**Module 1 - Week 1-2**  
(Week 1, 2 Weeks)

**Module 1 - Week 1-2 (COLLECTION 1)**  
"Culture and Belonging"

**Week Overview**
- **ANCHOR TEXT**: "My Favorite Chaperone" (Short Story) TE pp. 3-26
- **SUPPORTING TEXT**: None
- **CLOSE READER SELECTION**: Golden Glass (Short Story) TE pp. 30b-30g, CR pp. 3-8
- **PERFORMANCE TASK**: A: Write an Personal Narrative TE pp 83-86 or Short Story TE pp.437-438 (W.8.3a-e, W.8.4, W.8.5, W.8.9)

**Lesson Details**
- **ANCHOR TEXT**: "My Favorite Chaperone" (Short Story) TE pp. 3-26 (See Documents and Online Links # 1)

**Teach**
- Analyze Stories through Character and Plot (Characterization, Dialogue, Exposition, Conflict, Rising Action, Climax, Falling Action, Resolution) TE pp. 3-6, 8-9, 11-15, 17-26 (RL.8.1, RL.8.3) (See Documents and Online Links # 3, 4)
- Analyze Language: Simile TE p. 7, 16, 19 (RL.8.4)

**Practice & Apply**
- Analyzing the Text TE p. 28 (RL.8.1, RL.8.2, RL.8.3, RL.8.4)
- Critical Vocabulary TE p. 29 (L.8.4a, L.8.4d)
- Vocabulary Strategy: Context Clues TE p. 29 (L.8.4a, L.8.4d)

**NOTE**: Imperative Mood will be tested on Common Assessment #1. The other verb moods are only placed here in Module 1 as introduction to the overall concept of verb moods. All other verb moods will not be tested until the Module that has a companion text with examples for that particular verb mood appear in the Scope and Sequence.
- Language Conventions: Imperative Mood TE p. 30 (L.8.1c)
- Language Conventions: Subjunctive Mood TE p. 120 (L.8.1c, L.8.3a)
- Language Conventions: Conditional Mood TE p. 166 (L.8.1c, L.8.3a)
### Module 1 - Week 3 (COLLECTION 1)

**"Culture and Belonging"**

#### Week Overview
- **ANCHOR TEXT:** None
- **SUPPORTING TEXTS:**
  - “Bonne Annee” (Personal Essay) TE pp. 31-36
  - New Immigrants Share Their Stories (Documentary) TE pp. 71-72

#### CLOSE READER SELECTION:** None

**PERFORMANCE TASK:** A: Write an Personal Narrative TE pp 83-86 or Short Story TE pp.437-438 (W.8.3a-e, W.8.4, W.8.5, W.8.9)

#### Lesson Details
- **SUPPORTING TEXT:** “Bonne Annee” (Personal Essay) TE pp. 31-36 (See Documents and Online links # 7)

#### Teach
- Analyze Text: Personal Essay (Chronological Order) TE pp. 31, 34 (RI.8.1, RI.8.3, RI.8.5) (See Documents and Online Links # 7)
- Central Ideas & Details (Central Idea, Supporting Details) TE pp. 32, 36-37 (RI.8.1, RI.8.2) (See Documents and Online links # 5, 6)
- Analyze Language: Repetition TE p. 33 (RI.8.4)
- Author’s Purpose TE p. 35 (RI.8.1, RI.8.6) (See Documents and Online links # 1-2)

#### Practice & Apply
- Analyzing the Text TE p. 38 (RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5)
- Critical Vocabulary TE p. 39 (L.8.4c)
- Vocabulary Strategy: Using a Glossary TE p. 39 (L.8.4c)
- Language Conventions: Participles TE p. 40 (L.8.1a) (See Documents and Online links #3, 4, 11, 12)

**Selection-Based Performance Task:**
Media Activity: Poster p. 38 (W.8.7, SL.8.1a)

**SUPPORTING TEXT**: New Immigrants Share Their Stories (Documentary)
TE pp. 71-72 for Video go to page 72. Click Resources on the menu on the left hand side of the screen. Click the hyperlink, “Video: New Immigrants” to open the video. This video will open in a new window.

**Teach**

- Analyzing the Media: Documentary (Purpose, Motive, Interviews, Video Diaries, Voice-Overs, Stills, Animation) TE pp. 72, 73 (SL.8.2, RI.8.7) (See Documents and Online Links #8)

**Practice & Apply**

- Analyzing the Media TE p. 74 (RI.8.1, RI.8.2, RI.8.3, RI.8.6, RI.8.7)

**Selection-Based Performance Task:**
Media Activity: Video TE p. 74 (SL.8.5, W.8.7)
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<td><strong>CLOSE READER SELECTION:</strong></td>
<td># 3 - Grammar Notes: Lesson 8: Lesson 8 Active and Passive Voice on (Your Own Worksheet)</td>
</tr>
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<td>• Museum Indians (Memoir) TE pp. 70c-70e, CR pp. 13-17</td>
<td># 4 - Grammar Notes: Lesson 8: Lesson 8 Active and Passive Voice (Review Worksheet)</td>
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<td>• &quot;What to Bring&quot; (Essay) TE pp. 52b-52e, CR pp.9-12</td>
<td># 5 - Level Up Tutorial: Figurative Language</td>
</tr>
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<td><strong>PERFORMANCE TASK:</strong> A: Write an Personal Narrative TE pp 83-86 or Short Story TE pp. 437-438 (W.8.3a-e, W.8.4, W.8.5, W.8.9)</td>
<td># 6 - Level Up Tutorial Worksheet: Figurative Language</td>
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<td><strong>Lesson Details</strong></td>
<td># 7 - History/A&amp;E Videos: Laos</td>
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<td><strong>ANCHOR TEXT:</strong> “The Latehomecomer” (Memoir) TE pp. 53-66 (See Documents and Online links # 12)</td>
<td># 8 - Level Up Tutorial: Informational Text</td>
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<td><strong>Teach</strong></td>
<td># 9 - Level Up Tutorial: Informational Text</td>
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<td>• Analyze Meaning of Words and Phrases: Figurative Language (Simile, Metaphor, Imagery, Symbol, Allusion) TE pp. 53, 55, 56-58, 60-61, 63, 65 (RI.8.1, RI.8.4) (See Documents and Online links # 5-6)</td>
<td># 10 - Interactive Whiteboard Lesson: Reading Informational Text (Presentation)</td>
</tr>
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<td>• Analyze the Text: Memoir TE pp. 54, 56, 58-59, 62, 64, 66-67 (RI.8.1, RI.8.3)</td>
<td># 11 - Interactive Whiteboard Lesson: Reading Informational Text (Lesson)</td>
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<td><strong>Practice &amp; Apply</strong></td>
<td># 12 - The Latehomecomer Brainstorm</td>
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<td>• Analyzing the Text TE p. 68 (RI.8.1-5)</td>
<td># 13 - A Place to Call Home Brainstorm</td>
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<td>• Critical Vocabulary TE p. 69 (L.8.4b, L.8.4d, L.8.6)</td>
<td># 14 - Active and Passive Voice PowerPoint Presentation</td>
</tr>
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<td>• Vocabulary Strategy: Using Latin Prefixes TE p. 69 (L.8.4b, L.8.4d, L.8.6)</td>
<td># 15 - A Place to Call Home Selection Based Performance Task</td>
</tr>
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<td>• Language Conventions: Active and Passive Voice TE p. 70 (L.8.1b, L.8.3a) (See Documents and Online links # 1-4, 14)</td>
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<td><strong>Selection-Based Performance Task</strong></td>
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<td>• Writing Activity: Report TE pp. 68 (W.8.2, W.8.7, W.8.8)</td>
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<td><strong>SUPPORTING TEXT:</strong> “A Place to Call Home” (Research Study) TE pp. 41-49 (See Documents and Online links # 13)</td>
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<tr>
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<td><strong>Teach</strong></td>
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<tr>
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<td>• Analyze Nonfiction Elements (Text Feature, Heading, Subtitle, Subheading, Bulleted List, Graphic Aids, Graphs, Circle Graph, Bar</td>
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</tbody>
</table>
Graph) TE pp. 41-44, 49 (RI.8.1, RI.8.3) (See Documents and Online links # 8-11)

- Cite Evidence TE pp. 45, 48 (RI.8.1)
- Determine Author’s Purpose TE pp. 47 (RI.8.6)

**Practice & Apply**

- Analyze the Text TE p. 51 (RI.8.1, RI.8.3, RI.8.4)
- Critical Vocabulary TE p. 52 (L.8.4b, L.8.6)
- Vocabulary Strategy: Using Greek Prefixes TE p. 52 (L.8.4b, L.8.6)

**Selection-Based Performance Task**

- Writing Activity: Explanation TE p. 51 (W.8.7, W.8.8) (See Documents and Online links # 15)
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**OPTIONAL** - Suggested time to administer Smarter Balanced Interim Assessment Block (IAB) - Grade 08 ELA - Brief Write (IAB)

**PERFORMANCE TASK:** B: Write a Personal Narrative TE pp 83-86 or Short Story TE pp.437-438 (W.8.3a-e, W.8.4, W.8.5, W.8.9)

Administer Common Assessment 1

*Choose lessons from the following choices based on student needs:*

**Reteach**

- Analyze Stories: Plot TE p. 30a (RL.8.1, RL.8.3)
- Determine Central Idea and Details TE p. 40a (RI.8.2)
- Reading Informational Text TE p. 52a (RI.8.3)
- Figurative Language TE p. 70a (RL.8.4, RI.8.4)

**Extend**

- Golden Glass (Short Story) TE pp. 30c-30f (CR pp. 3-26)
- Museum Indians (Memoir) TE pp. 70c-70f (CR pp. 13-18)
- The Powwow at the End of the World (Poem) TE pp. 75-78
  - **Teach**
    - Determining Meaning of Words and Phrases, TE pp. 75-77 (RL.8.1, RL.8.4, RL.8.9)
    - Making Inferences TE pp. 75-77 (RL.8.1, RL.8.4, RL.8.9)
  - **Practice & Apply**
    - Analyze the Text TE p. 78 (RL.8.1, RL.8.4, W.8.7, W.8.9)
  - **Selection-Based Performance Task**
    - Media Activity: Discussion TE pg. 78 (RL.8.9, W.8.7, W.8.9)

- Write a Summary TE p. 30a (RL.8.2, RL.8.3)
- Determine Author's Purpose TE p. 40a (RI.8.6)
- Integrating Information from Text and Graphic Aids TE p. 52a (RI.8.3)
- Evaluating Sources TE p. 70a (RI.8.8, W.8.8)
- Analyze Modern Fiction TE p. 78a (RL.8.9)
- Analyze Lyric Poems TE p. 78a (RL.8.4)
### Module 2 - Week 1
(Week 7, 1 Week)

#### Module 2 - Week 1 (COLLECTION 2)
"The Thrill of Horror"

#### Week Overview

**ANCHOR TEXT:** "What is the Horror Genre?" (Literary Criticism) TE pp. 125-128

**SUPPORTING TEXTS:** None

**CLOSE READER SELECTION:** "Man-Made Monsters" (Essay) TE pp. 132c-132f, CR pp. 35-40

**PERFORMANCE TASK:** B: Write a Literary Analysis TE pp. 137-140 (RI.8.1, W.8.2a-f, W.8.5, W.8.9a, W.8.10)

#### Lesson Details

**ANCHOR TEXT:** "What is the Horror Genre?" (Literary Criticism) TE pp. 125-128 (See Documents and Online Links # 1, 12)

**Teach**

- Literary Criticism Author's Purpose, Criteria TE pp. 125, 127, 128, & 129 (RI.8.1, RI.8.2, RI.8.3, RI.8.6)
- Summarize the Text TE pp. 126 (RI.8.2) (See Documents and Online Links # 2-3)
- Analyze Language: Use of Personal Pronouns TE pp. 127, 129 (RI.8.4)

**Practice & Apply**

- Analyze the Text TE pp. 130 (RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6)
- Vocabulary Strategy: Using Suffixes TE p. 131 (L.8.4b)
- Critical Vocabulary TE p. 131 (L.8.4b)
- Language Conventions: Using Commas TE p. 132 (L.8.2a) (See Documents and Online Links # 4-7)
- Language Conventions: Subject-Verb Agreement TE p. 104 (L.8.1) (See Documents and Online Links # 8-11)

**Selection-Based Performance Task**

- Speaking Activity: Discussion TE p. 130 (SL.8.1a, SL.8.1d, SL.8.4)

#### Documents and Online Links

- # 1 - What is the Horror Genre? Brainstorm
- # 2 - Interactive Whiteboard Lesson: Identifying Main Idea and Details (Presentation)
- # 3 - Interactive Whiteboard Lesson: Identifying Main Idea and Details (Lesson)
- # 4 - Grammar Notes: Lesson 16: Commas (PowerPoint Presentation)
- # 5 - Grammar Notes: Lesson 16: Commas (Practice Worksheet)
- # 6 - Grammar Notes: Lesson 16: Commas (Your Own Worksheet)
- # 7 - Grammar Notes: Lesson 16: Commas (Review Worksheet)
- # 8 - Grammar Notes: Lesson 4: Using Subject Verb Agreement (PowerPoint Presentation)
- # 9 - Grammar Notes: Lesson 4: Using Subject Verb Agreement (Practice Worksheet)
- # 10 - Grammar Notes: Lesson 4: Using Subject Verb Agreement (Your Own Worksheet)
- # 11 - Grammar Notes: Lesson 4: Using Subject Verb Agreement (Review Worksheet)
- # 12 - Analyze Literature Critically Using the SIFT Method (Teacher Video and Resources)
### Module 2 - Week 2 (COLLECTION 2)

#### “The Thrill of Horror”

**OPTIONAL - Suggested time to administer Smarter Balanced Interim Assessment Block (IAB) - Grade 08 ELA - Read Lit (IAB)**

**Week Overview**

**ANCHOR TEXT:** None

**SUPPORTING TEXTS:**
- "The Monkey's Paw" (Short Story) TE pp. 105-116
- Media Analysis: from "The Monkey's Paw" (Film Clip) by Ricky Lewis Jr. TE pp. 121-122

**CLOSE READER SELECTION:** "Frankenstein" (Poem) TE pp. 120c-120e, CR pp. 31-34

**PERFORMANCE TASK:** B: Write a Literary Analysis TE pp. 137-140 (RL.8.1, W.8.2a-f, W.8.5, W.8.9a, W.8.10)

**Lesson Details**

**SUPPORTING TEXT:** "The Monkey's Paw" (Short Story) TE pp. 105-116
(See Documents and Online Links # 1-2, 6-7)

**Teach**

- Analyze Language: Imagery TE p. 105 (RL.8.1, RL.8.4)
- Determine Theme TE pp. 107, 108, 109, 113, 116, 117 (RL.8.1, RL.8.2, RL.8.9) (See Documents and Online Links # 3-4)
- Analyze Stories: Foreshadowing TE pp. 105, 106, 108, 110, 111, 115, 117 (RL.8.1, RL.8.3, RL.8.4) (See Documents and Online Links # 6, 7)
- Analyze Stories: Dialogue TE p. 112 (RL.8.3)
- Make Inferences TE p. 114 (RL.8.3)

**Practice & Apply**

- Analyze the Text TE p. 118 (RL.8.1, RL.8.2, RL.8.3, RL.8.6, RL.8.9)
- Critical Vocabulary TE p. 119 (L.8.4a-d)
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<td><strong>Vocabulary Strategy: Latin Roots TE p. 119 (L.8.4a-d)</strong></td>
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<td><strong>Language Conventions: Subjunctive Mood TE p. 120 (L.8.1c, L.8.3a)</strong></td>
<td>(See Documents and Online Links # 8-10)</td>
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</table>

**Selection-Based Performance Task**

- **Writing Activity: Report TE p. 118 (W.8.2b, W.8.7, W.8.8, W.8.9a)**

**SUPPORTING TEXT:** Media Analysis: from "The Monkey's Paw" (Film Clip) by Ricky Lewis Jr. TE pp. 121-122 (See Documents and Online Links # 1-2)

**Teach**

- **Evaluate Media TE pp. 122-123 (RL.8.7, RI.8.7, SL.8.2)**

**Practice & Apply**

- **Analyze the Media TE p. 124 (RL.8.2, RL.8.7, RI.8.7, SL.8.2)**

**Selection-Based Performance Task**

- **Media Activity: Storyboard TE p. 124 (SL.8.4, SL.8.5)**

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**Module 2 - Week 3-4**

*Week 9, 2 Weeks*

**Week Overview**

**ANCHOR TEXT:** "Tell-Tale Heart" (Short Story) TE pp. 89-94

**SUPPORTING TEXTS:** None

**CLOSE READER SELECTION:** "The Outsider" TE pp. 98b-98i, CR pp. 21-30

**PERFORMANCE TASK:** B: Write a Literary Analysis TE pp. 137-140 (RI.8.1, W.8.2a-f, W.8.5, W.8.9a, W.8.10)

**Lesson Details**

**ANCHOR TEXT:** "Tell-Tale Heart" (Short Story) TE pp. 89-94 (See Documents and Online Links # 1, 14)

**Teach**

---

**Documents and Online Links**

- # 1 - Tell-Tale Heart Brainstorm
- # 2 - Video Example of Suspense
- # 3 - The Outsider Planning and Collaboration Guide
- # 4 - Knowing Poe Website Link
- # 5 - Dashes (PowerPoint Presentation)
- # 6 - Dashes Activities #1
**Unit 605x565**

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<tr>
<td><strong>Analyze Point of View</strong> (First-Person Point of View, Third-Person Point of View, Narrator, Unreliable Narrator) TE pp. 89, 90, 93, 95 (RL.8.1, RL.8.6)</td>
<td># 7 - Dashes Activities #2</td>
</tr>
<tr>
<td><strong>Analyze Language</strong> (Repetition, Italicized Words) TE pp. 91, 94 (RL.8.4)</td>
<td># 8 - Dashes Activities #3</td>
</tr>
<tr>
<td><strong>Analyze Suspense</strong> TE pp. 92, 95 (RL.8.6) (See Documents and Online Links # 2)</td>
<td># 9 - When to Use an Ellipsis</td>
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**Practice & Apply**

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<td><strong>Analyzing the Text</strong> TE p. 96 (RL.8.1, RL.8.3, RL.8.4, RL.8.6)</td>
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<td><strong>Critical Vocabulary</strong> TE p. 97 (L.8.4c)</td>
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<td><strong>Vocabulary Strategy: Use a Thesaurus</strong> TE p. 97 (L.8.4c)</td>
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<tr>
<td><strong>Language Conventions: Using Dashes</strong> TE p. 98 (L.8.2a) (See Documents and Online Links # 5-8)</td>
</tr>
<tr>
<td><strong>Language Conventions: Use Ellipsis</strong> TE p. 378 (L.8.2a, L.8.2b) (See Documents and Online Links # 9-13)</td>
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**Selection-Based Performance Task**

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<td><strong>Writing Activity: Profile</strong> TE p. 96 (W.8.2b, W.8.4, W.8.9a, W.8.10)</td>
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**Module 2 - Week 5 (Assess/Performance Task)**

(Module 2 - Common Assessment/Reteach/Extend/Performance Task - Week 5 (COLLECTION 2) "The Thrill of Horror"

**PERFORMANCE TASK:** B: Write a Literary Analysis TE pp. 137-140 (RI.8.1, W.8.2a-f, W.8.5, W.8.9a, W.8.10) (See Documents and Online Links # 1)

Administer Common Assessment 2

Choose lessons from the following choices based on student needs:

- **Reteach**
  - Analyze Point of View TE p. 98a (RL.8.6)
  - Determine Author’s Point of View TE p. 104a (RI.8.6)
  - Determine Theme TE p. 120a (RL.8.2, RL.8.9)
  - Film Techniques TE p. 124a (RL.8.7, SL.8.2)

**Documents and Online Links**

- # 1 - Performance Task Literary Analysis Collaboration Guide
- # 2 - Performance Task Literary Analysis Prompt
- # 3 - SBAC Sample Generic 4 Point Informative Writing Rubric
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<td><strong>(Week 12, 1 Week)</strong></td>
<td><strong>(Week 12, 1 Week)</strong></td>
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<td><strong>OPTIONAL</strong> - Suggested time to administer Smarter Balanced Interim Assessment Block (IAB) - <em>Grade 08 ELA - Edit Revise (IAB)</em></td>
<td><strong>PERFORMANCE TASK:</strong> B: Write a Literary Analysis TE pp. 137-140 <em>(RI.8.1, W.8.2a-f, W.8.5, W.8.9a, W.8.10)</em></td>
<td><strong># 1 - When Do Kids Become Adults Brainstorm</strong></td>
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<td><strong>Module 3 - Week 1 (COLLECTION 4)</strong></td>
<td><strong>Module 3 - Week 1 (COLLECTION 4)</strong></td>
<td><strong>Document and Online Links</strong></td>
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<tr>
<td><strong>(Week 13, 1 Week)</strong></td>
<td><strong>(Week 13, 1 Week)</strong></td>
<td><strong># 2 - Evaluating Persuasive Presentations (Lesson)</strong></td>
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<td><strong>Week Overview</strong></td>
<td><strong># 3 - Evaluating Persuasive Presentations (PowerPoint Presentation)</strong></td>
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<tr>
<td><strong>ANCHOR TEXT:</strong> When Do Kids Become Adults (Argument) TE pp. 235-244</td>
<td><strong>ANCHOR TEXT:</strong> When Do Kids Become Adults (Argument) TE pp. 235-244</td>
<td><strong># 4 - Level Up Tutorial: Analyzing Arguments</strong></td>
</tr>
<tr>
<td><strong>SUPPORTING TEXTS:</strong> None</td>
<td><strong>SUPPORTING TEXTS:</strong> None</td>
<td><strong># 5 - Level Up Tutorial Worksheet: Analyzing</strong></td>
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<tr>
<td><strong>CLOSE READER SELECTION:</strong> Much Too Young to Work So Hard (Historical Article) TE pp. 246b-246g, CR pp. 83-88</td>
<td><strong>CLOSE READER SELECTION:</strong> Much Too Young to Work So Hard (Historical Article) TE pp. 246b-246g, CR pp. 83-88</td>
<td><strong>Lesson Details</strong></td>
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<tr>
<td><strong>PERFORMANCE TASK:</strong> Produce an Argumentative Multimedia Presentation <em>(W.8.1a-e, W.8.5, W.8.6, W.8.8, W.8.9b, SL.8.3, SL.8.4, SL.8.5, SL.8.6)</em></td>
<td><strong>PERFORMANCE TASK:</strong> Produce an Argumentative Multimedia Presentation <em>(W.8.1a-e, W.8.5, W.8.6, W.8.8, W.8.9b, SL.8.3, SL.8.4, SL.8.5, SL.8.6)</em></td>
<td><strong>Lesson Details</strong></td>
</tr>
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</table>
ANCHOR TEXT: When Do Kids Become Adults (Argument) TE pp. 235-244 (See Documents and Online Links # 1, 12-16)

Teach

- Trace and Evaluate an Argument (Argument, Claim, Evidence, Relevant Evidence, Irrelevant Evidence, Counterarguments) TE pp. 235-243 (RI.8.5, RI.8.6, RI.8.8) (See Documents and Online Links # 2-9)
- Analyze Language: Connotation and Denotation TE pp. 238 (RI.8.4)

Practice & Apply

- Analyzing the Text TE p. 244 (RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.8, RI.8.9)
- Critical Vocabulary TE p. 245 (L.8.4b, L.8.4d)
- Vocabulary Strategy: Greek Roots TE p. 245 (L.8.4b, L.8.4d)
- Language Conventions: Infinitives TE p.228 (L.8.1a) (See Documents and Online Links # 10-11)

Selection-Based Performance Task

- Speaking Activity: Debate TE p. 244 (W.8.7, SL.8.3, SL.8.4, SL.8.5, SL.8.6)

Module 3 - Week 2 (COLLECTION 6)

"The Value of Work"

Week Overview

ANCHOR TEXT: None
SUPPORTING TEXTS:
NOTE: ****These two texts are meant to be used together to hit the comparing text standards.

- "Teens Need Jobs, Not Just Cash" (Argument) TE pp. 419-421
- "Teens at Work" (Argument) TE pp. 422-425

CLOSE READER SELECTION: None
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<tr>
<td><strong>PERFORMANCE TASK:</strong> Produce an Argumentative Multimedia Presentation (W.8.1a-e, W.8.5, W.8.6, W.8.8, W.8.9b, SL.8.3, SL.8.4, SL.8.5, SL.8.6)</td>
<td>![Document Icon] # 5 - Teens Need Jobs Not Cash and Teens at Work Guided Reader ![Document Icon] # 6 - Interactive Whiteboard Lesson: Evaluating an Argument (Presentation) ![Document Icon] # 7 - Interactive Whiteboard Lesson: Evaluating an Argument (Lesson)</td>
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<tr>
<td><strong>Lesson Details</strong></td>
<td><strong>SUPPORTING TEXT:</strong> &quot;Teens Need Jobs, Not Just Cash&quot; TE pp. 419-421 (See Documents and Online Links # 3, 5)</td>
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<td><strong>Teach</strong></td>
<td>**Delineate and Evaluate an Argument (Argument, Claim, Support Anecdote, Counterarguments, Relevant Reasons, Relevant Evidence) TE pp. 419-421 (RI.8.1, RI.8.5, RI.8.6, RI.8.8) (See Documents and Online Links # 1-2, 6-7)</td>
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<tr>
<td><strong>SUPPORTING TEXT:</strong> Teens at Work TE pp. 422-424 (See Documents and Online Links # 3, 5)</td>
<td><strong>Teach</strong> **Delineate and Evaluate an Argument (Argument, Claim, Support Anecdote, Counterarguments, Relevant Reasons, Relevant Evidence) TE pp. 422-424 (RI.8.1, RI.8.5, RI.8.8) (See Documents and Online Links # 1, 2, 7, 8)</td>
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<tr>
<td><strong>Practice &amp; Apply</strong></td>
<td><strong>Analyzing the Text p. 425 (RI.8.1, RI.8.2, RI.8.4, RI.8.6, RI.8.8)</strong> <strong>Critical Vocabulary p. 426 (L.8.4b, L.8.4d)</strong> <strong>Vocabulary Strategy: Using Greek Suffixes p. 426 (L.8.4b, L.8.4d)</strong></td>
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<tr>
<td><strong>Selection-Based Performance Task</strong></td>
<td><strong>Speaking Activity: Oral Report p. 425 (W.8.7, SL.8.4, SL.8.5, SL.8.6)</strong></td>
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<tr>
<th>Module 3 - Week 3 (Performance Task) (Week 15, 1 Week)</th>
<th>Module 3 - Performance Task - Week 3 (COLLECTION 4) &quot;Approaching Adulthood&quot;</th>
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<td><strong>Week Overview</strong></td>
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<td>![Document Icon] # 1 - Interactive Whiteboard Lesson: Write an Objective Summary (Lesson)</td>
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<td><strong>ANCHOR TEXT:</strong> None</td>
<td># 2 - Interactive Whiteboard Lesson: Write an Objective Summary (Presentation)</td>
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<td><strong>SUPPORTING TEXTS:</strong></td>
<td># 3 - Level Up Tutorial: Sentences, Fragments, Run-ons</td>
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<td>NOTE:** These two text are meant to be used together to hit the comparing text standards.</td>
<td># 4 - Level Up Tutorial Worksheet: Sentences, Fragments, Run-ons</td>
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<td>- &quot;Is 16 Too Young to Drive a Car?&quot; (Article) TE pp. 247-255</td>
<td># 5 - Grammar Notes: Lesson 1: Correcting Sentence Fragments (PowerPoint Presentation)</td>
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<td>- &quot;Fatal Car Crashes Drop for 16 Year-Olds, Rise for Older Teens&quot; (Article) TE pp. 256-260</td>
<td># 6 - Grammar Notes: Lesson 1: Correcting Sentence Fragments (Practice Worksheet)</td>
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<td><strong>CLOSE READER SELECTION:</strong> None</td>
<td># 7 - Grammar Notes: Lesson 1: Correcting Sentence Fragments (On Your Own Worksheet)</td>
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<td><strong>PERFORMANCE TASK:</strong> Produce an Argumentative Multimedia Presentation (W.8.1a-e, W.8.5, W.8.6, W.8.8, W.8.9b, SL.8.3, SL.8.4, SL.8.5, SL.8.6)</td>
<td># 8 - Grammar Notes: Lesson 1: Correcting Sentence Fragments (Review Worksheet)</td>
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<td><strong>Lesson Details</strong></td>
<td># 9 - Is 16 Too Young to Drive a Car Brainstorm</td>
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<td><strong>SUPPORTING TEXT:</strong> &quot;Is 16 Too Young to Drive a Car?&quot; (Article) TE pp. 247-255</td>
<td># 10 - Is 16 Too Young to Drive Guided Reader</td>
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<td>(See Documents and Online Links # 9-10)</td>
<td># 11 - Fatal Car Crashes Drop for 16 Year-Olds, Rise for Older Teens Brainstorm</td>
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<td><strong>Teach</strong></td>
<td># 12 - Fatal Car Crashes Drop for 16 Year-Olds Guided Reader</td>
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<td>- Determine Central Ideas and Details TE pp. 247, 248, 249, 251, 253, 254, 255 (RI.8.1, RI.8.2, RI.8.3, RI.8.5) (See Documents and Online Links # 1-4)</td>
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<td>- Draw Conclusions TE pp. 249 (RI.8.1)</td>
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<td>- Analyze Language: Idioms TE pp. 252 (RI.8.4)</td>
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<td><strong>Practice &amp; Apply</strong></td>
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<td>- Analyze the Text TE p. 255 (RI.8.1, RI.8.2, RI.8.3, RI.8.5)</td>
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<td><strong>SUPPORTING TEXTS:</strong> &quot;Fatal Car Crashes Drop for 16 Year-Olds, Rise for Older Teens&quot; (Article) TE pp. 256-260 (See Documents and Online Links # 11-12)</td>
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<td><strong>Teach</strong></td>
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<td>- Analyze Text (Reasoning, Deductive Reasoning, Inductive Reasoning) TE pp. 256, 258 (RI.8.1, RI.8.3, RI.8.4, RI.8.7, RI.8.8)</td>
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<td>- Determine Central Ideas and Details TE pp. 256-257 (RI.8.1, RI.8.2, RI.8.3) (See Documents and Online Links # 1-2)</td>
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<td>- Compare Text: Analyze Information in Texts TE pp. 259 (RI.8.9)</td>
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Practice & Apply

- **Analyzing the Text TE p. 256** (RI.8.1, RI.8.3, RI.8.4, RI.8.7, RI.8.8)
- **Analyzing the Text TE p. 258** (RI.8.1, RI.8.3, RI.8.4, RI.8.7, RI.8.8)
- **Analyzing the Text TE p. 260** (RI.8.1, RI.8.2, RI.8.3, RI.8.5, RI.8.8, RI.8.9)
- **Critical Vocabulary TE p. 261** (L.8.4a, L.8.6)
- **Vocabulary Strategy: Domain-Specific Words TE p. 261** (L.8.4a, L.8.6)
- **Language Conventions: Fragments TE p. 262** (L.8.1) (See Documents and Online Links # 3-8)

Selection-Based Performance Task

Writing Activity: **Opinion TE p. 260** (W.8.1a, W.8.1b, W.8.4, W.8.9b, W.8.10)

Choose lessons from the following choices based on student needs:

- **Reteach**
  - Analyze Stories: Characters’ Motivation TE p. 228a (RL.8.3)
  - Determine Theme TE p. 234a (RL.8.2)
  - Trace and Evaluate an Argument TE p. 246a (RI.8.6, RI.8.8)
  - Analyze Information in Texts TE p. 262a (RI.8.9)
  - Evaluating Advantages and Disadvantages of Media TE p. 268b (RI.8.7, SL.8.2)

- **Extend**
  - **Close Reader Selection**: "The Whistle" (Short Story) TE p. 228c-228g (CR p. 71-78)
  - **Close Reader Selection**: "Identity" & "Hard on the Gas" (Poems) TE p. 234c-234e (CR pp. 79-82)
  - **Close Reader Selection**: "Much Too Young to Work So Hard" (Nonfiction) TE p. 246c-246f (CR pp. 83-88)
  - **Supporting Text**: "Hanging Fire" & "Teenagers" (Poems) TE pp. 229-231 (RL.8.1, RL.8.2, RL.8.4, RL.8.5, W.8.4, W.8.9a, W.8.10, SL.8.1a, SL.8.6, L.8.2c)
    - **Teach**
      - Make Inferences TE pp. 230, 232 (RL.8.1, RL.8.2)
      - Determine Theme TE pp. 230, 232 (RL.8.1, RL.8.2)
    - **Practice & Apply**
Module 3 - Week 4 (Performance Task)  
(Week 16, 1 Week)

Week Overview
ANCHOR TEXT: None
SUPPORTING TEXTS:

- Your Phone Can Wait (Public Service Announcement Film) TE p. 264
- Driving Distracted (Public Service Announcement Poster) TE p. 266

CLOSE READER SELECTION: None
PERFORMANCE TASK: Produce an Argumentative Multimedia Presentation (W.8.1a-e, W.8.5, W.8.6, W.8.8, W.8.9b, SL.8.3, SL.8.4, SL.8.5, SL.8.6)

Lesson Details:
SUPPORTING TEXT: Your Phone Can Wait (Public Service Announcement Film) TE p. 264

Teach

- Analyze Ideas in Media TE pp. 264-265 (SL.8.2)

Practice & Apply

Module 3 - Week 4 (COLLECTION 4)  
"Approaching Adulthood"

Documents and Online Links
- # 1 - How to Create the Perfect Public Service Announcement Article
- # 2 - Public Service Announcement Poster Project
- # 3 - Your Phone Can Wait Video
### Module 3 - Week 5 (Performance Task)

**Module 3 - Week 5 (COLLECTION 4) - Performance Task**

**"Approaching Adulthood"**

**OPTIONAL - Suggested time to administer Smarter Balanced Interim Assessment Block (IAB) - Grade 08 ELA - Edit Revise (IAB)**

**PERFORMANCE TASK:** Produce an Argumentative Multimedia Presentation *(W.8.1a-e, W.8.5, W.8.6, W.8.8, W.8.9b, W.8.3, W.8.4, W.8.5, W.8.6)*

Prompt: After reviewing all the information from this module, choose one of the topics (Driving Age, Voting Age, Community Service, Job Internships for Teens, Distracted Driving) discussed in it. Develop an argument dealing with your topic and conduct research to gather information to strengthen your argument. Then develop an argumentative presentation and essay. Make sure to address the opposing view to your argument.

Your Presentation and Essay should:

- **Analyzing the Text TE p. 265** (SL.8.2)

**SUPPORTING TEXT:** *Driving Distracted* (Public Service Announcement Poster) TE p. 266

**Teach**

- **Analyze Ideas in Media TE pp. 266** (SL.8.2)

**Practice & Apply**

- **Analyzing the Media TE p. 267** (SL.8.2)
- **Evaluate Media TE p. 268** (RI.8.7, SL.8.2)
- **Analyzing the Media TE p. 268** (RI.8.7, SL.8.2, SL.8.5)

**Selection-Based Performance Task**

- **Public Service Announcement: TE p. 268** *(W.8.1a, W.8.1b, W.8.7, SL.8.2, SL.8.5) (See Documents and Online Links # 1 - 2)*

**Documents and Online Links**

- # 1 - Writing in a Digital Age Presentations
- # 2 - Level Up Tutorial: Navigating and Evaluating Web Sites
- # 3 - Level Up Tutorial Worksheet: Navigating and Evaluating Web Sites
- # 4 - Essay Errors to Avoid: MLA Format (Video)
- # 5 - Works Cited Example
- # 6 - SBAC Sample Generic 4 Point Argumentative Writing Rubric
- include a clear argument.
- include reasons supported by evidence from your research.
- address and refute the opposing point of view.

### CA # 3/1st Semester Final
(Week 18, 1 Week)

**ADMINISTER:** Combined CA # 3/End of Semester Exam

### Module 4 - Week 1
(Week 19, 1 Week)

**Week Overview**

**ANCHOR TEXT (Exemplar):** The Diary of Anne Frank, Act I, Scenes 1 and 2 (Play) TE pp. 279-292

**SUPPORTING TEXT:** from "The Diary of a Young Girl" (Diary) TE pp. 355-367

**CLOSE READER SELECTION:** The Diary of Anne Frank, Act I, Scenes 1 and 2 (Play) TE pp. 354c-354l, CR pp. 91-108

**PERFORMANCE TASK:** Write an Argumentative Essay. (W.8.1a-c, W.8.1d-f, W.8.4, W.8.5, W.8.6, W.8.9, W.8.10)

Prompt: Anne Frank wrote, “Despite everything, I believe that people are really good at heart.” Using evidence from her diary and the other texts in Module 4, write an argumentative essay discussing whether you agree or disagree with that statement. Be sure to use logic and reason, not emotion.

**Lesson Details**

**ANCHOR TEXT (Exemplar):** The Diary of Anne Frank, Act I, Scenes 1 and 2 (Play) TE pp. 279-292 (See Documents and Online Links # 1-4, 21-33)

**Teach**

- Analyze Drama (Drama, Playwright, Script, Cast of Characters, Stage Directions, Setting, Act, Scene, Dialogue) TE pp. 279-284, 288, 291 (RL.8.1, RL.8.3) (See Documents and Online Links # 6-9)
- Analyze Characters: Characterization TE pp. 282, 284, 286, 290, 354a (RL.8.1, RL.8.3) (See Documents and Online Links # 6-7)
Unit | Text Support | Resources
--- | --- | ---
| | | Lesson: Character Development (Presentation)
| | Analyze Language: Tone, Symbol TE pp. 283, 288, 289 (RL.8.1, RL.8.3, RL.8.4) | # 11 - Interactive Whiteboard Lesson: Character Development (Lesson)
| Practice & Apply | | # 12 - Level Up Tutorial: Elements of Drama
| | Analyzing the Text TE p. 354 complete in week 3 when play is finished | # 13 - Level Up Tutorial Worksheet: Elements of Drama
| Selection-Based Performance Task | | # 14 - Level Up Tutorial: First Person Point of View
| | Writing Activity: Character Sketch TE p. 354 complete in week 3 when play is finished | # 15 - Level Up Tutorial Worksheet: First Person Point of View
| SUPPORTING TEXT: from "The Diary of a Young Girl" (Diary) TE pp. 355-367 | | # 16 - Level Up Tutorial: Connotation and Denotation
| Teach | | # 17 - Level Up Tutorial: Connotation and Denotation
| | Analyze Text: Elements of a Diary(Diary, Salutation, Heading, First Person Point of View, Ellipse) TE pp. 355, 357, 359, 361-362, 365-366 (RL.8.1, RL.8.3, RL.8.6) (See Documents and Online Links # 10, 11) | # 18 - Grammar Notes: Lesson 2: Run-on Sentences (PowerPoint Presentation)
| | Make Inferences TE pp. 356, 358-359, 362-364, 366 (RL.8.1) | # 19 - Grammar Notes: Lesson 2: Run-on Sentences (Practice Worksheet)
| | Analyze Language: Simile, Personification TE pp. 360, 361 (RL.8.4) | # 20 - Grammar Notes: Lesson 2: Run-on Sentences (On Your Own Worksheet)
| Practice & Apply | | # 21 - Grammar Notes: Lesson 2: Run-on Sentences (Review Worksheet)
| | Analyzing the Text TE p. 367 (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6) | # 22 - Grammar Notes: Lesson 17: Using Semicolons and Colons (PowerPoint Presentation)
| | Critical Vocabulary TE p. 368 (L.8.4a, L.8.4d, L.8.5c) | # 23 - Grammar Notes: Lesson 17: Using Semicolons and Colons (Practice Worksheet)
| | Vocabulary Strategy: Connotation and Denotation TE p. 368 (L.8.4a, L.8.4d, L.8.5c) (See Documents and Online Links # 12-13) | # 24 - Grammar Notes:
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<td>Lesson 17: Using Semicolons and Colons (On Your Own Worksheet)</td>
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<td># 25 - Cloze Reading Diary of Anne Frank</td>
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<td># 26 - Cloze Reading Diary of Anne Frank Key</td>
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<td># 27 - Context Scavenger Hunt Diary of Anne Frank</td>
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<td># 28 - Context Scavenger Hunt Diary of Anne Frank Key</td>
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<td># 29 - Nonsense Paragraph Close Reading Activity Diary of Anne Frank</td>
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<td># 30 - Nonsense Paragraph Close Reading Activity Diary of Anne Frank Key</td>
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<td># 31 - Picture Perfect Vocab Activity Diary of Anne Frank</td>
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<td># 32 - Picture Perfect Vocab Activity Diary of Anne Frank Key</td>
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<td># 33 - What Did You Hear Context Clues Activity Diary of Anne Frank</td>
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<td># 34 - What Did You Hear Context Clues Activity Diary of Anne Frank Key</td>
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<td># 35 - Diary of Anne Frank Jigsaw Vocabulary Activity Cards</td>
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<td># 36 - Diary of Anne Frank Jigsaw Vocabulary Answers</td>
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<td># 37 - The Diary of Anne Frank Act I, Scenes 1 and 2 SAI Guided Reader</td>
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<td># 38 - United States Holocaust Museum Website</td>
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### Module 4 - Week 2 (COLLECTION 5)

**"Anne Frank's Legacy"**

**Week Overview:**
**ANCHOR TEXT (Exemplar Text):** The Diary of Anne Frank Act I, Scenes 3-5 & Act II, Scene 1 (Play) TE pp. 292-334
**SUPPORTING TEXTS:** None
**CLOSE READER SELECTION:** None
**PERFORMANCE TASK:** Write an Argumentative Essay. (W.8.1a-c, W.8.1d-f, W.8.4, W.8.5, W.8.6, W.8.9, W.8.10)

Prompt: Anne Frank wrote, “Despite everything, I believe that people are really good at heart.” Using evidence from her diary, and the other texts in Module 4, write an argumentative essay discussing whether you agree or disagree with that statement. Be sure to use logic and reason, not emotion.

**Lesson Details:**
**ANCHOR TEXT (Exemplar Text):** The Diary of Anne Frank Act I, Scenes 3-5 & Act II, Scene 1 (Play) TE pp. 292-334 (See Documents and Online Links # 1-2, 7)

**Teach**

- Analyze Drama TE pp. 297, 298, 302, 309-310, 312, 314, 317, 320, 324, 325 (RL.8.1, RL.8.3, RL.8.4)
- Analyze Characters TE pp. 295, 300, 308, 313, 320, 323, 331, (RL.8.1, RL.8.3)
- Analyze Language: Hyperbole, Denotation, Connotation, Idiom, Pun, Simile, Metaphor TE pp. 294, 297, 299, 301, 306, 315, 316, 323, 328, 334, (RL.8.1, RL.8.3, RL.8.4, RL.8.6, L.8.5a) See Documents and Online Links # 3-6)
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- Analyze Incidents in Drama TE p. 326 (*RL.8.3*)
- Analyze Dialogue in Drama TE pp. 327-329 (*RL.8.3*)

**Practice & Apply** *will be completed in week 3*

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**Module 4 - Week 3**
(Week 21, 1 Week)

**Week Overview:**

**ANCHOR TEXT (Exemplar):** *The Diary of Anne Frank* (Play) Act II, Scenes 1-5 TE pp. 334-354

**SUPPORTING TEXTS:** None

**CLOSE READER SELECTION:** None

**PERFORMANCE TASK:** Write an Argumentative Essay. (*W.8.1a-c, W.8.1d-f, W.8.4, W.8.5, W.8.6, W.8.9, W.8.10*)

Prompt: Anne Frank wrote, “Despite everything, I believe that people are really good at heart.” Using evidence from her diary and the other texts in Module 4, write an argumentative essay discussing whether you agree or disagree with that statement. Be sure to use logic and reason, not emotion.

**Lesson Details:**

**ANCHOR TEXT (Exemplar):** *The Diary of Anne Frank* (Play) Act II, Scenes 2-5 TE pp. 334-354 (See Documents and Online Links # 1-2, 5)

**Teach**

- Analyze Drama TE pp. 347, 351 (*RL.8.1, RL.8.3, RL.8.4*)
- Analyze Characters TE pp. 344 (*RL.8.1, RL.8.3*)
- Analyze Language: Tone, Situational Irony, Dramatic Irony TE pp. 337, 342, 348 (*RL.8.4*) (See Documents and Online Links # 3-4)
- Analyze Incidents in Drama (Chronological Order, Flashback) TE pp. 335, 345, 354 (*RL.8.1, RL.8.3*)
- Analyze Dialogue in Drama (Character Traits) TE pp. 336, 341, 349, 354 (*RL.8.3*)

**Practice & Apply**

- Analyzing the Text TE p. 354 (*RL.8.1, RL.8.3*)
**Module 4 - Week 4**
*(Week 22, 1 Week)*

**Week Overview**

**ANCHOR TEXT:** None  
**SUPPORTING TEXTS:**

- "After Auschwitz" (Speech) TE pp. 379-384  
- "There But for the Grace" (Poem) TE pp. 385-388

**CLOSE READER SELECTION:** None  
**PERFORMANCE TASK:** Write an Argumentative Essay. *(W.8.1a-c, W.8.1d-f, W.8.4, W.8.5, W.8.6, W.8.9, W.8.10)*

Prompt: Anne Frank wrote, “Despite everything, I believe that people are really good at heart.” Using evidence from her diary, and the other texts in Module 4, write an argumentative essay discussing whether you agree or disagree with that statement. Be sure to use logic and reason, not emotion.

**Lesson Details**

**SUPPORTING TEXT:** "After Auschwitz" (Speech) TE pp. 379-384 *(See Documents and Online Resources # 1, 10)*

**Teach**

- Analyze Structure: Speech TE pp. 380, 382, *(RI.8.5)*  
- Analyze Word Choices: Rhetorical Devices (Repetition, Parallelism, Ethical Appeal, Allusion) TE pp. 380-383 *(RI.8.4)* *(See Documents and Online Resources # 3-5)*

**Practice & Apply**

---

**Documents and Online Links**

- # 1 - After Auschwitz Brainstorm  
- # 2 - There But For the Grace Brainstorm  
- # 3 - Preparing Learners: Ethos, Pathos & Logos *(Teacher Video)*  
- # 4 - Level Up Tutorial: Persuasive Techniques  
- # 5 - Level Up Tutorial Worksheet: Persuasive Techniques  
- # 6 - Level Up Tutorial: Rhythm  
- # 7 - Level Up Tutorial Worksheet: Rhythm  
- # 8 - Interactive Whiteboard Lesson: Theme/Central Idea *(Presentation)*  
- # 9 - Interactive Whiteboard Lesson: Theme/Central Idea *(Lesson)*  
- # 10 - After Auschwitz Guided Reader  
- # 11 - There But for the Grace Guided Reader
Module 4 - Week 5 (COLLECTION 5)

"Anne Frank’s Legacy"

Week Overview

NOVEL: Night
PERFORMANCE TASK: Write an Argumentative Essay. (W.8.1a-c, W.8.1d-e, W.8.4, W.8.5, W.8.6, W.8.9, W.8.10)

Prompt: Anne Frank wrote, “Despite everything, I believe that people are really good at heart.” Using evidence from her diary, and the other texts in Documents and Online Links # 1 - Journal Prompts & Text Dependent Questions for Characterization
# 2 - Graphic Organizers to Teach Characterization
# 3 - Journal Prompts & Text Dependent Questions for PLOT
# 4 - Graphic Organizers to

Text Support

- Analyzing the Text TE p. 384 (RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8)
- Vocabulary Strategy: Latin Suffixes TE p. 377 (L.8.4b, L.8.4d)

Selection-Based Performance Task

- Speaking Activity: Discussion TE p. 384 (W.8.7, W.8.8, SL.8.1a, SL.8.1b)

SUPPORTING TEXT: "There But for the Grace" (Poem) TE pp. 385-388 (See Documents and Online Resources # 2, 11)

Teach

- Analyze Sound Devices TE pp. 386-387 (RL.8.4) (See Documents and Online Resources # 6-7)
- Analyze Language TE pp. 386 (RL.8.4) (See Documents and Online Resources # 3)

Practice & Apply

- Analyzing the Text TE p. 388 (RL.8.1, RL.8.2, RL.8.4)

Selection-Based Performance Task

- Writing Activity: Analysis TE p. 388 (W.8.1a-e, W.8.4, W.8.9a, W.8.10)
Module 4, write an argumentative essay discussing whether you agree or disagree with that statement. Be sure to use logic and reason, not emotion.

Administer Common Assessment 5

Choose 3 days of lessons from the following choices based on student needs:

- **Reteach**
  - Analyze Elements of Drama TE p. 354a (RL.8.1, RL.8.3)
  - Analyze Elements of a Diary TE p. 368a (RL.8.3, RL.8.6)
  - Determine Author's Point of View TE p. 378a (RL.8.6)
  - Analyze Persuasive Techniques TE p. 384 (RL.8.4)
  - Analyze Sound Devices TE p.388b (RL.8.4)

- **Extend**
  - Compare and Contrast Structure TE p. 386a (RL.8.5)

- **Teach**
  - Determine Author's Point of View TE pp. 369-370, 372, 374-375 (RL.8.6)
  - Analyze the Meaning of Words and Phrases TE p. 371, 373, 375 (RL.8.4)

- **Practice & Apply**
  - Analyzing the Text TE p. 376 (RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6)
  - Critical Vocabulary TE p. 377 (L.8.4a, L.8.4.d)
  - Vocabulary Strategy: Latin Suffixes TE p. 377 (L.8.4a, L.8.4.d)
  - Language Conventions: Use Ellipses TE p. 378 (L.8.2a, L.8.2b)

- **Selection-Based Performance Task**
  - Writing Activity: Analysis TE p. 376 (RI.8.8, W.8.4, W.8.9b, W.8.10, SL.8.1a, SL.8.1b)
  - Evaluate Reasoning TE p. 378a (RL.8.8)
  - Analyze Elements of a Speech TE p. 384a (RL.8.5)
  - Theme TE p. 388a (RL.8.2)
  - Paraphrase TE p. 388a (RL.8.1, RL.8.2)
  - Analyze Imagery TE p. 388b (RL.8.4)

**Lesson Details:**

**NOVEL:** *Night*

**Purpose of Unit**
- Students will be able to identify and analyze theme
- Students will be able to analyze characterization
- Students will be able to make inferences from characterization
- Students will be able to analyze characters’ influence on the plot
- Students will be able to analyze character motivation and how it advances the plot
- Students will be able to identify elements of plot
- Students will analyze the novel from various points of view (i.e. narrator, characters)

**Learning Plan**

- Analyze theme (RL.8.1, RL.8.2, W.8.1, W.8.2)
- Analyze characterization (RL.8.1, RL.8.3, W.8.1, W.8.2)
- Trace plot development (RL.8.1, RL.8.3, RL.8.5)
- Interpret and analyze narrator and characters’ points of view (RL.8.1, RL.8.6, W.8.1, W.8.2)
- Write a Response to Literature essay (W.8.1, W.8.2)

**Evidence of Learning**

- Written interpretation of theme of novel
- Compare/Contrast of multiple characters (traits, motivation, evolution, influence on plot, etc)
- Plot Mountain
- Compare/Contrast points of view
- Response to Literature essay

**NOTE:** See Documents and Online Links for Journal Prompts / Text Dependent Questions and Graphic organizers to support evidence of learning
Module 4 - Week 6 (COLLECTION 5)  
"Anne Frank's Legacy"

Week Overview

NOVEL: Night  
PERFORMANCE TASK: Write an Argumentative Essay. (W.8.1a-c, W.8.1d-e, W.8.4, W.8.5, W.8.6, W.8.9, W.8.10)

Prompt: Anne Frank wrote, “Despite everything, I believe that people are really good at heart.” Using evidence from her diary, and the other texts in Module 4, write an argumentative essay discussing whether you agree or disagree with that statement. Be sure to use logic and reason, not emotion.

Lesson Details:

NOVEL: Night  

Purpose of Unit

- Students will be able to identify and analyze theme
- Students will be able to analyze characterization
- Students will be able to make inferences from characterization
- Students will be able to analyze characters’ influence on the plot
- Students will be able to analyze character motivation and how it advances the plot
- Students will be able to identify elements of plot
- Students will analyze the novel from various points of view (i.e. narrator, characters)

Learning Plan

- Analyze theme (RL.8.1, RL.8.2, W.8.1, W.8.2)
- Analyze characterization (RL.8.1, RL.8.3, W.8.1, W.8.2)
- Trace plot development (RL.8.1, RL.8.3, RL.8.5)
- Interpret and analyze narrator and characters’ points of view (RL.8.1, RL.8.6, W.8.1, W.8.2)
- **Write a Response to Literature essay (W.8.1, W.8.2)**

  **Evidence of Learning**

  - Written interpretation of theme of novel
  - Compare/Contrast of multiple characters (traits, motivation, evolution, influence on plot, etc)
  - Plot Mountain
  - Compare/Contrast points of view
  - Response to Literature essay

  **NOTE:** See Documents and Online Links for Journal Prompts / Text Dependent Questions and Graphic organizers to support evidence of learning
| Module 4 - Week 7-8 (Performance Task) (Week 25, 2 Weeks) | Module 4 - Week 7 - 8 - Performance Task - (COLLECTION 5) **"Anne Frank's Legacy"**  

**OPTIONAL - Suggested time to administer Smarter Balanced Interim Assessment Block (IAB) - Grade 08 ELA - Listen Interpret (IAB)**  

**PERFORMANCE TASK:** Write an Argumentative Essay. (W.8.1a-c, W.8.1d-e, W.8.4, W.8.5, W.8.6, W.8.9, W.8.10)  

Prompt: Anne Frank wrote, “Despite everything, I believe that people are really good at heart.” Using evidence from her diary, and the other texts in Module 4, write an argumentative essay discussing whether you agree or disagree with that statement. Be sure to use logic and reason, not emotion. | Documents and Online Links  

# 1 - SBAC Sample Generic 4 Point Argumentative Writing Rubric  

# 2 - LearnZillion Argumentative Writing Resources  

# 3 - Persuasive Essay Outline |

| Module 5 - Week 1 (Week 27, 1 Week) | Module 5 - Week 1 (COLLECTION 6) **"The Value of Work"**  

**Week Overview**  

**ANCHOR TEXT (Exemplar):** from The Adventures of Tom Sawyer (Novel) TE pp. 395-400 | Documents and Online Resources  

# 1 - Puns and Irony Presentation(Prezi)  

# 2 - Tom Sawyer Excerpt Brainstorm |
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<td># 3 - Interactive Whiteboard Lesson: Point of View (Presentation)</td>
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<tr>
<td>CLOSE READER SELECTION: Comparing Versions of The Flying Machine TE pp. 404b-404j, CR pp. 111-124</td>
<td># 4 - Interactive Whiteboard Lesson: Point of View (Lesson Plan)</td>
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<td>Lesson Details</td>
<td># 6 - Level Up Tutorial Worksheet: Point of View</td>
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<tr>
<td>ANCHOR TEXT (Exemplar): from The Adventures of Tom Sawyer (Novel) TE pp. 395-400 (See Documents and Online Resources #2, 11)</td>
<td># 7 - Interactive Whiteboard Lesson: Theme and Central Idea (Presentation)</td>
<td></td>
</tr>
</tbody>
</table>

**Teach**

- Analyze Point of View: (Narrator, Point of View, Third Person Point of View, Omniscient, Irony, Dramatic Irony) TE pp. 395, 397, 398, 401 (RL.8.1, RL.8.4, RL.8.6) (See Documents and Online Resources #3 - 6)
- Analyze Language: Idioms TE p. 396 (RL.8.4, RL.8.6)
- Determine Meanings of Words and Phrases: Irony and Puns (Style, Humorous Tone) TE pp. 399, 400, 401 (RL.8.1, RL.8.4, RL.8.6) (See Documents and Online Resources # 1)

**Practice & Apply**

- Analyze the Text TE p. 402 (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6)
- Critical Vocabulary TE p. 403 (L.8.5a)
- Vocabulary Strategy: Verbal Irony and Puns TE p. 403 (L.8.5a)
- Language Conventions: Interrogative Mood TE p. 404 (L.8.1c)

**Selection-Based Performance Task**

- Writing Activity: Analysis TE p. 402 (RL.8.2, W.8.4, W.8.9a, W.8.10)
Module 5 - Week 2
(Week 28, 1 Week)

Module 5 - Week 2 (COLLECTION 3)
"The Move Toward Freedom"

ANCHOR TEXT: The Drummer Boy of Shiloh (Historical Fiction) TE pp. 167-172
SUPPORTING TEXTS: None
CLOSE READER SELECTION: “A Mystery of Heroism,” (Short Story) TE pp. 176b-176k, CR pp. 49-62

Lesson Details

ANCHOR TEXT: The Drummer Boy of Shiloh (Historical Fiction) TE pp. 167-172 (See Documents and Online Links #1, 9)

Teach

- Historical Fiction (Setting) TE pp. 167, 169, 173 (RL.8.1, RL.8.2, RL.8.3)
- Determine Meaning of Words and Phrases: Mood (Setting, Imagery, Symbol, Allusion) TE pp. 168, 169, 170, 171, 172, 173 (RL.8.1, RL.8.4)
- Draw Conclusions TE pp. 168, 170 (RL.8.1) (See Documents and Online Links #3-4)

Practice & Apply

- Analyze the Text TE p. 174 (RL.8.1, RL.8.2, RL.8.3, RL.8.4)
- Critical Vocabulary TE p. 175 (L.8.4a, L.8.5a, L.8.6)
- Vocabulary Strategy: Interpret Figures of Speech TE p. 175 (L.8.4a, L.8.5a, L.8.6)
- Language Conventions: Indicative Mood TE p. 176 (L.8.1c)

Selection-Based Performance Task

- Respond by Speaking TE p. 174 (W.8.7 W.8.8, SL.8.4)

Documents and Online Links

- #1 - Drummer Boy of Shiloh Brainstorm
- #2 - Level Up Tutorial: Drawing Conclusions
- #3 - Level Up Tutorial Worksheet: Drawing Conclusions
- #4 - Level Up Tutorial Worksheet: Historical and Cultural Context
- #5 - Level Up Tutorial Worksheet: Historical and Cultural Context
- #6 - Level Up Tutorial Worksheet: Prose Forms
- #7 - Level Up Tutorial Worksheet: Prose Forms
- #8 - Analyzing Texts with Storyboards (Teacher Video)
- #9 - Drummer Boy of Shiloh Guided Reader
### Module 5 - Week 3 (COLLECTION 3)
**“The Move Toward Freedom”**

**Week Overview**

**ANCHOR TEXT (Exemplar):** from Narrative of the Life of Frederick Douglass, an American Slave (Autobiography) TE pp. 143-147

**SUPPORTING TEXTS:** None

**CLOSE READER SELECTION:** “My Friend Douglass” (Historical Writing) TE pp. 150b-150g, CR pp. 43-48

**PERFORMANCE TASK:** A: Write an Expository Essay and Create a Multimedia Presentation p. 203-206 (W.8.2a-f, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.2, SL.8.4, SL.8.5)

### Lesson Details

**ANCHOR TEXT (Exemplar):** from Narrative of the Life of Frederick Douglass, an American Slave (Autobiography) TE pp. 143-147 (See Documents and Online Links # 1, 6)

#### Teach

- Analyze Text: Autobiography (Purpose) TE pp. 143, 144, 145, 146, 147, & 148 (RI.8.1, RI.8.3, & RI.8.6) (See Documents and Online Links #2-5)
- Analyze Language: Word Choice TE p. 143 (RI.8.4)
- Analyze Structure TE pp. 144, 146, 148 (RI.8.1, RI.8.3, RI.8.5)

#### Practice & Apply

- Analyze the Text TE p. 149 (RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.6)
- Critical Vocabulary TE p. 150 (L.8.4a & L.8.4d)
- Vocabulary Strategy: Use Context Clues TE p. 150 (L.8.4a, L.8.4d)
- Language Convention: Shifts in Voice and Mood TE p. 246 (L.8.1d)

#### Selection-Based Performance Task

- Writing Activity: Literary Analysis TE p. 149 (W.8.2b, W.8.9b)
### Module 5 - Week 4
(Week 30, 1 Week)

#### Module 5- Week 4 (COLLECTION 3)
"The Move Toward Freedom"

**Week Overview**

**ANCHOR TEXT(Exemplars):**

- from *Harriet Tubman: Conductor on the Underground Railroad* (Biography) TE pp. 151-162
- O Captain! My Captain! (Poem) TE pp. 199-200

**SUPPORTING TEXTS:** None

**CLOSE READER SELECTION:** None

**PERFORMANCE TASK:** A: Write an Expository Essay and Create a Multimedia Presentation p. 203-206 (W.8.2a-f, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.2, SL.8.4, SL.8.5)

#### Lesson Details

**ANCHOR TEXT (Exemplar):** from *Harriet Tubman: Conductor on the Underground Railroad* (Biography) TE pp. 151-162 (See Documents and Online Links #1, 15)

**Teach**

- Analyze Text: Biography (Characterization, Primary Source) TE pp. 151, 152, 153, 154, 155, 157, 158, 159, 160, 161, 163 (RI.8.1, RI.8.3, RI.8.5) (See Documents and Online Links #3-6)
- Analyze Structure: Author’s Craft (Fragments, Syntax, Parallelism, Repetition, Word Choice, Allusion) TE pp. 152, 152, 153, 154, 155, 156, 158, 159, 161, 162, 163 (RI.8.1, RI.8.4, RI.8.5)

**Practice & Apply**

- Analyzing the Text TE p. 164 (RI.8.1, RI.8.3, RI.8.4, RI.8.5)
- *Critical Vocabulary* TE p. 165 (L.8.5b)
- *Vocabulary Strategy:* Use Word Relationship TE p. 165 (L.8.5b)
- *Language Conventions:* Conditional Mood TE p. 166 (L.8.1c, L.8.3a) (See Documents and Online Links #9-10)

**Selection-Based Performance Task**

*Speaking Activity:* Speech TE p. 164 (SL.8.1a, SL.8.4, W.8.7, W.8.9b)

### Documents and Online Resources

- #1 - Harriet Tubman Brainstorm
- #2 - O Captain, My Captain Brainstorm
- #3 - Interactive Whiteboard Lesson: Biographies and Autobiographies (Presentation)
- #4 - Interactive Whiteboard Lesson: Biographies and Autobiographies (Lesson Plan)
- #5 - Level Up Tutorial: Biographies and Autobiographies
- #6 - Level Up Tutorial Worksheet: Biographies and Autobiographies
- #7 - Interactive Whiteboard Lesson: Cite Evidence (Presentation)
- #8 - Interactive Whiteboard Lesson: Cite Evidence (Lesson Plan)
- #9 - Conditional Mood (Lesson Plan)
- #10 - Conditional Mood (PowerPoint Presentation)
- #11 - Interactive Whiteboard Lesson: Sound Devices (Presentation)
- #12 - Interactive Whiteboard Lesson: Sound Devices (Lesson Plan)
- #13 - Level Up Tutorial: Figurative Language
- #14 - Level Up Tutorial Worksheet: Figurative Language
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<td><strong>ANCHOR TEXT (Exemplar): O Captain! My Captain! (Poem) TE pp. 199-200</strong> <em>(See Documents and Online Links #2, 16)</em></td>
<td># 15 - Harriet Tubman Guided Reader</td>
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<tr>
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<td><strong>Teach</strong></td>
<td># 16 - O Captain, My Captain Guided Reader</td>
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</table>
|      | • Analyze Structure: Elegy TE pp. 200-201 *(RL.8.1, RL.8.4, RL.8.5)*  
• Determine Meanings of Words and Phrases: Metaphor and Extended Metaphor TE pp. 200-201 *(RL.8.4, RL.8.5)* *(See Documents and Online Links # 13-14)* | # 17 - "Ain't I a Woman?", Sojourner Truth Listening Activity (Edpuzzle Activity) |
|      | **Practice & Apply** | # 18 - Secret Codes of the Underground Railroad YouTube Video |
|      | • Analyzing the Text TE pp. 202 *(RL.8.1, RL.8.4, RL.8.5)*  
• Language Conventions: Gerunds TE p. 198 *(L.8.1a)* | # 19 - Characterization Handout |
|      | **Selection-Based Performance Task** | # 20 - Characterization Graphic Organizers |
|      | • Speaking Activity: Choral Reading TE p. 202 *(SL.8.1, SL.8.6)* | |
| Module 5 - Week 5 | **Module 5 - Week 5 - Assess/Reteach/Extend/Performance Task**  
**"The Move Toward Freedom"** | Documents and Online Links |
| (Week 31, 1 Week) | **Administer Common Assessment 6** | # 2 - Works Cited Example |
|      | *Choose 3 days of lessons from the following choices based on student needs:* | # 3 - Collection 3 Persuasive Mini Essay - Biases and Prejudice |
|      | • **Reteach** | # 4 - What Is Prejudice |
|      |   o Analyze Text: Autobiography and Author's Purpose TE p. 150a *(RI.8.3, RI.8.5, RI.8.6)*  
   o Analyze Text: Biography TE p. 166a *(RI.8.3, RI.8.5)*  
   o Analyze Stories: Historical Fiction TE p. 176a *(RL.8.2)*  
   o Analyze Structure: Comparison and Contrast TE p. 198a *(RI.8.3, RI.8.5)* | # 5 - Why Stereotypes Are Bad and What You Can Do about Them |
|      |   o Analyze Structure: Elegy TE pp. 200-201 *(RL.8.1, RL.8.4, RL.8.5)*  
   o Determine Meanings of Words and Phrases: Metaphor and Extended Metaphor TE pp. 200-201 *(RL.8.4, RL.8.5)* *(See Documents and Online Links # 13-14)* | # 6 - The Danger of Silence - Clint Smith - Powerpoint |
<p>|      |   o Analyze Structure: Comparison and Contrast TE p. 198a <em>(RI.8.3, RI.8.5)</em> | # 7 - How to Overcome Hidden and Unconscious Biases |</p>
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<td><strong>Extend</strong></td>
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<td>- Collaborative Discussion TE p. 150a (SL.8.1a-d)</td>
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<td>- Cite Evidence TE p. 166a (RI.8.1)</td>
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<td>- Draw Conclusions TE p. 176a (RL.8.1)</td>
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<td>- Generating Questions for Research TE p. 198a (W.8.7)</td>
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<td>- <strong>Close Reader Selection:</strong> &quot;My Friend Douglass&quot; (Biography) TE pp. 150c-150f (CR pp. 43-48)</td>
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<td>- <strong>Close Reader Selection:</strong> &quot;A Mystery of Heroism&quot; (Short Story) TE pp. 176c-176j (CR pp. 49-62)</td>
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<td>- <strong>Close Reader Selection:</strong> &quot;Civil War Journal&quot; (Journal Entries) TE pp. 198c-198f (CR pp. 63-68)</td>
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<td><strong>Teach</strong></td>
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<td>- Analyze Structure: Comparison and Contrast TE p. 178, 179, 180, 185, 188, 190, 195 (RI.8.1, RI.8.3, RI.8.5)</td>
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<td>- Analyze Connotative Meanings TE p. 179, 186, 192, 195 (RI.8.4, L.8.5c)</td>
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<td>- Analyze the Text TE p. 196 (RI.8.1, RI.8.3, RI.8.4, RI.8.5)</td>
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<td>- Critical Vocabulary TE p. 197 (L.8.4a, L.8.4d)</td>
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<td>- Vocabulary Strategy: Use Context Clues TE p. 197 (L.8.4a, L.8.4d)</td>
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<td>- Respond in Writing TE p. 196 (W.8.9b)</td>
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**Module 5 - Week 6 (Performance Task)**

(Week 32, 1 Week)

**OPTIONAL - Suggested time to administer Smarter Balanced Interim Assessment Block (IAB) - Grade 08 ELA - Research (IAB)**

**PERFORMANCE TASK:** A: Write an Expository Essay and Create a Multimedia Presentation p. 203-206 (W.8.2a-f, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.2, SL.8.4, SL.8.5) (See Documents and Online Links # 1-2)

**Documents and Online Links**

- # 1 - Improving Research Skills with Effective Keys Words (Teacher Video and Resources)
- # 2 - Using Critical Thinking to Find Trustworthy Websites (Teacher Video and Resources)
- # 3 - Power Point Tutorial
Module 6 - Week 1 - 6 (Novel Unit)  
(Week 33, 6 Weeks)

Choose one or more of the following novels for your students to read.  

**NOVEL LIST:**

- Across Five Aprils
- Roll of Thunder, Hear My Cry
- The Devil's Arithmetic
- The Diary of a Young Girl
- The Diary of a Young Girl: with an Introduction by Eleanor Roosevelt
- The Glory Field
- The Miracle Worker
- The Red Badge of Courage
- The Witch of Blackbird Pond
- Weedflower
- Zlata's Diary
- April Morning
- The Fall of the House of Usher and Other Tales
- Elijah of Buxton
- Inside Out and Back Again
- Johnny Tremain

**Purpose of Unit**

- Students will be able to identify and analyze theme
- Students will be able to analyze characterization
- Students will be able to make inferences from characterization
- Students will be able to analyze characters' influence on the plot
- Students will be able to analyze character motivation and how it advances the plot
- Students will be able to identify elements of plot
- Students will analyze the novel from various points of view (i.e. narrator, characters)

**Learning Plan**

**Documents and Online Links**

- # 1 - Journal Prompts & Text Dependent Questions for Characterization
- # 2 - Graphic Organizers to Teach Characterization
- # 3 - Journal Prompts & Text Dependent Questions for PLOT
- # 4 - Graphic Organizers to Teach Plot
- # 5 - Journal Prompts & Text Dependent Questions for THEME
- # 6 - Graphic Organizers to Teach Theme
- # 7 - Level-Up Tutorial: Plot Stages
- # 8 - Level-Up Tutorial Worksheet: Plot Stage
- # 9 - Level-Up Tutorial: Plot: Sequence of Events
- # 10 - Level-Up Tutorial Worksheet: Plot: Sequence of Events
- # 11 - Level-Up Tutorial: Conflict
- # 12 - Level-Up Tutorial Worksheet: Conflict
- # 13 - Level-Up Tutorial: Setting
- # 14 - Level-Up Tutorial Worksheet: Setting
- # 15 - Level-Up Tutorial:
- **Analyze theme** (RL.8.1, RL.8.2, W.8.1, W.8.2)
- **Analyze characterization** (RL.8.1, RL.8.3, W.8.1, W.8.2)
- **Trace plot development** (RL.8.1, RL.8.3, RL.8.5)
- **Interpret and analyze narrator and characters’ points of view** (RL.8.1, RL.8.6, W.8.1, W.8.2)
- **Write a Response to Literature essay** (W.8.1, W.8.2)

**Evidence of Learning**

- Written interpretation of theme of novel
- Compare/Contrast of multiple characters (traits, motivation, evolution, influence on plot, etc)
- Plot Mountain
- Compare/Contrast points of view
- Response to Literature essay

**NOTE:** See Documents and Online Links for Journal Prompts / Text Dependent Questions and Graphic organizers to support evidence of learning
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<td># 37 - Glory Field Resources on MyHRW - Login to MyHRW for Access</td>
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<tr>
<td># 38 - The Fall of the House of Usher Digital Text Options</td>
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<td># 39 - Author’s Choices: Collaborating in Close Reading (Teacher Video)</td>
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</table>

2nd Semester Final
(Week 37, 1 Week)

Administer the End of Semester Exam

2nd Semester Final

Documents and Online Links

Atlas Version 8.2
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