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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 149 Week of: 10/24/16 |
| **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)**:**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 | **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)**:**ELACC8W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **ELACC8W4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **ELACC8W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **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. | **Common Core Standard(s)**:**ELACC8W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **ELACC8W4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **ELACC8W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **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. |
| **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. | **Objectives:** I can:analyze literary terms and increase my Lexile score. | **Objectives:** I can: analyze the literature using literary terms learned in previous lessons. | **Objectives:** I can: analyze the literature using literary terms learned in previous lessons. |
| **Mini Lesson:** Students will work on plot/narrative organization template on the novel text. Students will discuss transitive and intransitive verbs, direct and indirect object. Students will complete worksheets on grammar. Students will read Chapters 10-12. Annotate Text.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel text, graphic organizer | **Mini Lesson**: Class will respond to prompt about the novel. Students will work on notebook work. Students will read Chapters 13-15. Annotate Text.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text, composition book, computers | **Mini Lesson:** Students will take a test on literary terms. Students will read novel text Chapters16-18. Annotate Text.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel, test | **Mini Lesson:** Students will work on literary analysis on the novel text. The class will complete an essay in their composition book on Literary questions listed below. Students will read Chapters 19-21. Annotate Text.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel text | **Mini Lesson:** Students will take a test on novel text. Students will finish text reading Chapters 21-26 and annotate text. **Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel text |
| **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual/PeersAss*essment:* None | **Differentiation:***Content/Process/Product: N*one*Grouping Strategy:* IndividualAss*essment:* 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 |
| **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 enjoyment level about Civil Rights.

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

**Prompt:** In the extended text, The Fog Machine, Joan is trying to fit in with a group at school. Her only friend so far is CJ, a maid, who works in her home. Consider a time in your life when you lacked the experience and knowledge to deal with a particular problem. To whom did you turn for help—a parent, grandparent, teacher, coach, older sibling, or someone else? Why did you choose that person to guide you and help you resolve your conflict? In recounting your narrative, use dialogue to relate conversations between yourself and the other person to enhance the story**.**

**Literary analysis:** Identify and evaluate the author’s theme and purpose through an examination of literary elements such as setting, plot, characterization, diction, tone, syntax, imagery, and figurative language. Why did the author make the choices he did, and how were those choices intended to impact readers? Remember to examine the protagonist’s attitude, problems, and character traits before the story’s climax and then examine those elements after that climax in an attempt to identify the theme. If you can identify the ways in which he/she changes and the lessons he learns you can understand much of the author’s message. Use examples from the text to support conclusions about the author’s theme and purpose.