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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 149 Week of: 10/10/16 |
| **Unit Vocabulary:** annulled, grip,predestination, gelding, truck, sacrilegious, excrement |
| **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 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 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)**:**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 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)**:**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. **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. **ELACC8L4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **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)**:**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. **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. **ELACC8RL6:** Analyze how differences in the points of view of characters and the audience or reader create such effects as suspense or humor. **ELACC8L4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **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. **ELACC8W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **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)**:**Various** |
| **Objectives:** I can:use context and background knowledge to improve my reading experience. | **Objectives:** I can**:** use context and background knowledge to improve my reading experience. | **Objectives:** I can:use word choice and connotation to assist in making inferences and more clearly comprehend the author’s purpose and meaning. | **Objectives:** I can: understand the writer’s purpose in using flashback and flash-forward. | **Objectives:** I can: use reading programs to improve my lexile range. |
| **Mini Lesson**: Class will go to the library to check out a book for the new theme of the 2nd nine weeks of Civil Rights. Then students will come back to class and using Chrome Books work on their DAR Essay and their Narrative Essay on Google Classroom.**Activating Strategies:** Previous lessons**Resource/Materials:** Chrome Books | **Mini Lesson**: Class will learn about assignment for “read on your own” book. Class will discuss author of new class novel and what the title of the book represents. Class will also discuss southern climate during the late 1900’s. Students will begin reading new novel text.**Activating Strategies:** Previous lessons**Resource/Materials:** tic-tac-toe, composition book | **Mini Lesson:** Students will discuss civil rights and work on activities/research relating to this topic. Students will then read Chapters 4-6 and annotate them in their composition books relating to the literary terms learned in the first nine weeks.**Activating Strategies:** Previous lessons**Resource/Materials:** worksheets, novel text, composition book | **Mini Lesson:** Class will review ellipses, dashes, and commas. Class will also discuss exposition, conflict, rising action, and flashback. Class will then take notes on chronical, spatial, sequential, cause/effect, problem/solution, and compare/contrast. Students will complete a plot/narrative graphic organizer of novel text. Students will read chapters 7-9 and annotate text. DAR Essays Due.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel text, graphic organizer | **Mini Lesson:** Students will continue to work on their narrative essay. Students will work on Achieve 3000 article to improve their Lexile Score.**Activating Strategies:** Previous lessons**Resource/Materials:** Computer Lab |
| **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* IndividualAss*essment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Whole ClassAss*essment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual/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 | **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!