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| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 149 Week of: 1/16/17 | | | |
| **Unit Vocabulary: Various Literary Terms (34)** | | | | | |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **SCHOOL HOLIDAY** | **Common Core Standard(s)**:  **ELACC8RL7**: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  **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.  **ELACC8W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | | **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)**: 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 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)**:  **ELACC8RL7**: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  **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.  **ELACC8W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **SCHOOL HOLIDAY** | **Objectives:** I can: effectively analyze visual text. | | **Objectives:** I can: use background and context to improve my reading experience. | **Objectives:** I can: distinguish between figurative and literal language. | **Objectives:** I can: distinguish between figurative and literal language. |
| **SCHOOL HOLIDAY** | **Mini Lesson:** Students will respond to prompt in interactive notebook. Students will continue reading chapter 2 and begin chapter 3 in novel text. If time allows students will work on IXL.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | | **Mini Lesson:** Students will watch a video on John Handcox a sharecropper then the class will read his poem and students will right the differences between sharecropper and owner. Students will then read the short story of A Georgia Sharecropper and compare/contrast it to slavery.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Students will complete reading chapter 2 and chapter 3. They can also work on any missing work for class.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Students will respond to persuasive prompt in interactive notebook. Students will work on figurative language worksheet for review. Students will continue reading chapter 3 in novel text.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text |
| **SCHOOL HOLIDAY** | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Peer groups  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None |
| **SCHOOL HOLIDAY** | **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 |
| **SCHOOL HOLIDAY** | **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 plus student choice book.

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

**Vocabulary:**

**Prompt**: Tuesday: mini-writing assessment on visual vs. written text: Compare and contrast an author’s written text to the film. Why do you think each chose her or his respective narrative structure? Which version is more successful at heightening the narrative suspense? Which version does a better job focusing on humorous events and situations? Be sure to support your opinions with plenty of textual evidence from both versions of the text.

**Prompt:**