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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 149 Week of: 11/7/16 |
| **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)**:**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 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. | **INSERVICE DAY** | **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)**:**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 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. **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. |
| **Objectives:** I can: analyze how one author’s use of figurative language compares to another. | **INSERVICE DAY** | **Objectives:** I can:distinguish using figures of speech vs. literal language. | **Objectives:** I can: effectively demonstrate what I have learned in this text study. | **Objectives:** I can: writer creatively use characters’ speech to offer socio-cultural or socio-economic contrast. |
| **Mini Lesson:** Students will learn about the life of author Alice Walker. Then they will read her short story “Everyday Use”. The students will then compare how she used figurative language to Flannery O’Connor in their composition books. Students will review Active/Passive voice sentences. Students will read thru Chapter 21. Annotate Text every three chapters.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel text, folder | **INSERVICE DAY** | **Mini Lesson:** Students will take a test on Google Forms on the novel text. Students will read the poem “Before you knew you owned it” by Alice Walker. Students will rewrite the poem using literal language. Students will read novel text thru chapter 24. Annotate Text.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel, Chromebooks | **Mini Lesson:** Class will review subject/verb agreement. Class will brainstorm a graphic organizer on analysis of Alice Walkers text. Students will then write an essay comparing and contrasting those two works of art about figurative language. Students will read thru Chapters 26. Annotate Text.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel text, folder. | **Mini Lesson:** Discuss how people are stereotyped by the way they speak; diction. Students will view people speaking in particular situations. Students will answer questions after viewing.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel text |
| **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual/PeersAss*essment:* None | **INSERVICE DAY** | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual/peers*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Whole Group*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 | **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:* Test*Performance Based:* None |
| **Homework: Unfinished Work and Reading** | **INSERVICE DAY** | **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!

**Writing Prompt:** We have read a poem by Georgia author Alice Walker and her short story “Everyday Use.” Using words and phrases from the texts show how Walker used figurative language and imagery to affect readers. Identify, evaluate, and paraphrase examples of figurative language from each text to show what it you think it meant literally, and then explain how the figurative expression of the idea was more powerful. Explore the author’s intended effect as you perceived it.

**Diction:** Does one type of speech afford more clarity than another? Why or why not? Do characters “come alive” better and/or seem more authentic? Why or why not?