinion/voices/2019/07/25/vegetarianism-climate-change-meat-vegan-livestock-column/1804090001/>

5. What is the meaning of the word **loath** as it is used in paragraph 7?
- embarrassed
 - reluctant
 - amused
 - willing
6. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A: What tone does the author establish in paragraphs 6–8?

- hopeful
- informative
- furious
- critical

Part B: What specific words and phrases from paragraphs 6–7 most clearly communicate the author's tone? Select two answers.

- "Failed global attempts" (par. 6)
 - "propagating the idea" (par. 6)
 - "Considerable disagreement" (par. 7)
 - "Combating" (par. 7)
 - "Biggest personal contribution" (par. 7)
 - "More sensible" (par. 7)
7. What evidence should the author include in paragraph 15 to more strongly support his argument about the "rebound effect"?
- Specific data that demonstrates that extra spending results in more carbon dioxide emissions
 - Examples of the things people might purchase with the money saved on food
 - Statistics that demonstrate the differences in food budgets of meat-eaters and vegetarians
 - Specific data comparing the carbon footprint of a vegan and a vegetarian

Directions: For these questions, consider both "Veganism is 'single biggest way' to reduce our environmental impact on planet, study finds" (**Text 1**) and "Don't let vegetarian environmentalists shame you for eating meat. Science is on your side" (**Text 2**).

8. How does the evidence in **Text 1** compare with the evidence in **Text 2** regarding the environmental impact of a vegan diet?
- A. Both texts argue that the environmental benefits of veganism are exaggerated and not scientifically supported.
 - B. Text 1 and Text 2 both agree that veganism is the most effective way to combat climate change, but they differ on how the diet should be adopted globally.
 - C. Text 1 claims that vegetarianism is ineffective, while Text 2 emphasizes that it has minimal impact on greenhouse gas emissions.
 - D. Text 1 presents data from a large study that supports the environmental benefits of a vegan diet, while Text 2 downplays these benefits and focuses on the practical limitations of vegetarianism.
9. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A: Which of the following statements from **Text 1** would the author of **Text 2** most likely say is "misleading"?

- a. "Researchers at the University of Oxford found that cutting meat and dairy products from your diet could reduce an individual's carbon footprint from food by up to 73 per cent." (par. 2)
- b. "For example, beef cattle reared on natural pastures used 50 times less land than those raised on deforested land." (par. 14)
- c. "Converting grass into [meat] is like converting coal to energy. It comes with an immense cost in emissions" (par. 18)
- d. "Consumers take time to become aware of things, and then even more to act on them." (par. 23)

Part B: What evidence from **Text 2** most strongly supports your answer to Part A?

- a. "It's interesting to note that even environmentalists themselves are loath to make the major lifestyle changes that would be required to avoid all meat products." (par. 7)
- b. "1.45 billion people are vegetarians today not because they prefer veggie burgers, but because of poverty. Those people desperately want to be able to afford meat." (par. 9)
- c. "First, that cut isn't to our entire emissions—just those from food. That means Four-fifths of emissions are ignored, according to an analysis of emission from the European Union, which means the impact is actually five-times lower." (par. 12)
- d. "We should focus on research to develop cleaner, maybe artificial, meat and cheaper clean energy. And while we do so, we can have our summer barbecues without being told they destroy the planet." (par. 21)

Name: _____ Date: _____

Climate Change Facts and Fictions

Directions: Read each question carefully and select the best answer(s).

1. Read the sentence.

Emma listened to the salesperson's extravagant claims about the product but remained **skeptical**, choosing not to make a purchase.

What is the best meaning for the word **skeptical**, as used in the sentence above?

- a. Confident in the truthfulness of a claim
 - b. Doubtful or questioning the validity of something
 - c. Uninterested in evaluating information
 - d. Overly enthusiastic about an idea
2. Which of the following situations would describe the actions of an **activist**? Select all that apply.
- a. Volunteering at a local animal shelter to care for abandoned pets
 - b. Organizing a community protest to demand stronger environmental regulations
 - c. Writing and sharing an article about the need for social justice reforms on social media
 - d. Attending a town hall meeting to express support for a new dog park in the community
 - e. Participating in a peaceful march to raise awareness about gender equality
3. Which sentence uses the word **equity** correctly?
- a. The teacher implements policies promoting **equity** by providing additional support to those facing greater challenges, ensuring has a fair opportunity to succeed.
 - b. The team celebrates **equity** by winning a competition by a large margin, showing their success over others in the event.
 - c. A person describes **equity** as the beauty found in nature, where balance and harmony are visible in the landscape.
 - d. A person shows **equity** by refusing to compromise and ensuring his opinions are heard more than others in the group.
4. Which of the following are examples of **migration**? Select all that apply.
- a. A population of people relocates to higher ground to escape rising sea levels caused by climate change.
 - b. A family decides to move to a new city for a job opportunity in a growing industry.
 - c. A community relocates after a prolonged drought renders their farmland unusable for agriculture.
 - d. A person stays in the same home year-round despite seasonal weather changes.
 - e. A group of people moves inland after a flood severely damages their homes near the river.

5. Which of the following is an antonym for the word **adapt**?
- evolve
 - resist
 - adjust
 - innovate
6. Which of the following descriptions best illustrates **mitigation** efforts?
- The city installed flood barriers along the riverbanks and restored wetlands to reduce the risk of future flooding.
 - The storm clouds gathered overhead, darkening the sky as the winds picked up, signaling the arrival of a violent thunderstorm.
 - The community gathered to share their stories of the hurricane, recounting how they overcame the challenges together.
 - The earthquake struck with little warning, causing widespread destruction throughout the region.
7. Which of the following is an example of a **cataclysmic** event?
- A family moving to a hotel temporarily after a pipe burst and flooded their entire home
 - A major earthquake that devastates a city and injures 1,900 people
 - A local community hosting a charity fundraiser for a neighbor whose house burned down
 - A person losing their job due to a company-wide layoff and having no place to live

8. Read the sentence.

After the product launch, the customer service team was _____ with inquiries and complaints about the new features.

What word best completes this sentence?

- averted
 - exacerbated
 - inundated
 - cultivated
9. Which sentence uses the word **undeterred** incorrectly?
- Despite the challenging conditions, she was undeterred in her efforts to complete the marathon.
 - He was undeterred by the discouraging comments and worked hard to achieve his goals.
 - The team was undeterred by losing their first match and remained focused on the tournament.
 - She was undeterred by the beautiful weather and decided to stay inside all day.
10. Which of the following word pairs are closest synonyms?
- fallout; consequence
 - assured; skeptical
 - adaptable; likeable
 - resilient; failure

11. Read the sentence.

During the trial, the witness spoke **unequivocally** about what they had seen, ensuring the jury understood the events without confusion.

What is the best meaning of the word **unequivocally**, as it is used in the sentence?

- a. With hesitation and doubt
- b. Clearly and confidently
- c. With importance and firmness
- d. Indirectly and ambiguously

12. Read the sentence.

During an emergency, it is _____ to remain calm and follow safety protocols to ensure everyone's well-being.

What word best completes this sentence?

- a. implausible
- b. unprecedented
- c. optional
- d. imperative

13. Which sentence uses the word **carcinogenic** correctly?

- a. The doctor explained that regular exercise is carcinogenic for maintaining good health.
- b. Scientists warned that prolonged exposure to the chemical could have carcinogenic effects.
- c. Eating a balanced diet of fruits and vegetables is known to be carcinogenic.
- d. The new medication was labeled carcinogenic because it improved the immune system.

14. Read the sentence.

Although Mildred faced several setbacks in her career, she showed great _____ by continuing to pursue her dreams of becoming the first doctor in her family.

What word best completes this sentence?

- a. cultivation
- b. skepticism
- c. precedent
- d. resilience

15. Which of the following sentences uses the word **implausible** correctly?

- a. His explanation for why he was late seemed implausible, as it contradicted all available evidence.
- b. The implausible design of the building made it the most admired in the city.
- c. The implausible success of the project surprised everyone, considering its rough start.
- d. The implausible outcome of the race was celebrated by everyone.

16. Read the sentence.

The diplomat worked hard to **avert** a war by negotiating a peaceful resolution between the two countries.

Which of the following best defines the word **avert** as it is used in the sentence?

- a. provoke
- b. delay
- c. prevent
- d. evolve

17. Which of the following would be considered a **cultivated** skill?

- a. A natural talent for drawing without any practice
- b. The ability to speak multiple languages due to years of study
- c. An unrefined, instinctive ability to play an instrument
- d. A person's tendency to act impulsively

18. Read the sentence.

The company faced _____ consequences when they failed to meet the compliance deadline, potentially losing millions in fines and legal fees.

What word best completes this sentence?

- a. equitable
- b. implausible
- c. exacerbated
- d. dire

19. Read the sentence.

The manager's harsh criticism only served to **exacerbate** the frustration among the team, making it harder to resolve the issue.

What is the best meaning of the word **exacerbate** as it is used in the sentence above?

- a. To make a situation less intense
- b. To improve or make better
- c. To worsen or intensify a situation
- d. To remain neutral or unaffected

20. Read the sentence.

For the study team, finding a whole new species in the rainforest was an **unprecedented** achievement.

What is the most accurate synonym for the word **unprecedented** in the sentence?

- a. groundbreaking
- b. predictable
- c. discouraging
- d. ordinary

Student: _____ Examiner: _____ Date: _____

Words Read Correctly: _____ Errors: _____

Excerpt from "Gen Z on how to save the world: young climate activists speak out"

Barrett's awakening to the climate emergency came in 2012, when Hurricane Sandy	12
tore up the east coast of North America. He was living in New York and while the	29
damage was widespread—around 650,000 homes were destroyed; 8.5 million people	42
were stranded without power—he noticed that the devastation was especially severe	54
for low and middle-income people, whose homes were more	63
likely to be built in flood-prone areas and who were less likely to have insurance.	78
Aged 14, Barrett, who has black and indigenous Honduran heritage,	88
began working with the nonprofit Global Kids and dived deep into "environmental racism."	101
In 2015, Barrett was one of a group of 21 young people who sued the US	117
government for violating their fifth and ninth amendment rights by encouraging	128
the use of fossil fuels since the 1960s. Juliana v United States has now been in the courts	146
for a quarter of Barrett's life and the case continues to rumble on.	159
Much of the past six years has clearly been thrilling: speaking at the UN,	173
hanging out with Greta Thunberg, becoming a powerful voice of youth activism.	185
But Barrett hopes that the next generation will not have to follow his path.	199
"I don't really want my kids to have to sue the US federal government or to have to be	218
environmental activists in school, to speak at the UN," he says.	229
"I'm sure that would be awesome for them, but I don't want them to	243
have to fight the way we did."	250

The Guardian. "Gen Z on how to save the world: Young climate activists speak out." *The Guardian*. (2021, October 17).
<https://www.theguardian.com/environment/2021/oct/17/gen-z-on-how-to-save-the-world-young-climate-activists-speak-out>

Excerpt from "Gen Z on how to save the world: young climate activists speak out"

Barrett's awakening to the climate emergency came in 2012, when Hurricane Sandy tore up the east coast of North America. He was living in New York and while the damage was widespread—around 650,000 homes were destroyed; 8.5 million people were stranded without power—he noticed that the devastation was especially severe for low and middle-income people, whose homes were more likely to be built in flood-prone areas and who were less likely to have insurance. Aged 14, Barrett, who has black and indigenous Honduran heritage, began working with the nonprofit Global Kids and dived deep into "environmental racism." In 2015, Barrett was one of a group of 21 young people who sued the US government for violating their fifth and ninth amendment rights by encouraging the use of fossil fuels since the 1960s. *Juliana v United States* has now been in the courts for a quarter of Barrett's life and the case continues to rumble on. Much of the past six years has clearly been thrilling: speaking at the UN, hanging out with Greta Thunberg, becoming a powerful voice of youth activism. But Barrett hopes that the next generation will not have to follow his path. "I don't really want my kids to have to sue the US federal government or to have to be environmental activists in school, to speak at the UN," he says. "I'm sure that would be awesome for them, but I don't want them to have to fight the way we did."

The Guardian. (2021, October 17). "Gen Z on how to save the world: Young climate activists speak out." *The Guardian*. (2021, October 17). <https://www.theguardian.com/environment/2021/oct/17/gen-z-on-how-to-save-the-world-young-climate-activists-speak-out>



Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/8th-grade/materials/>