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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 149 Week of: 10/31/16 |
| **Unit Vocabulary: Various Literary Terms (34)** |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **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)**:**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 (one-on-one, in groups, and teacher-led) 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 (e.g., visual, quantitative, oral) and evaluate the motives (e.g., social, commercial, political) 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)**:**ELACC8RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELACC8SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. **ELACC8SL5:** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. **ELACC8L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | **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 (one-on-one, in groups, and teacher-led) 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 (e.g., visual, quantitative, oral) and evaluate the motives (e.g., social, commercial, political) 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)**:**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: analyze the literature using literary terms learned in previous lessons. | **Objectives:** I can: use background and context to improve my reading experience. | **Objectives:** I can:analyze the differences between figurative and literal language. | **Objectives:** I can: compare different author’s use of figurative. | **Objectives:** I can: analyze the literature using literary terms learned in previous lessons. |
| **Mini Lesson:** Students will work on literary analysis on the novel text. Notebook checks one will be completed. Students will read to Chapter 18. Annotate Text every three chapters.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel text | **Mini Lesson**: Class will learn about two authors. Class will read poem and short story by authors and discuss as a class. Students will work on notebook work. Students will read thru Chapter 18. Annotate Text. (I will keep the broken things, by Alice Walker)**Activating Strategies:** Previous lessons**Resource/Materials:** novel text, composition book | **Mini Lesson:** Students will complete review on figurative and literal language. Students will find a figurative language phrase in the book and draw a picture depicting the phrase. Students will read novel text thru chapter 18. Annotate Text.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel | **Mini Lesson:** Class will read short story by Flannery O’Conner discussing his use of figurative language. Students will also use the text to pick out active and passive voice sentences and reverse them for a review. Read poem before you knew you owned it by Alice Walker. Students will read Chapters 19-21. Annotate Text.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel text, short story | **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:* Test*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.