|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 149 Week of: 10/17/16 | | | |
| **Unit Vocabulary: Various Literary Terms** | | | | | |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **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. **ELACC8L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **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. **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. | **Common Core Standard(s)**:  **ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis o 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. **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)**:  **ELACC8L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis o what the text says explicitly as well as inferences drawn from the text. **ELACC8W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Common Core Standard(s)**:  **ELACC8L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **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. **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)**:  **ELACC8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences |
| **Objectives:** I can:use andunderstand sentence fluency and sentence variety. | **Objectives:** I can**:** analyze a text while reading a novel text. | | **Objectives:** I can:research important figures that impacted the civil rights movement of the 60’s. | **Objectives:** I can: know how verbs function as other parts of speech and the difference between transitive and intransitive verbs. | **Objectives:** I can: use my personal experience relates to the events in this text. |
| **Mini Lesson**: Class will learn and practice diagramming of simple, compound, complex, and compound-complex sentences. Class will copy definitions of literary terms.  **Activating Strategies:** Previous lessons  **Resource/Materials:** Composition books | **Mini Lesson**: Class will read the first nine chapters in the novel text. Every three chapters the students will annotate the text in their composition book. At least one paragraph per 3 chapters.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text, composition book | | **Mini Lesson:** Students will research three important figures of the civil rights movement of the 60’s in the computer lab. Students will read novel text Chapters10-12. Annotate Text.  **Activating Strategies:** Previous lessons  **Resource/Materials:** computer, composition book, template | **Mini Lesson:** Students will work on plot/narrative organization template on the novel text. Class will review gerunds, participles, and infinitives. Then they will discuss transitive and intransitive verbs, direct and indirect object. Students will find one sentence of each of these different verbal. Students will read Chapters 13 – 15. Annotate Text.  **Activating Strategies:** Previous lessons  **Resource/Materials:** composition book, novel text, graphic organizer | **Mini Lesson:** Students will take a test on literary terms. Students will respond to the prompt about the novel. Read Chapters 16-18 and annotate text.  **Activating Strategies:** Previous lessons  **Resource/Materials:** composition book, novel text |
| **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual/Peers  Ass*essment:* None | **Differentiation:**  *Content/Process/Product: N*one  *Grouping Strategy:* Individual  Ass*essment:* None | | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual/Peers  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* 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:* 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 |
| **Homework: Unfinished Work and Reading** | **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:** The Fog Machine by Susan Follett and Black Like Me by John Howard Griffen plus a novel of the student’s choice on their Lexile level about Civil Rights.

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