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| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 149 Week of: 1/2/17 | | | |
| **Unit Vocabulary: Various Literary Terms (34)** | | | | | |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **INSERVICE DAY** | **Common Core Standard(s)**:  **ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELACC8RL2:**  Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  **ELACC8SL1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. **ELACC8SL2:** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. **ELACC8SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | | **Common Core Standard(s)**:  **ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELACC8RL2:**  Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  **ELACC8SL1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. **ELACC8SL2:** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. **ELACC8SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | **Common Core Standard(s)**: **ELAGSE8L:** Vocabulary Acquisition and Use **ELAGSE8L4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies. **ELAGSE8L4.c:** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **ELAGSE8L6:** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **ELAGSE8RI:** Reading Informational **ELAGSE8RI:** Range of Reading and Level of Text Complexity. **ELAGSE8RI10:** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. | **Common Core Standard(s)**:  **ELACC8RL2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  **ELACC8RL3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. **ELACC8RL6:** Analyze how differences in the points of view of characters and the audience or reader create such effects as suspense or humor. **ELACC8L4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **ELACC8L6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **ELACC8W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELACC8SL1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. |
| **INSERVICE DAY** | **Objectives:** I can:analyze context and background knowledge to improve my reading experience. | | **Objectives:** I can: distinguish word choice and connotation work to assist the reader in making inferences and more clearly comprehend the author’s purpose and meaning. | **Objectives:** I can: understand h**ow** historical and political events impact my life now. | **Objectives:** I can: determine a writer’s purpose in using flashback and flash-forward. |
| **INSERVICE DAY** | **Mini Lesson: S**tudents will work respond to prompts about MLK speech “I Have A Dream”. Assignment to be turned in on Monday. Students will continue reading “Black Like Me” to page 156.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | | **Mini Lesson:** Students will continue to read novel text chapter 1 and work on guided questions.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Students will work on Achieve 3000 in the computer lab on a GA lesson.  **Activating Strategies:** Previous lessons  **Resource/Materials:** computer | **Mini Lesson:** Students will complete reading from the novel text chapter 1. Students will work on catching up and any other work that needs to be completed.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text |
| **INSERVICE DAY** | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Group/Ind.  *Assessment:* None | | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None |
| **INSERVICE DAY** | **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative:* Observation  *Summative:* None  *Performance Based:* None | | **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative:* Observation  *Summative:* None  *Performance Based:* None | **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative:* Observation  *Summative:* None  *Performance Based:* None | **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative:* Observation  *Summative:* Test  *Performance Based:* None |
| **INSERVICE DAY** | **Homework: Unfinished Work and Reading** | | **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading** |

Resources and Reflective Notes:   
**Novel Study:** An Hour Before Daylight by Jimmy Carter.

**Disclaimer:** Lesson Plans are subject to change!

**Vocabulary:** syntax, tone, purpose, metaphor, simile, hyperbole, onomatopoeia, personification, diction, chronological, sequential, spatial, cause/effect, problem/solution, compare/contrast, flashback, flashforward