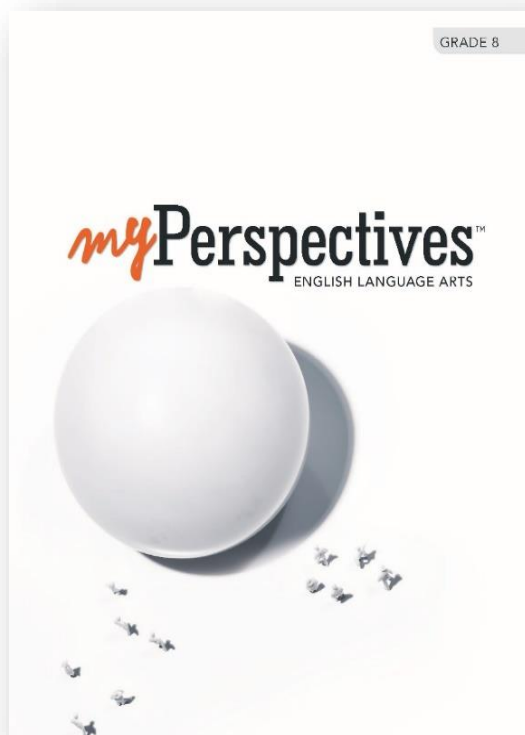


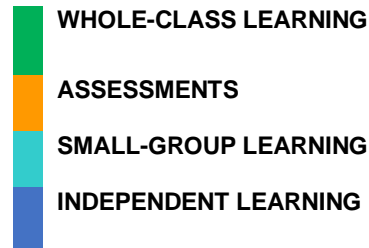
Grade 8 Unit Planning Guide



myPerspectives Unit Planning Guide

GRADE 8 | UNIT 1: **Rites of Passage**
 ESSENTIAL QUESTION: *What are some milestones on the path to growing up?*
 PERFORMANCE BASED ASSESSMENT: **Nonfiction Narrative**
 NOTES:

INSTRUCTIONAL MODEL



IMPORTANT NOTES

- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives+* and *skills centers* on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 1 Overview

In this unit, students will explore milestones and rites of passage that pave the way to adulthood.

Unit Goals

Students will be able to:

- Read and analyze how authors express their points of view in nonfiction narrative.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a nonfiction narrative in which you develop experiences or events using effective technique.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Demonstrate command of the conventions of standard English grammar and usage, including the usage of the different moods of verb.
- Collaborate with team to build on the ideas of others, develop consensus, and communication.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Red Roses (560L)

Whole-Class Learning

- Anchor Text: Short Story: *The Medicine Bag*, Jacqueline Woodson (920L)
- Media, Video: *Apache Girl's Rite of Passage*, National Geographic

Small-Group Learning

- Letters: *You Are the Electric Boogaloo*, Geoff Herbach (760L)

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- Letters: *Just Be Yourself!*, Stephanie Pellegrin (680L)
- Poetry Collection: *Hanging Fire*, Audre Lorde (NP)
- Poetry Collection: *Translating Grandfather's House*, E.J. Vega (NP)
- Short Story: *The Setting Sun and the Rolling World*, Charles Mungoshi (800L)

Independent Learning

- Memoir: *Cub Pilot on the Mississippi*, Mark Twain (890L)
- Autobiography: *from I know why the Caged Bird Sings*, Maya Angelou (1030L)
- News Article: *Quinceanera Birthday Bash Preserves Tradition, Marks Passage to Womanhood*, Natalie St. John (1290L)
- Reflective Essay: *Childhood and Poetry*, Pablo Neruda(910L)
- Short Story: *The Winter Hibiscus*, Minfong Ho (990L)

Performance-Based Assessment

Part 1 – Writing to Sources: Nonfiction Narrative

Students will write a nonfiction narrative answering:













What rite of passage has held the most significance for you or for a person you know well?

Part 2 – Speaking & Listening: Oral Presentation





Students use their nonfiction narrative as a foundation for a brief presentation.

Unit Reflection











Students will reflect on the unit goals, learning strategies, the texts, and rites of passage.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	UNIT INTRODUCTION	OVERVIEW Whole-Class Learning	SELECTION Anchor Text The Medicine Bag Virginia Driving Hawk Sneve	SELECTION Anchor Text The Medicine Bag Virginia Driving Hawk Sneve
SE pp 2-5	SE pp 5-9	SE pp 10-11	SE p 12	SE pp 12-16
<p>Unit Goals Students will deepen their perspective about rites of passages through reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary Attribute, gratifying, persistent, notable, inspire</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 1 Answer Key</p> <p>STANDARDS L.8.6</p>	<p>Launch Text Students will read “Red Roses.” They will then be able to participate in discussions about rites of passages.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Launch Text.</p> <p>Launch Activity Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p>	<p>Essential Question <i>What are some milestones on the path to growing up?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary wearily; straggled; fatigue; frail; sheepishly</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Medicine Bag: Accessible Leveled Text</p> <p>STANDARDS RL.8.10</p>	<p>MAKING MEANING</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Medicine Bag: Accessible Leveled Text</p> <p>STANDARDS RL.8.10</p>




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	 Performance-Based Assessment: Refining Your Thinking			
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 Audio Summary Personalize for Learning English Language Support: Cognates (TE p 5)			 Audio Summary  The Medicine Bag: Accessible Leveled Text	Personalize for Learning English Language Support: Understanding Connotations (TE p 14)
iLit ELL Level C				
Classroom Conversation (examples) Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion Unit 1 Lesson 4: Whole Group (Speaking and Listening)	Summarizing Unit 3 Lesson 13: Whole Group Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 18: Read Aloud, Think Aloud; Whole Group; Work Time	Active Listening Routine Unit 1 Lesson 5: Work Time Speaking and Listening Unit 6 Lesson 240: Whole Group Classroom Conversation (examples) Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion	Text: "Becoming a Melting Pot" Unit 6 Lesson 48-49 iLit Library Chief Joseph Remember the Removal	iLit Library Chief Joseph Remember the Removal Connotations and Denotations Unit 2 Lesson 38: Vocabulary Unit 2 Lesson 47: Vocabulary Unit 2 Lesson 49: Vocabulary











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DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>SELECTION Anchor Text The Medicine Bag Virginia Driving Hawk Sneve</p> <p>SE pp 17-20</p>	<p>SELECTION Anchor Text The Medicine Bag Virginia Driving Hawk Sneve</p> <p>SE p 21</p>	<p>SELECTION Anchor Text The Medicine Bag Virginia Driving Hawk Sneve</p> <p>SE pp 22-23</p>	<p>SELECTION Anchor Text The Medicine Bag Virginia Driving Hawk Sneve</p> <p>SE p 24</p>	<p>SELECTION Anchor Text The Medicine Bag Virginia Driving Hawk Sneve</p> <p>SE p 23</p>
<p>MAKING MEANING</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Medicine Bag: Accessible Leveled Text</p> <p>STANDARDS RL.8.10</p>	<p>MAKING MEANING</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> The Medicine Bag: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students choose something interesting from the text and formulate a research question.</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft & Structure: Figurative Meaning: Symbolism Students will analyze symbols and their meanings and purpose in the story.</p> <p> Analyze Craft and Structure: Figurative Meaning: Symbolism</p> <p> Analyze Craft and Structure: Figurative Meaning: Symbolism (RP)</p> <p>STANDARDS RL.8.4</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: wearily; straggled; fatigue; frail; sheepishly</p> <p>Word Study: Animal Words Students complete activities relating to animal words.</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Animal Words (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.8.4.c; L.8.4.d</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Verbs in Active and Passive Voice Students identify active and passive voice verbs.</p> <p> Conventions: Verbs in Active and Passive Voice</p> <p> Conventions: Verbs in Active and Passive Voice (RP)</p> <p>STANDARDS L.8.1.a; L.8.3.a</p>





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Personalize for Learning English Language Support: Vocabulary (TE p 17)		 Analyze Craft and Structure: Figurative Meaning: Symbolism (RP) (TE p 23)	 Word Study: Animal Words (RP) (TE p 24)	 Conventions: Verbs in Active and Passive Voice (RP) (TE p 25)
iLit ELL Level C				
iLit Library Chief Joseph Remember the Removal Text: "Remember the Removal" Unit 6 Lesson 42-43	Text: "Becoming a Melting Pot" Unit 6 Lesson 48-49: Read Aloud, Think Aloud Text: "Remember the Removal" Unit 6 Lesson 42-43	Analyze Symbols and Figurative Language Unit 4 Lesson 23: Work Time Text: "Remember the Removal" Unit 6 Lesson 42-43 iLit Library Chief Joseph Remember the Removal	Analyze Symbols and Figurative Language Unit 4 Lesson 23: Work Time Text: "Remember the Removal" Unit 6 Lesson 42-43	Assignments Grammar Study Plan - Verbs Unit 2 Lessons 36–40: Skill 9: Active and Passive Voice Professional Learning Community Teacher Resources: Language Conventions Practice: Active and Passive Voice, 56, 57, 58






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DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>SELECTION Anchor Text The Medicine Bag Virginia Driving Hawk Sneve</p> <p>SE p 26</p>	<p>SELECTION Anchor Text The Medicine Bag Virginia Driving Hawk Sneve</p> <p>SE p 27</p>	<p>SELECTION Media: Video Apache Girl's Rite of Passage National Geographic</p> <p>SE p 28-30</p>	<p>SELECTION Media: Video Apache Girl's Rite of Passage National Geographic</p> <p>SE p 31</p>	<p>SELECTION Media: Video Apache Girl's Rite of Passage National Geographic</p> <p>SE pp 32-33</p>
<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Retelling a Story Students write a retelling of the story "The Medicine Bag" from Grandpa's point of view.</p> <p> Writing to Sources: Retelling a Story</p> <p> Writing to Sources: Retelling a Story (RP)</p> <p>STANDARDS W.8.3.a; W.8.3.b; W.8.3.d; W.8.3.e</p>	<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Monologue Students write and present a monologue in which you reflect on how you came to understand the importance of the Lakota medicine bag.</p> <p> Speaking and Listening: Monologue</p> <p> Speaking and Listening: Monologue (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: The Medicine Bag</p> <p>STANDARDS SL.8.4</p>	<p>MAKING MEANING</p> <p>Media Vocabulary narration; audio; close-up; contrast; pan; synchronization (sync)</p> <p>First Review Students Watch, Note, Connect, Respond as they watch the video the first time.</p> <p> First-Review Guide: Media: Video</p> <p>Watch the Selection  Selection Audio</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>STANDARDS RI.6.10; L.8.6</p>	<p>MAKING MEANING</p> <p>Close Review Students will watch the video and record any new observations.</p> <p>Analyze the Media Students will respond to questions about the video.</p> <p>Media Vocabulary Students complete activities related to the Media Vocabulary words: narration; audio; close-up; contrast; pan; synchronization (sync)</p> <p> Media Vocabulary</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Comparison-and-Contrast Essay Students compare the rites of passage in the two selections about young Native Americans.</p> <p> Writing to Compare: Comparison-and-Contrast Essay</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RI.8.7; W.8.2.a; SL.8.2</p>



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 Writing to Sources: Retelling a Story (RP) (TE p 26) Personalize for Learning English Language Support: Considering Different Points of View (TE p 26)  English Language Support Lesson: Point of View (On Realize)	 Speaking and Listening: Monologue (RP) (TE p 27)	 Audio Summary Personalize for Learning English Language Support: Media Vocabulary (TE p 28)		Personalize for Learning English Language Support: Transitions (TE p 33)
iLit ELL Level C				
Analyze Author's Point of View Unit 6 Lesson 48: Work Time Identify Author's Viewpoint Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time	Activity: Present the Drama Unit 3 Lesson 9: Work Time Text: "Remember the Removal" Unit 6 Lesson 42-43	Background Video Unit 2 Lesson 1: Whole Group Unit 2 Lesson 13: Whole Group Unit 4 Lesson 38: Whole Group Text: "Remember the Removal" Unit 6 Lesson 42-43	iLit Library Chief Joseph Remember the Removal Early American Alliances The Chumash People of California Text: "Remember the Removal" Unit 6 Lesson 42-43	Types of Transitions Unit 2 Lesson 26: Whole Group

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>PERFORMANCE TASK: WRITING FOCUS Write a Nonfiction Narrative</p> <p>SE pp 34-36</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write a Nonfiction Narrative</p> <p>SE p 37</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write a Nonfiction Narrative</p> <p>SE pp 38-39</p>	<p>OVERVIEW Small-Group Learning</p> <p>SE pp 40-43</p>	<p>SELECTION You Are the Electric Boogaloo Geoff Herbach</p> <p>Just Be Yourself Stephanie Pellegrin</p> <p>SE pp 44-49</p>
<p>PERFORMANCE TASK</p> <p>Write a Nonfiction Narrative Students write a narrative that answers this question: What event changed your understanding of yourself, or that of someone you know?</p> <p>PreWriting/Planning Students choose their topic, gather evidence, and connect across texts.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.8.3.a-e</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Create Cohesion: Transitions Students choose transitions to show specific connections among ideas and events.</p> <p>STANDARDS W.8.3.c</p>	<p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their narratives and share in small groups.</p> <p>Reflecting Students reflect on their narrative essays.</p> <p>STANDARDS W.8.3.d; W.8.3.e; W.8.4; W.8.5</p>	<p>Essential Question <i>What are some milestones on the path to growing up?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> • Prepare • Participate Fully • Support Others • Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary immense; majestic; numerous</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> You Are the Electric Boogaloo/Just Be Yourself!: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> You Are the Electric Boogaloo/Just Be Yourself!: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>STANDARDS RI.8.10; L.8.5</p>

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myPerspectives ELL Support				
	Personalize for Learning English Language Support: Using Transitions (TE p 37)			 Audio Summary  You Are the Electric Boogaloo/Just Be Yourself!: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 48)
iLit ELL Level C				
Write a Narrative (examples) Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lessons 41–44: Work Time Unit 4 Lessons 23–26: Work Time Unit 7 Lessons 1–5: Extra Practice Assignments (examples) Unit 2 Lesson 41–45: Write a Narrative Essay	Write a Narrative (examples) Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lessons 41–44: Work Time Unit 4 Lessons 23–26: Work Time Unit 7 Lessons 1–5: Extra Practice Assignments (examples) Unit 2 Lesson 41–45: Write a Narrative Essay	Write a Narrative (examples) Unit 2 Lessons 4–5: Whole Group; Work Time Unit 2 Lessons 41–44: Work Time Unit 4 Lessons 23–26: Work Time Unit 7 Lessons 1–5: Extra Practice Assignments (examples) Unit 2 Lesson 41–45: Write a Narrative Essay	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion	Idioms Unit 2 Lesson 7: Vocabulary Conduct Research Unit 5 Lesson 1: Whole Group

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION You Are the Electric Boogaloo Geoff Herbach</p> <p>Just Be Yourself Stephanie Pellegrin</p> <p>SE pp 50-51</p>	<p>SELECTION You Are the Electric Boogaloo Geoff Herbach</p> <p>Just Be Yourself Stephanie Pellegrin</p> <p>SE pp 52-53</p>	<p>SELECTION Hanging Fire Audre Lorde</p> <p>Translating Grandfather's House E.J. Vega</p> <p>SE pp 54-62</p>	<p>SELECTION Hanging Fire Audre Lorde</p> <p>Translating Grandfather's House E.J. Vega</p> <p>SE pp 62-63</p>	<p>SELECTION Hanging Fire Audre Lorde</p> <p>Translating Grandfather's House E.J. Vega</p> <p>SE p 64</p>
<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyze the Text</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: immense; majestic; numerous</p> <p>Word Study: Latin Suffix: -ous Concept Vocabulary and Word Study Word Study: Latin Suffix: -ous (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure:</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Verb Moods Students identify verb moods. Conventions: Verb Moods Conventions: Verb Moods (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Visual Presentation Students work with a group to research a visual presentation. Speaking and Listening: Visual Presentation Speaking and Listening: Visual Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: You Are the Electric Boogaloo/Just Be Yourself!</p> <p>STANDARDS W.8.7; SL.8.4; SL.8.5; L.8.1.c; L.8.1.d</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary horizon; awakenings; beaming</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Poetry</p> <p>Read the Selection Selection Audio Hanging Fire/Translating Grandfather's House: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions. Hanging Fire/Translating Grandfather's House: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyze the Text</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: horizon; awakenings; beaming</p> <p>Word Study: Etymology: horizon Concept Vocabulary and Word Study Word Study: Etymology (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Author's Style: Word Choice Students mark passages that are descriptive or interesting in some way. Author's Style: Word Choice Author's Style: Word Choice (RP)</p> <p>STANDARDS L.8.6</p>










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<p>Tone Students will analyze the purpose of paragraphs in the reading.</p> <p> Analyze Craft and Structure: Tone</p> <p> Analyze Craft and Structure: Tone (RP)</p> <p>STANDARDS RI.8.4; L.8.4.b; L.8.4.c; L.8.5.c</p>		<p>Students choose interesting from the text and conduct research.</p> <p>STANDARDS RL.8.10; L.8.4.a</p>	<p>Analyze Craft & Structure: Forms of Poetry Students will analyze the two forms of poetry.</p> <p> Analyze Craft and Structure: Forms of Poetry</p> <p> Analyze Craft and Structure: Forms of Poetry (RP)</p> <p>STANDARDS RL.8.2; RL.8.5; L.8.4.b</p>	
myPerspectives ELL Support				
<p> Word Study: Latin Suffix: -ous (RP) (TE p 50)</p> <p> Analyze Craft and Structure: Tone (RP) (TE p 51)</p> <p>Personalize for Learning English Language Support: Using Connotative Language (TE p 51)</p> <p> English Language Support Lesson: Connotation (On Realize)</p>	<p> Conventions: Verb Moods (RP) (TE p 52)</p> <p> Speaking and Listening: Visual Presentation (RP) (TE p 53)</p>	<p> Audio Summary</p> <p> Hanging Fire/Translating Grandfather's House: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Idioms (TE p 56)</p>	<p> Word Study: Etymology (RP) (TE p 62)</p> <p> Analyze Craft and Structure: Forms of Poetry (RP) (TE p 63)</p> <p>Personalize for Learning English Language Support: Musical Effects (TE p 63)</p>	<p> Author's Style: Word Choice (RP) (TE p 64)</p> <p> English Language Support Lesson: Word Choice (On Realize)</p>
iLit ELL Level C				
<p>Connotations and Denotations Unit 2 Lesson 38: Vocabulary Unit 2 Lesson 47: Vocabulary Unit 2 Lesson 49: Vocabulary</p>	<p>iLit Library Dancing Around the World The Grind Behind My Glam Job</p> <p>Multimedia Project Unit 5 Lessons 1–3, 8-10</p>	<p>Introduce Poetry Unit 7 Lesson 1: Whole Group</p> <p>Compare and Contrast Poetry Unit 7 Lesson 3: Whole Group</p> <p>Idioms Unit 2 Lesson 7: Vocabulary</p>	<p>Introduce Poetry Unit 7 Lesson 1: Whole Group</p> <p>Compare and Contrast Poetry Unit 7 Lesson 3: Whole Group</p>	<p>Introduce Poetry Unit 7 Lesson 1: Whole Group</p> <p>Compare and Contrast Poetry Unit 7 Lesson 3: Whole Group</p>






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DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>SELECTION Hanging Fire Audre Lorde</p> <p>Translating Grandfather's House E.J. Vega</p> <p>SE p 65</p>	<p>SELECTION The Setting Sun and the Rolling World Charles Mungoshi</p> <p>SE pp 66-71</p>	<p>SELECTION The Setting Sun and the Rolling World Charles Mungoshi</p> <p>SE pp 72-73</p>	<p>SELECTION The Setting Sun and the Rolling World Charles Mungoshi</p> <p>SE p 74</p>	<p>SELECTION The Setting Sun and the Rolling World Charles Mungoshi</p> <p>SE p 75</p>
<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Group Discussion Students conduct a group discussion about "Hanging Fire" and "Translating Grandfather's House." Speaking and Listening: Group Discussion Speaking and Listening: Group Discussion (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: Poetry Collection</p> <p>STANDARDS SL.8.1.a; SL.8.1.c; SL.8.1.d</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary patronized; obligations; psychological</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction</p> <p>Read the Selection Selection Audio The Setting Sun and the Rolling World: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions. The Setting Sun and the Rolling World: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>STANDARDS RL.8.10; L.8.5.b</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: patronized; obligations; psychological</p> <p>Word Study: Greek Root: -psych- Concept Vocabulary and Word Study Word Study: Greek Root: -psych- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Point of View in Fiction</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Verb Moods Students rewrite sentences using correct verb moods. Conventions: Verb Moods Conventions: Verb Moods (RP)</p> <p>STANDARDS L.8.1.c; L.8.1.d</p>	<p>EFFECTIVE EXPRESSION</p> <p>Research: Informational Report Students research and write a report on Zimbabwean culture. Research: Informational Report Research: Informational Report (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST Selection Test: The Setting Sun and Rolling World</p> <p>STANDARDS W.8.2.b; W.8.2.f; W.8.7; W.8.8</p>


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		<p>Students will analyze key differences in the points of view of Old Musoni and Nhamo.</p> <p> Analyze Craft and Structure: Point of View in Fiction</p> <p> Analyze Craft and Structure: Point of View in Fiction (RP)</p> <p>STANDARDS RI.8.6; L.8.4.b; L.8.4.c</p>		
myPerspectives ELL Support				
<p> Speaking and Listening: Group Discussion (RP) (TE p 65)</p>	<p> Audio Summary</p> <p> The Setting Sun and the Rolling World: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Build Background Knowledge (TE p 67)</p>	<p> Word Study: Greek Root: <i>-psych-</i> (RP) (TE p 72)</p> <p>Personalize for Learning English Language Support: Analyzing Point of View in Fiction (TE p 73)</p> <p> English Language Support Lesson: Point of View in Fiction (On Realize)</p>	<p> Conventions: Verb Moods (RP) (TE p 74)</p> <p>Personalize for Learning English Language Support: Verb Moods (TE p 74)</p>	<p> Research: Informational Report (RP) (TE p 75)</p>
iLit ELL Level C				
<p>Discussion Opportunities Unit 2 Lesson 2: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation Unit 6 Lesson 9: Small Group Discussion Unit 6 Lesson 22: Partner Discussion</p>	<p>Introduce Genre: Short Story Unit 2 Lesson 33: Read Aloud, Think Aloud</p>	<p>Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 30: Vocabulary Unit 4 Lesson 31: Work Time</p>	<p>Verbs Unit 2 Lessons 9: Read Aloud, Think Aloud Unit 2 Lessons 32: Read Aloud, Think Aloud Unit 2 Lessons 41: Whole Group Unit 2 Lessons 43: Work Time Unit 2 Lessons 46: Whole Group</p>	<p>Identify Reliable Sources and Take Notes Unit 5 Lesson 3: Whole Group</p> <p>Conduct Research Unit 5 Lesson 1: Whole Group</p>




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DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
<p>PERFORMANCE TASK: Speaking and Listening Focus Present a Nonfiction Narrative</p> <p>SE pp 76-77</p>	<p>PERFORMANCE TASK: Speaking and Listening Focus Present a Nonfiction Narrative</p> <p>SE p 77</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 78-79</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 80-82</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 83-85</p>
<p>PERFORMANCE TASK</p> <p>Speaking and Listening Focus: Present a Nonfiction Narrative Students create a series of nonfiction narratives about rites of passage.</p> <p>Plan With Your Group Students will analyze the text, gather evidence and media examples and organize ideas.</p> <p>Rehearse With Your Group Students practice with the group, fine-tune the content, improve the use of media, and brush up on presentation techniques.</p> <p>STANDARDS SL.8.4; SL.8.5</p>	<p>PERFORMANCE TASK</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.8.4; SL.8.5</p>	<p>Essential Question</p> <p><i>What are some of the milestones on the path to growing up?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>MAKING MEANING</p> <p>First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First Read Guide</p> <p>Close-Read Guide</p> <p> Close Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of how one generation learns from another.</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Notes for a Nonfiction Narrative Students evaluate the strength of their content.</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Nonfiction Narrative Students will write a nonfiction narrative responding to the prompt:</p> <p><i>What rite of passage has held the most significance for your or for a person you know well?</i></p> <p>Nonfiction Narrative Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.8.3.a-e</p>

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			<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.8.10; RI.8.10</p>	
myPerspectives ELL Support				
			<p>Personalize for Learning English Language Support: Read Aloud and Confirm Predictions (TE p 81)</p> <p> Accessible Leveled Texts for Independent Learning Selections (On Realize)</p>	
iLit ELL Level C				
<p>Present a Narrative Essay Unit 2 Lesson 43, 44: Work Time</p>	<p>Present a Narrative Essay Unit 2 Lesson 43, 44: Work Time</p>	<p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation Unit 2 Lesson 4: Small-Group Discussion</p>	<p>Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lessons 1–5: Extra Practice</p>	<p>Write a Narrative Unit 2 Lesson 6-8, 41-44: Work Time Unit 4 Lessons 23–26: Work Time</p>

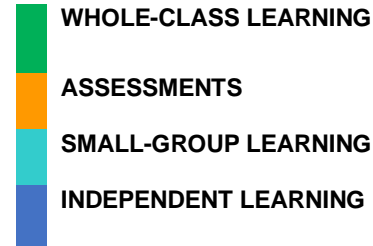
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DAY 36
PERFORMANCE-BASED ASSESSMENT
SE pp 86-87
PERFORMANCE-BASED ASSESSMENT
Speaking and Listening: Oral Presentation Students will use their narrative as the foundation for a presentation.
Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.
 Reflect on the Unit
  Unit Test
STANDARDS SL.8.4; SL.8.5
iLit ELL Level C
Present a Narrative Essay Unit 2 Lesson 43, 44: Work Time

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GRADE 8 | UNIT 2: **The Holocaust**ESSENTIAL QUESTION: *How Do We Remember the Past?*PERFORMANCE BASED ASSESSMENT: **Explanatory Essay**

NOTES:

INSTRUCTIONAL MODEL**IMPORTANT NOTES**

- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives+* and *skills centers* on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 2 Overview

In this unit, students will read many texts relating to the Holocaust.

Unit Goals

Students will be able to:

- Read and analyze how authors discuss a cause, event, or condition that produces a specific result.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory essay in which you show connections between historical events and a dramatic adaptation of a historical document.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Demonstrate command of the conventions of standard English grammar and usage, including correct usage of verbs and conjunctions.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- The Grand Mosque of Paris (990L)

Whole-Class Learning

- Anchor Text, Drama: *The Diary of Anne Frank, Act I*, Frances Goodrich and Albert Hackett (NP)
- Anchor Text, Drama: *The Diary of Anne Frank, Act II*, Frances Goodrich and Albert Hackett (NP)
- Media, Timeline: *Frank Family and World War II*, Timeline

Small-Group Learning

- Diary Entries: *from Anne Frank: The Diary of a Young Girl*, Anne Frank (1010L)
- Speech: *Acceptance Speech for the Nobel Peace Prize*, Elie Wiesel (770L)
- Medio, Graphic Novel: *from Maus*, Art Spiegelmen

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Independent Learning

- Television Transcript: *Saving the Children*, Bob Simon (740L)
- Reflective Essay: *A Great Adventure in the Shadow of War*, Mary Helen Dirks (1260L)
- Informative Article: *Irena Sendler: Rescuer of the children of Warsaw*, Chana Kroll (1130L)
- Historical Writing: *Quiet Resistance*, from *Courageous Teen Resisters* (910L)
- News Article: *Remembering a Devoted Keeper of Anne Frank's Legacy*, Moni Basu (950L)
- First-Person Account: *I'll go Fetch Her Tomorrow from Hidden Like Anne Frank*, Bloeme Emden with Marcel Prins (800L)

Performance-Based Assessment

Part 1 – Writing to Sources: Explanatory Essay

Students will write an explanatory essay answering the following question:













How can literature help us remember and honor the victims of the Holocaust?

Part 2 – Speaking & Listening: Oral Presentation





Students will use their explanatory essay as the foundation for an oral presentation.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how literature can help us remember and honor the victims of the Holocaust.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>UNIT INTRODUCTION</p> <p>SE pp 88-91</p>	<p>UNIT INTRODUCTION</p> <p>SE pp 92-95</p>	<p>OVERVIEW Whole-Class Learning</p> <p>SE pp 96-97</p>	<p>SELECTION Anchor Text The Diary of Anne Frank, Act I Frances Goodrich and Albert Hackett</p> <p>SE pp 100-125</p>	<p>SELECTION Anchor Text The Diary of Anne Frank, Act I Frances Goodrich and Albert Hackett</p> <p>SE pp 126-150</p>
<p>Unit Goals Students will deepen their understanding of the holocaust by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary theorize; sustain; declaration; pronounce; enumerate</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 2 Answer Key</p> <p>STANDARDS L.8.6</p>	<p>Launch Text Students will read “<i>The Grand Mosque of Paris</i>.” Students then participate in discussions about the Holocaust.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Launch Text.</p> <p>Launch Activity Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p>	<p>Essential Question <i>How do we remember the past?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary anxiously; tension; restraining; quarrels; bickering; hysterically</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Diary of Anne Frank, Act I: Accessible Leveled Text</p> <p>STANDARDS RL.8.10</p>	<p>MAKING MEANING</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Diary of Anne Frank, Act I: Accessible Leveled Text</p> <p>STANDARDS RL.8.10</p>








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	 Performance-Based Assessment: Refining Your Thinking			
myPerspectives ELL Support				
 Audio Summary Personalize for Learning English Language Support: Cognates (TE p 91)			 Audio Summary  The Diary of Anne Frank, Act I: Accessible Leveled Text Personalize for Learning English Language Support: Pacing (TE p 115) Personalize for Learning English Language Support: Plot (TE p 125)	Personalize for Learning English Language Support: Translations (TE p 136) Personalize for Learning English Language Support: Archaic Words (TE p 139)
iLit ELL Level C				
Classroom Conversation (examples) Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion Unit 1 Lesson 4: Whole Group (Speaking and Listening)	Summarizing Unit 3 Lesson 13: Whole Group Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 18: Read Aloud, Think Aloud; Whole Group; Work Time	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sender Drama Unit 3 Lesson 1-10	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sender Drama Unit 3 Lesson 1-10

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DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>SELECTION Anchor Text The Diary of Anne Frank, Act I Frances Goodrich and Albert Hackett</p> <p>SE p 151</p>	<p>SELECTION Anchor Text The Diary of Anne Frank, Act I Frances Goodrich and Albert Hackett</p> <p>SE pp 152-153</p>	<p>SELECTION Anchor Text The Diary of Anne Frank, Act I Frances Goodrich and Albert Hackett</p> <p>SE pp 154-155</p>	<p>SELECTION Anchor Text The Diary of Anne Frank, Act II Frances Goodrich and Albert Hackett</p> <p>SE pp 156-172</p>	<p>SELECTION Anchor Text The Diary of Anne Frank, Act II Frances Goodrich and Albert Hackett</p> <p>SE pp 173-187</p>
<p>MAKING MEANING</p> <p>Comprehension Check Students complete comprehension questions. The Diary of Anne Frank, Act I: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students choose something interesting from the text and formulate a research question.</p> <p>STANDARDS RL.8.1</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft and Structure: Text Structures in Drama Students will identify passages of dialogue that serve that purpose. Analyze Craft and Structure: Analyze Text Structures in Drama Analyze Craft and Structure: Analyze Text Structures in Drama (RP)</p> <p>STANDARDS RL.8.3; RL.8.6</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: anxiously; tension; restraining; quarrels; bickering; hysterically</p> <p>Word Study: Latin Suffix: -ion Students complete activities related to the Latin Suffix -ion Concept Vocabulary and Word Study: Latin Suffix: -ion Word Study: Latin Suffix: -ion- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Conventions: Principal Parts of Verbs Students complete activities identifying principal parts of verbs. Conventions: Principal Parts of Verbs</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary foreboding; intuition; rigid; apprehension; mounting; insistent</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction</p> <p>Read the Selection Selection Audio The Diary of Anne Frank, Act II: Accessible Leveled Text</p> <p>STANDARDS RL.8.10</p>	<p>MAKING MEANING</p> <p>Read the Selection Selection Audio The Diary of Anne Frank, Act II: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions. The Diary of Anne Frank, Act II: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students choose something interesting from the text and formulate a research question.</p> <p>STANDARDS RL.8.10</p>










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		 Conventions: Principal Parts of Verbs (RP) STANDARDS L.8.1; L.8.4.b; L.8.4.d; L.8.5.b		
myPerspectives ELL Support				
	 Analyze Craft and Structure: Text Structures in Drama (RP) (TE p 153) Personalize for Learning English Language Support: Using Dialogue and Stage Directions (TE p 153)  English Language Support Lesson: Dialogue (On Realize)	 Word Study: Latin Suffix: <i>-ion</i> (RP) (TE p 154)  Conventions: Principal Parts of Verbs (RP) (TE p 155)	 Audio Summary  The Diary of Anne Frank, Act II: Accessible Leveled Text Personalize for Learning English Language Support: Stage Directions (TE p 161) Personalize for Learning English Language Support: Figurative Language (TE p 167)	
iLit ELL Level C				
iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler Conduct Research Unit 5 Lesson 1: Whole Group	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler Use Prefixes and Suffixes Unit 4 Lesson 11: Vocabulary; Work Time	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler Figurative Language Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler Conduct Research Unit 5 Lesson 1: Whole Group





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DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>SELECTION Anchor Text The Diary of Anne Frank, Act II Frances Goodrich and Albert Hackett</p> <p>SE pp 188-189</p>	<p>SELECTION Anchor Text The Diary of Anne Frank, Act II Frances Goodrich and Albert Hackett</p> <p>SE pp 190-191</p>	<p>SELECTION Anchor Text The Diary of Anne Frank, Act II Frances Goodrich and Albert Hackett</p> <p>SE pp 192-193</p>	<p>SELECTION Frank Family and World War II Timeline</p> <p>SE pp 194-198</p>	<p>SELECTION Frank Family and World War II Timeline</p> <p>SE pp 199-201</p>
<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft and Structure: Characters' Motivations Students will analyze characters' motivations in Act II. Analyze Craft and Structure: Character Motivation Analyze Craft and Structure: Character Motivation (RP)</p> <p>STANDARDS RL.8.1; RL.8.3</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: foreboding; intuition; rigid; apprehension; mounting; insistent</p> <p>Word Study: Latin Suffix: -ent Students complete activities related to the Latin Suffix -ent Concept Vocabulary and Word Study: Latin Suffix: -ent Word Study: Latin Suffix: -ent (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Conventions: Simple Tenses of Verbs Students complete activities identifying present, past, and future tense verbs. Conventions: Simple Tenses of Verbs</p>	<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Dramatic Reading Students deliver a dramatic reading of a scene from The Diary of Anne Frank. Then students write a drama review of one of the performances Speaking and Listening: Dramatic Reading Speaking and Listening: Dramatic Reading (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST Selection Test: Warning: The Diary of Anne Frank, Act I</p> <p>STANDARDS RL.8.7; W.8.2.b; W.8.2.f; SL.8.1.a; SL.8.b; SL.8.5</p>	<p>MAKING MEANING</p> <p>Media Vocabulary annotated; chronological; parallel</p> <p>First Read Students Notice, Annotate, Connect, and Respond as they review the media the first time. First Read Guide: Nonfiction</p> <p>Listen to the Selection Selection Audio Frank Family and World War II Timeline: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students choose something interesting from the timeline</p>	<p>MAKING MEANING</p> <p>Close Read Students will review the timeline and record any new observations.</p> <p>Analyze the Media Students will respond to questions about the drawings, citing textual evidence.</p> <p>LANGUAGE DEVELOPMENT</p> <p>Media Vocabulary Students complete activities related to the Media Vocabulary words: annotated; chronological; parallel Media Vocabulary</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Comparison-Contrast Essay Students write an essay comparing the two texts they read. Writing to Compare: Comparison-Contrast Essay</p>

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	 Conventions: Simple Tenses of Verbs (RP) STANDARDS L.8.1; L.8.4.b; L.8.4.c; L.8.4.d; L.8.3		and formulate a research question. STANDARDS RI.8.10	Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. STANDARDS RI.8.7; W.8.2.a; W.8.2.b
myPerspectives ELL Support				
 Analyze Craft and Structure: Character Motivation (RP) (TE p 189) Personalize for Learning English Language Support: Identifying Character Motivation (TE p 188)  English Language Support Lesson: Character Motivation (On Realize)	 Word Study: Latin Suffix: <i>-ent</i> (RP) (TE p 190)  Conventions: Simple Tenses of Verbs (TE p 191)  English Language Support Lesson: Word Choices (On Realize)	 Speaking and Listening: Dramatic Reading (RP) (TE p 193) Personalize for Learning English Language Support: Providing Support (TE p 193)	 Audio Summary  Frank Family and World War II Timeline: Accessible Text Personalize for Learning English Language Support: Media Vocabulary (TE p 195)	Personalize for Learning English Language Support: Timelines (TE p 199)
iLit ELL Level C				
iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler Characters Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler Analyze Word Choices Unit 6 Lesson 5: Whole Group	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler Writing and Presenting a Scene Small Unit 3 Lesson 7: Work Time	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>PERFORMANCE TASK: WRITING FOCUS Write an Explanatory Essay</p> <p>SE pp 202-204</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Explanatory Essay</p> <p>SE p 205</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Explanatory Essay</p> <p>SE pp 206-207</p>	<p>OVERVIEW Small-Group Learning</p> <p>SE pp 208-211</p>	<p>SELECTION from Anne Frank: The Diary of a Young Girl Anne Frank (Definitive Edition Translation)</p> <p>SE pp 212-216</p>
<p>PERFORMANCE TASK</p> <p>Write an Explanatory Essay Students write an essay responding to the question: How are historical events reflected in the play <i>The Diary of Anne Frank</i>?</p> <p>PreWriting/Planning Students write a thesis, gather evidence, and take accurate notes.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.8.2.a; W.8.2.b; W.8.2.f; W.8.10</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Author’s Style: Revising Sentences by Combining with Conjunctions Students choose coordinating conjunctions that help connect important ideas and make writing smoother.</p> <p>STANDARDS L.8.1; L.8.2; L.8.3</p>	<p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their essay and share in small groups.</p> <p>Reflecting Students reflect on their essays.</p> <p>STANDARDS W.8.2.c; W.8.2.d; W.8.2.e; W.8.5</p>	<p>Essential Question <i>How do we remember the past?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> • Prepare • Participate Fully • Support Others • Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary forbidden; restricted; sacrifices</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from Anne Frank: The Diary of a Young Girl: Accessible Leveled Text</p> <p>STANDARDS RI.8.10; L.8.4.a</p>

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Audio |



Video |





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Online Assessment |









EL Highlights











myPerspectives ELL Support				
	Personalize for Learning English Language Support: Read Aloud (TE p 205)	Personalize for Learning English Language Support: Punctuation (TE p 207)		 Audio Summary  from Anne Frank: The Diary of a Young Girl: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 215)
iLit ELL Level C				
Explanatory Writing Unit 2 Lesson 15, 16, 18-19: Work Time Unit 4 Lesson 3-6, 14-16, 32-34: Work Time Assignments Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay	Explanatory Writing Unit 2 Lesson 15, 16, 18-19: Work Time Unit 4 Lesson 3-6, 14-16, 32-34: Work Time Assignments Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay	Explanatory Writing Unit 2 Lesson 15, 16, 18-19: Work Time Unit 4 Lesson 3-6, 14-16, 32-34: Work Time Assignments Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler Idioms Unit 2 Lesson 7: Vocabulary

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION from Anne Frank: The Diary of a Young Girl Anne Frank</p> <p>SE p 217</p>	<p>SELECTION from Anne Frank: The Diary of a Young Girl Anne Frank</p> <p>SE pp 218-219</p>	<p>SELECTION from Anne Frank: The Diary of a Young Girl Anne Frank</p> <p>SE p 220</p>	<p>SELECTION from Anne Frank: The Diary of a Young Girl Anne Frank</p> <p>SE p 221</p>	<p>SELECTION Acceptance Speech for the Nobel Peace Prize Elie Wiesel</p> <p>SE pp 222-227</p>
<p>MAKING MEANING</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from Anne Frank: The Diary of a Young Girl: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar scientific detail of the text to research.</p> <p>Research to Explore Students research young people that were affected by the war.</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: forbidden; restrictions; sacrifices</p> <p>Word Study: Latin Root: -strict-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Suffix: -strict- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Author's Style: Word Choice</p> <p> Author's Style: Word Choice</p> <p> Author's Style: Word Choice (RP)</p> <p>STANDARDS RI.8.4; PI.8</p>	<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Group Discussion Students discuss what they learned from Anne Frank's Diary entries</p> <p> Speaking and Listening: Group Discussion</p> <p> Speaking and Listening: Group Discussion (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: from Anne Frank: The Diary of a Young Girl</p> <p>STANDARDS SL.8.1.a; SL.8.1.c; SL.8.1.d</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary humiliation; persecution; traumatized</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Acceptance Speech for the Nobel Peace Prize: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Acceptance Speech for the Nobel Peace Prize: First Read Extension Questions</p> <p>Research to Explore Students choose an historical figure mentioned in the speech and research the person.</p> <p>Close Read the Text</p>

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	<p>Analyze Craft & Structure: Central Idea and Supporting Details Students will analyze the central ideas and details in a paragraph from the reading.</p> <p> Analyze Craft and Structure: Central Idea and Supporting Details</p> <p> Analyze Craft and Structure: Central Idea and Supporting Details (RP)</p> <p>STANDARDS RI.8.1; RI.8.2; RI.8.5; L.8.4.b; L.8.4.d</p>			<p>Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: humiliation; persecution; traumatized</p> <p>Word Study: Word Families</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Word Families (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Author's Purpose and Point of View Students find evidence to support purpose and point of view.</p>
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				 Analyze Craft and Structure: Author’s Purpose and Point of View  Analyze Craft and Structure: Author’s Purpose and Point of View (RP) STANDARDS RI.8.1; RI.8.4; RI.8.6; RI.8.10; L.8.4.b; L.8.4.c; L.8.4.d
myPerspectives ELL Support				
	 Word Study: Latin Suffix: <i>-strict-</i> (RP) (TE p 218)  Analyze Craft and Structure: Central Idea and Supporting Details (RP) (TE p 219)	 Author’s Style: Word Choice (RP) (TE p 220) Personalize for Learning English Language Support: Recognizing Word Choice (TE p 220)	 Speaking and Listening: Group Discussion (RP) (TE p 221)	 Audio Summary  Acceptance Speech for the Nobel Peace Prize: Accessible Leveled Text  Word Study: Word Families (RP) (TE p 226)  Analyze Craft and Structure: Authors Purpose and Point of View (RP) (TE p 227) Personalize for Learning English Language Support: Domain-Specific Vocabulary (TE p 225)
iLit ELL Level C				
iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler	iLit Library The Kingdom of Night by Elie Wiesel Identify Author’s Viewpoint Unit 6 Lesson 48: Whole Group Unit 6 Lesson 49: Read Aloud, Think Aloud; Work Time





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DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>SELECTION Acceptance Speech for the Nobel Peace Prize Elie Wiesel</p> <p>SE pp 228-229</p>	<p>SELECTION from Maus Art Spiegelman</p> <p>SE pp 230-235</p>	<p>SELECTION from Maus Art Spiegelman</p> <p>SE pp 236-239</p>	<p>SELECTION from Maus Art Spiegelman</p> <p>SE p 240</p>	<p>SELECTION from Maus Art Spiegelman</p> <p>SE p 241</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Perfect Tenses of Verbs Students analyze types of verb tenses.</p> <p> Conventions: Perfect Tenses of Verbs</p> <p> Conventions: Perfect Tenses of Verbs (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Group Discussion Students discuss quotations from Elie Wiesel's speech.</p> <p> Speaking and Listening: Group Discussion</p> <p> Speaking and Listening: Group Discussion (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: Acceptance Speech for the Nobel Peace Prize</p> <p>STANDARDS SL.8.1.a; SL.8.1.b; L.8.1</p>	<p>MAKING MEANING</p> <p>Media Vocabulary panel; encapsulation; speech balloon</p> <p>First Read Students Look, Note, Connect, Respond as they read the selection the first time.</p> <p> First-Read Review: Media-Art and Photography</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from Maus: Accessible Text</p> <p>STANDARDS RL.8.10; L.8.6</p>	<p>MAKING MEANING</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from Maus: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from Maus: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the graphic novel.</p> <p>Research to Explore Students research the plight of European Jews under the Nazis.</p> <p>STANDARDS RL.8.10; L.8.6</p>	<p>MAKING MEANING</p> <p>Close Review Students will review the graphic novel and record any new observations.</p> <p> Close Review</p> <p>Analyze the Media Students will respond to questions about the drawings, citing textual evidence.</p> <p> Analyze the Media</p> <p>Media Vocabulary Students complete activities related to the Media Vocabulary words: panel; encapsulation; speech balloon</p> <p>STANDARDS SL.8.2; L.8.6</p>	<p>EFFECTIVE EXPRESSION</p> <p>Research: Informative Report Students write a report about the ways Spiegelman's experiences are reflected in his graphic novel.</p> <p> Research: Informative Report</p> <p> Research: Informative Report (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: from Maus</p> <p>STANDARDS W.8.2.a; W.8.2.b; W.8.2.d; W.8.7; W.8.8</p>


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myPerspectives ELL Support				
<p> Conventions: Perfect Tenses of Verbs (RP) (TE p 228)</p> <p> Speaking and Listening: Group Discussion (RP) (TE p 229)</p> <p>Personalize for Learning English Language Support Using Verb Tenses (TE p 228)</p> <p>Personalize for Learning English Language Support Taking Part in Discussion (TE p 229)</p> <p> English Language Support Lesson: Group Discussion (On Realize)</p>	<p> Audio Summary</p> <p> from Maus: Accessible Text</p> <p>Personalize for Learning English Language Support Syntax (TE p 232)</p> <p>Personalize for Learning English Language Support Syntax (TE p 234)</p>	<p>Personalize for Learning English Language Support Syntax (TE p 236)</p>		<p> Research: Informative Report (RP) (TE p 241)</p>
iLit ELL Level C				
<p>iLit Library The Kingdom of Night by Elie Wiesel</p> <p>Routine Cards Active Listening Routine Peer Conferencing Routine Collaborative Conversation Routine</p>	<p>iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler</p>	<p>iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler</p>	<p>iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler</p>	<p>Informative Paragraph Unit 6 Lessons 4-6: Work Time</p>

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DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
<p>PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation</p> <p>SE pp 242-243</p>	<p>PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation</p> <p>SE p 243</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 244-245</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 246-248</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 249-251</p>
<p>PERFORMANCE TASK</p> <p>Deliver a Multimedia Presentation Students give a presentation answering the following question: How do the selections contribute to your understanding of the Holocaust and the ways in which we remember the past?</p> <p>Plan with Your Group Students analyze the texts, gather evidence, and organize your ideas.</p> <p>Rehearse with Your Group Students practice the presentation, fine-tune the content, improve their use of media, and brush up on presentation techniques.</p> <p>STANDARDS SL.8.4; SL.8.5; SL.8.6</p>	<p>PERFORMANCE TASK</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.8.4; SL.8.5; SL.8.6</p>	<p>Essential Question <i>How do we remember the past?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p> Contents</p>	<p>MAKING MEANING</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p> Close-Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of Individualism.</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Explanatory Essay Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Explanatory Text Students will write an essay to answer the following: How can literature help us remember and honor the victims of the Holocaust?</p> <p>Explanatory Essay Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.8.2; W.8.2.b; W.8.10</p>

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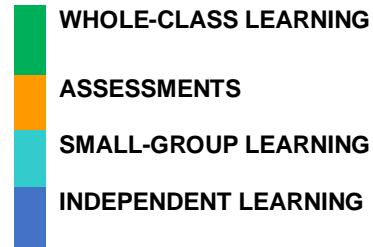
			<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.8.10; RI.8.10; SL.8.1</p>	
myPerspectives ELL Support				
			 Accessible Levelled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Define Key Terms (TE p 251)
iLit ELL Level C				
<p>Multimedia Project Unit 5 Lessons 1–3, 8-10</p>	<p>Multimedia Project Unit 5 Lessons 1–3, 8-10</p>	<p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion</p>	<p>Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lessons 1–5: Extra Practice</p>	<p>Explanatory Writing Unit 2 Lesson 15, 16, 18-19: Work Time Unit 4 Lesson 3-6, 14-16, 32-34: Work Time</p> <p>Assignments Unit 6 Lessons 11–15: Write an Explanatory Paragraph Unit 6 Lessons 31–35: Write an Explanatory Essay</p>

DAY 36
PERFORMANCE-BASED ASSESSMENT
SE pp 252-253
PERFORMANCE-BASED ASSESSMENT
<p>Speaking and Listening: Oral Presentation Students will use their explanatory essay as the foundation for an oral presentation.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p>
iLit ELL Level C
<p>Presenting Writing Activities (examples) Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time</p>

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GRADE 7 | UNIT 3: **What Matters**ESSENTIAL QUESTION: *When is it right to take a stand?*PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:

INSTRUCTIONAL MODEL**IMPORTANT NOTES**

- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- **myPerspectives+** and **skills centers** on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 3 Overview

In this unit, students will read examples of what matters in people's lives.

Unit Goals

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Demonstrate command of the conventions of standard English grammar and usage, including correct usage of nouns, pronouns, adjectives, adverbs, clauses, and sentence structure.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Freedom of the Press? (1000L)

Whole-Class Learning

- Anchor Text, Magazine Article: *Barrington Irving, Pilot and Educator*, National Geographic (1110L)
- Anchor Text, Opinion Piece: *Three Cheers for the Nanny State*, Sarah Conly (1180L)
- Anchor Text, Opinion Pieces: *Ban the Ban!*, SidneyAnne Stone (930L)
- Anchor Text, Opinion Pieces: *Soda's a Problem but...* Karin Klein (1250L)

Small-Group Learning

- Persuasive Speech: *Words Do Not Pay*, Chief Joseph (830L)
- Nonfiction Narrative: *from Follow the Rabbit-Proof Fence*, Doris Pilkington (1160L)

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- Media, Video: *the Moth Presents: Aleeza Kazmi*

Independent Learning

- Memoir: *from Through My Eyes*, Ruby Bridges (920L)
- Poetry: *The Unknown Citizen*: W.H. Auden (NP)
- Biography: *Harriet Tubman: Conductor on the Underground Railroad*, Ann Petry (1000L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argument answering the following question:















Is it important for people to make their own choices in life?

Part 2 – Speaking & Listening: Oral Presentation






After writing their argument, students will use it as the foundation for a brief oral presentation.

Unit Reflection















Students will reflect on the unit goals, learning strategies, the texts, and what taught them the most about standing up for what matters.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	UNIT INTRODUCTION	OVERVIEW Whole-Class Learning	SELECTION Anchor Text Barrington Irving, Pilot and Educator National Geographic	SELECTION Anchor Text Barrington Irving, Pilot and Educator National Geographic
SE pp 254-257	SE pp 258-261	SE pp 262-263	SE pp 264-269	SE pp 270-271
<p>Unit Goals Students will deepen their perspective about what it means to stand up for the things that matter by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary retort; candid; rectify; speculate; verify</p> <p> Home Connection Letter  Spanish Home Connection Letter  Unit 3 Answer Key</p> <p>STANDARDS L.8.6</p>	<p>Launch Text Students will read “<i>Freedom of the Press?</i>” Students will then be able to participate in discussions about modern technology.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Launch Text.</p> <p>Launch Activity Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p>	<p>Essential Question <i>When is it right to take a stand?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary determination; pursue; accomplish; achieve; tackling; purposeful</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio  Barrington Irving, Pilot and Educator: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Barrington Irving, Pilot and Educator: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft & Structure: Characterization in Nonfiction Students will identify examples of direct characterization.</p> <p> Analyze Craft and Structure: Characterization in Nonfiction  Analyze Craft and Structure: Characterization in Nonfiction (RP)</p> <p>STANDARDS RI.8.1; RI.8.3</p>








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	 Performance-Based Assessment: Refining Your Thinking		Research to Explore Students choose something interesting from the text and formulate a research question. STANDARDS RI.8.10	
myPerspectives ELL Support				
 Audio Summary Personalize for Learning English Language Support: Cognates (TE p 257)			 Audio Summary  Barrington Irving, Pilot and Educator: Accessible Leveled Text Personalize for Learning English Language Support: Structure (TE p 266)	 Analyze Craft and Structure: Characterization in Nonfiction (RP) (TE p 271) Personalize for Learning English Language Support: Interpret (TE p 270)
iLit ELL Level C				
Classroom Conversation (examples) Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion Unit 1 Lesson 4: Whole Group (Speaking and Listening)	Summarizing Unit 3 Lesson 13: Whole Group Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 18: Read Aloud, Think Aloud; Whole Group; Work Time	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion	iLit Library Almost Astronauts Flyer Amelia Earhart	iLit Library Almost Astronauts Flyer Amelia Earhart

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DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>SELECTION Anchor Text Barrington Irving, Piot and Educator National Geographic</p> <p>SE pp 272-273</p>	<p>SELECTION Anchor Text Barrington Irving, Piot and Educator National Geographic</p> <p>SE p 274</p>	<p>SELECTION Anchor Text Barrington Irving, Piot and Educator National Geographic</p> <p>SE p 275</p>	<p>SELECTION Anchor Text Three Cheers for the Nanny State Sarah Conly</p> <p>SE pp 276-281</p>	<p>SELECTION Anchor Text Three Cheers for the Nanny State Sarah Conly</p> <p>SE p 282</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: determination; pursue; accomplish; achieve; tackling; purposeful</p> <p>Word Study: Old English Suffix: -ful  Concept Vocabulary and Word Study  Word Study: Old English Suffix: -ful (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Conventions: Nouns and Pronouns Students identify examples of proper nouns, personal pronouns, possessive nouns, and possessive pronouns.  Conventions: Nouns and Pronouns  Conventions: Nouns and Pronouns (RP)</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Argumentative Essay Students write an argument stating a claim in response to this statement: Having passion for a subject is more important than having knowledge about it.  Writing to Sources: Argumentative Essay  Writing to Sources: Argumentative Essay (RP)</p> <p>STANDARDS W.8.1.a; W.8.1.b; W.8.1.e; W.8.7</p>	<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Persuasive Presentation Students create a presentation on one of the educational nonprofit organizations or programs mentioned in the article.  Speaking and Listening: Persuasive Presentation  Speaking and Listening: Persuasive Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST   Selection Test: Barrington Irving, Piot and Educator</p> <p>STANDARDS SL.8.3; SL.8.4</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary impose; justifiable; status quo; rational; principle</p> <p>First Review Students Notice, Annotate, Connect, Respond as they read the selection the first time.  First-Read Guide: Nonfiction</p> <p>Read the Selection  Selection Audio  Three Cheers for the Nanny State: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.  Three Cheers for the Nanny State: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar detail from the text to research.</p> <p>Research to Explore</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>STANDARDS RI.8.10</p>




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<p>STANDARDS L.8.1; L.8.2.b; L.8.4; L.8.5.b</p>			<p>Students write a research question to find out more about the concept of the “nanny state.”</p>	<p>STANDARDS RI.8.10</p>
<p>myPerspectives ELL Support</p>				
<p> Word Study: Old English Suffix: <i>-ful</i> (RP) (TE p 272)</p> <p> Conventions: Nouns and Pronouns (RP) (TE p 273)</p> <p>Personalize for Learning English Language Support: Practicing with Nouns and Pronouns (TE p 273)</p> <p> English Language Support Lesson: Nouns and Pronouns (On Realize)</p>	<p> Writing to Sources: Argumentative Essay (RP) (TE p 274)</p>	<p> Speaking and Listening: Persuasive Presentation (RP) (TE p 275)</p>	<p> Audio Summary</p> <p> Three Cheers for the Nanny State: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Difficult Concepts (TE p 278)</p>	
<p>iLit ELL Level C</p>				
<p>iLit Library Almost Astronauts Flyer Amelia Earhart</p>	<p>iLit Library Almost Astronauts Flyer Amelia Earhart</p>	<p>iLit Library Almost Astronauts Flyer Amelia Earhart</p>	<p>Text: "Remember the Removal" Unit 6 Lesson 42-43</p> <p>Text: "Marching to Their Own Beat" and "The Freedom Writers Diary" Unit 4 Lesson 34, 35</p> <p>"In the Digital Age, Privacy is Hard to Come By" Unit 4 Lesson 26</p>	<p>Text: "Remember the Removal" Unit 6 Lesson 42-43</p> <p>Text: "Marching to Their Own Beat" and "The Freedom Writers Diary" Unit 4 Lesson 34, 35</p> <p>"In the Digital Age, Privacy is Hard to Come By" Unit 4 Lesson 26</p>

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DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>SELECTION Anchor Text Three Cheers for the Nanny State Sarah Conly</p> <p>SE p 283</p>	<p>SELECTION Anchor Text Three Cheers for the Nanny State Sarah Conly</p> <p>SE p 284</p>	<p>SELECTION Anchor Text Three Cheers for the Nanny State Sarah Conly</p> <p>SE p 285</p>	<p>SELECTION Anchor Text Ban the Ban! SidneyAnne Stone</p> <p>Soda’s a Problem but... Karin Klein</p> <p>SE pp 286-292</p>	<p>SELECTION Anchor Text Ban the Ban! SidneyAnne Stone</p> <p>Soda’s a Problem but... Karin Klein</p> <p>SE pp 293-295</p>
<p>MAKING MEANING</p> <p>Analyze Craft & Structure: Author’s Argument Students will identify facts the author uses to support her argument.</p> <p> Analyze Craft and Structure: Author’s Argument</p> <p> Analyze Craft and Structure: Author’s Argument (RP)</p> <p>STANDARDS RI.8.6; RI.8.8</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: impose; justifiable; status quo; rational; principle</p> <p>Word Study: Latin Root: -just-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -just- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.8.1; L.8.2; L.8.4.b; L.8.4.d</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Clauses Students identify subordinate and relative clauses.</p> <p> Conventions: Clauses</p> <p> Conventions: Clauses (RP)</p> <p>STANDARDS L.8.5.b</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary implemented; mandates; intervene; intentions; dictate; exemption</p> <p>First Review Students Notice, Annotate, Connect, and Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Ban the Ban/Soda’s a Problem: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Ban the Ban/Soda’s a Problem: First Read Extension Questions</p> <p>Research to Explore</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Basic Sentence Structures Students identify sentence structures and clauses.</p> <p> Conventions: Basic Sentence Structures</p> <p> Conventions: Basic Sentence Structures (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Argumentative Essay Students write an argumentative essay about which argument they found most convincing.</p> <p> Writing to Compare: Argumentative Essay</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RI.8.9; W.8.1.b; W.8.1.c; W.8.10; W.8.9.b</p>






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			<p>Students formulate a research question relating to the concept of the “nanny state”.</p> <p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>MAKING MEANING</p> <p>Analyze Craft & Structure: Conflicting Arguments Students will answer questions about the differing arguments.</p> <p> Analyze Craft and Structure: Conflicting Arguments</p> <p> Analyze Craft and Structure: Conflicting Arguments (RP)</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words:</p>	
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			<p>implemented; mandates; intervene; intentions; dictate; exemption</p> <p>Word Study: Latin Prefix: <i>ex-</i></p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Prefix: <i>ex-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS RI.8.1; RI.8.8; RI.8.9; RI.8.10</p>	
myPerspectives ELL Support				
<p> Analyze Craft and Structure: Author’s Argument (RP) (TE p 283)</p> <p>Personalize for Learning English Language Support: Important Terms (TE p 283)</p>	<p> Word Study: Latin Root: <i>-just-</i> (RP) (TE p 284)</p>	<p> Conventions: Clauses (RP) (TE p 285)</p> <p>Personalize for Learning English Language Support: Using Independent and Dependent Clauses (TE p 285)</p> <p> English Language Support Lesson: Independent and Dependent Clauses (On Realize)</p>	<p> Audio Summary</p> <p> Ban the Ban/Soda’s a Problem: Accessible Leveled Text</p> <p> Analyze Craft and Structure: Conflicting Arguments (RP) (TE p 291)</p> <p> Word Study: Latin Prefix: <i>ex-</i> (RP) (TE p 292)</p> <p>Personalize for Learning English Language Support: Idioms (TE p 290)</p>	<p> Conventions: Basic Sentence Structures (RP) (TE p 293)</p> <p>Personalize for Learning English Language Support: Creating Compound and Complex Sentences (TE p 293)</p> <p> English Language Support Lesson: Compound and Complex Sentences (On Realize)</p> <p>Personalize for Learning English Language Support: Organization (TE p 294)</p>

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iLit ELL Level C				
<p>Text: "Remember the Removal" Unit 6 Lesson 42-43</p> <p>Text: "Marching to Their Own Beat" and "The Freedom Writers Diary" Unit 4 Lesson 34, 35</p> <p>"In the Digital Age, Privacy is Hard to Come By" Unit 4 Lesson 26</p>	<p>Use Greek and Latin Roots (examples) Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 30: Vocabulary</p> <p>"In the Digital Age, Privacy is Hard to Come By" Unit 4 Lesson 26</p>	<p>Combining Clauses Unit 2 Lessons 4, 18: Read Aloud, Think Aloud</p> <p>Clauses Unit 1 Lesson 49: Whole Group; Work Time Unit 2 Lesson 18: Read Aloud, Think Aloud</p>	<p>iLit Library Human Impact! On Global Warming The Mess</p>	<p>Assignments: Grammar Study Plan Unit 4 Lessons 11–15: Part 1: Skill 11: Four Kinds of Sentences</p> <p>Teacher Resources Language Conventions Practice: Compound and Complex Sentences, 107–112; Compound and Complex Sentences, 107, 108</p>

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE pp 296-298</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE p 299</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE pp 300-301</p>	<p>OVERVIEW Small-Group Learning</p> <p>SE pp 302-305</p>	<p>SELECTION Words Do Not Pay Chief Joseph</p> <p>SE pp 306-309</p>
<p>PERFORMANCE TASK</p> <p>Write an Argument Students write an argument responding to the question: What is a problem you think needs to be solved? How would you solve it?</p> <p>PreWriting/Planning Students choose a focus, gather evidence, and connect across texts.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.8.1.a; W.8.1.b; W.8.1.c; W.8.1.e</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Revising for Pronoun-Antecedent Agreement Students identify antecedents.</p> <p>STANDARDS L.8.1; L.8.2.c</p>	<p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their argument and share in small groups.</p> <p>Reflecting Students reflect on their arguments.</p> <p>STANDARDS W.8.1.b; W.8.5; W.8.6; W.8.10; L.8.2.c</p>	<p>Essential Question</p> <p><i>When is it right to take a stand?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> • Prepare • Participate Fully • Support Others • Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary misrepresentations; misunderstandings</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Word Do Not Pay: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Words Do Not Pay: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the speech.</p> <p>STANDARDS RI.8.10; L.8.4.b; L.8.4.d</p>

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myPerspectives ELL Support				
				 Audio Summary  Words Do Not Pay: Accessible Leveled Text
iLit ELL Level C				
Argumentative Writing (examples) Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time	Argumentative Writing (examples) Unit 2 Lesson 25, 26-28: Whole Group; Work Time Unit 4 Lesson 15-16, 18, 35-44: Work Time Assignments: Grammar Study Plan Unit 4 Lessons 1–5: Part 3: Skill 13: Pronouns and Antecedents Unit 4 Lessons 11–15: Part 4: Skill 14: Pronouns and Antecedents	Argumentative Writing (examples) Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion	iLit Library Chief Joseph Text: "Remember the Removal" Unit 6 Lesson 42-43; Read Aloud, Think Aloud

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DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION Words Do Not Pay Chief Joseph</p> <p>SE p 310</p>	<p>SELECTION Words Do Not Pay Chief Joseph</p> <p>SE p 311</p>	<p>SELECTION Words Do Not Pay Chief Joseph</p> <p>SE p 312</p>	<p>SELECTION Words Do Not Pay Chief Joseph</p> <p>SE p 313</p>	<p>SELECTION from Follow the Rabbit-Proof Fence Doris Pilkington</p> <p>SE pp 314-319</p>
<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: misrepresentations; misunderstandings</p> <p>Word Study: Old English Prefix: mis-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Old English Prefix: <i>mis-</i> (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS RI.8.4; L.8.4</p>	<p>MAKING MEANING</p> <p>Analyze Craft & Structure: Persuasive Techniques and Word Choice Students will analyze Chief Joseph’s persuasive techniques.</p> <p> Analyze Craft and Structure: Persuasive Techniques and Word Choice</p> <p> Analyze Craft and Structure: Persuasive Techniques and Word Choice (RP)</p> <p>STANDARDS L.8.5.c</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Author’s Style: Rhetorical Devices Students identify and correctly use parallelism.</p> <p> Author’s Style: Rhetorical Devices</p> <p> Author’s Style: Rhetorical Devices (RP)</p> <p>STANDARDS L.8.1; L.8.2</p>	<p>EFFECTIVE EXPRESSION</p> <p>Research: Research Report Students write report about Chief Joseph or the Nez Perce People.</p> <p> Research: Research Report</p> <p> Research: Research Report (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: Words Do Not Pay</p> <p>STANDARDS W.8.2.a; W.8.2.b; W.8.2.f; W.8.7; W.8.8</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary urgently; nervously; confidently; cautiously</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from Follow the Rabbit-Proof Fence: Accessible Levelled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from Follow the Rabbit-Proof Fence: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>STANDARDS RI.8.10; L.8.4.c</p>

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myPerspectives ELL Support				
 Word Study: Old English Prefix: <i>mis-</i> (RP) (TE p 310)	 Analyze Craft and Structure: Persuasive Techniques and Word Choice (RP) (TE p 311)	 Author's Style: Rhetorical Devices (RP) (TE p 312) Personalize for Learning English Language Support: Justifying an Opinion Using Parallelism (TE p 312)  English Language Support Lesson: Parallelism (On Realize)	 Research: Research Report (RP) (TE p 313)	 Audio Summary  from Follow the Rabbit-Proof Fence: Accessible Leveled Text Personalize for Learning English Language Support: Idioms (TE p 317)
iLit ELL Level C				
iLit Library Chief Joseph Text: "Remember the Removal" Unit 6 Lesson 42-43 Use Prefixes and Suffixes Unit 2 Lesson 3: Vocabulary Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time	iLit Library Chief Joseph Text: "Remember the Removal" Unit 6 Lesson 42-43 Identify Author's Viewpoint Unit 6 Lessons 25-26: Work Time	iLit Library Chief Joseph Text: "Remember the Removal" Unit 6 Lesson 42-43 Identify Author's Viewpoint Unit 6 Lessons 25-26: Work Time	iLit Library Chief Joseph Text: "Remember the Removal" Unit 6 Lesson 42-43 Identify Reliable Sources Unit 5 Lesson 3: Whole Group Conduct Research Unit 5 Lesson 1: Whole Group	Idioms Unit 2 Lesson 7: Vocabulary iLit Library People On the Move Text: "Remember the Removal" Unit 6 Lesson 42-43

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>SELECTION from Follow the Rabbit-Proof Fence Doris Pilkington</p> <p>SE p 320</p>	<p>SELECTION from Follow the Rabbit-Proof Fence Doris Pilkington</p> <p>SE pp 321-322</p>	<p>SELECTION from Follow the Rabbit-Proof Fence Doris Pilkington</p> <p>SE p 323</p>	<p>SELECTION The Moth Presents: Aleeza Kazmi</p> <p>SE pp 324-326</p>	<p>SELECTION The Moth Presents: Aleeza Kazmi</p> <p>SE p 327</p>
<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence. Analyze the Text</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: urgently; nervously; confidently; cautiously</p> <p>Word Study: Old English Suffix: -ly Concept Vocabulary and Word Study Word Study: Old English Suffix: -ly (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.8.5</p>	<p>MAKING MEANING</p> <p>Analyze Craft & Structure: Descriptive Writing Students will analyze how the author’s use of description reveals his or her point of view and creates a specific mood, or emotional atmosphere. Analyze Craft and Structure: Descriptive Writing Analyze Craft and Structure: Descriptive Writing (RP)</p> <p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Adjectives and Adverbs Students identify adjectives and adverbs. Conventions: Adjectives and Adverbs Conventions: Adjectives and Adverbs (RP)</p> <p>STANDARDS RI.8.4; RI.8.5; RI.8.6; L.8.6</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: First-Person Account Students write a fictional retelling of the excerpt text. Writing to Sources: First-Person Account Writing to Sources: First-Person Account (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. Selection Test: from Follow the Rabbit-Proof Fence</p> <p>STANDARDS W.6.3.a; W.6.3.b; W.6.3.d; W.8.5; W.8.7</p>	<p>MAKING MEANING</p> <p>Media Vocabulary performance; personal account; volume and pacing</p> <p>First Review Students Watch, Note, Connect, Respond as they review the media the first time. First-Review Guide: Media-Video</p> <p>Read the Selection Selection Audio The Moth Presents</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Close Review Students will watch the video again and record any new observations.</p> <p>Analyze the Media Students will respond to questions about the video, citing evidence. Media Vocabulary</p> <p>STANDARDS RI.8.10; L.8.6</p>	<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Group Discussion Students participate in a discussion about Aleeza Kazmi’s story. Speaking and Listening: Group Discussion</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS SL.8.1.a; SL.8.1.c; SL.8.1.d; SL.8.2</p>


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myPerspectives ELL Support				
<p> Word Study: Old English Suffix: <i>-ly</i> (RP) (TE p 320)</p>	<p> Analyze Craft and Structure: Descriptive Writing (RP) (TE 321)</p> <p> Conventions: Adjectives and Adverbs (RP) (TE p 322)</p> <p>Personalize for Learning English Language Support: Sensory Details (TE p 321)</p> <p> English Language Support Lesson: Sensory Details (On Realize)</p> <p>Personalize for Learning English Language Support: Adjectives and Adverbs (TE p 322)</p>	<p> Writing to Sources: First-Person Account (RP) (TE p 323)</p>	<p> Audio Summary</p> <p>Personalize for Learning English Language Support: Taking Notes (TE p 324)</p>	
iLit ELL Level C				
<p>Use Prefixes and Suffixes Unit 2 Lesson 3: Vocabulary Unit 2 Lesson 10: Whole Group Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time Unit 6 Lesson 21: Vocabulary; Work Time</p>	<p>iLit Library People On the Move</p> <p>Text: "Remember the Removal" Unit 6 Lesson 42-43</p>	<p>iLit Library People On the Move</p> <p>Text: "Remember the Removal" Unit 6 Lesson 42-43</p>	<p>Text: "Becoming a Melting Pot" Unit 6 Lesson 48-49</p> <p>"Afghan Girls Stay in School Despite Attacks" Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p>Text: "Suzy and Leah" (short story) Unit 6 Lesson 39</p> <p>Take Notes Unit 5 Lesson 3: Whole Group</p>	<p>Text: "Becoming a Melting Pot" Unit 6 Lesson 48-49</p> <p>"Afghan Girls Stay in School Despite Attacks" Unit 4 Lesson 39: Read Aloud, Think Aloud</p> <p>Text: "Suzy and Leah" (short story) Unit 6 Lesson 39</p>

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DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
<p>PERFORMANCE TASK: Speaking and Listening Focus Deliver an Oral Presentation</p> <p>SE pp 328-329</p>	<p>PERFORMANCE TASK: Speaking and Listening Focus Deliver an Oral Presentation</p> <p>SE p 329</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 330-331</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 332-334</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE p 335</p>
<p>PERFORMANCE TASK</p> <p>Deliver an Oral Presentation As a group, students prepare and deliver an oral presentation in response to the following question: When you take a stand, how much does winning matter?</p> <p>Plan with Your Group Students analyze the text, determine position and gather evidence, and organize ideas.</p> <p>Rehearse with Your Group Students practice the presentation, fine-tune the content, improve their use of media, and brush up on presentation techniques.</p> <p>STANDARDS SL.8.1.a</p>	<p>PERFORMANCE TASK</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.8.4</p>	<p>Essential Question <i>When is it right to take a stand?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>MAKING MEANING</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p> Close-Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of Individualism.</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Argument Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Argument Students will write an argument to answer the following: Is it important for people to make their own choices in life?</p> <p>Argument Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.8.1.a; W.8.1.b; W.8.9; W.8.10</p>

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			<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.8.10; RI.8.10; SL.8.6</p>	
myPerspectives ELL Support				
			 Accessible Leveled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Writing a Claim (TE p 337)
iLit ELL Level C				
<p>Multimedia Project Unit 5 Lessons 1–3, 8-10</p>	<p>Multimedia Project Unit 5 Lessons 1–3, 8-10</p>	<p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion</p>	<p>Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lessons 1–5: Extra Practice</p>	<p>Argumentative Writing (examples) Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18: Work Time Unit 4 Lessons 35–44: Work Time</p>

DAY 36
PERFORMANCE-BASED ASSESSMENT
SE pp 338-339
PERFORMANCE-BASED ASSESSMENT
<p>Speaking and Listening: Oral Presentation Students will use their argument as the foundation for an oral presentation.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.8.4; SL.8.5</p>
iLit ELL Level C
<p>Present and Evaluate Argumentative Essays Unit 4 Lesson 43–44: Work Time</p>

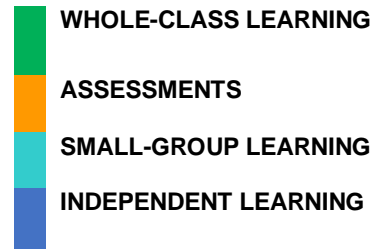
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GRADE 8 | UNIT 4: **Human Intelligence**

ESSENTIAL QUESTION: *In what different ways can people be intelligent?*

PERFORMANCE BASED ASSESSMENT: **Informative Text**

NOTES:

INSTRUCTIONAL MODEL**IMPORTANT NOTES**

- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- *myPerspectives+* and *skills centers* on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 4 Overview

In this unit, students will read texts about wisdom and what it means to have practical knowledge.

Unit Goals

Students will be able to:

- Gather information and ideas from a variety of texts.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay in which you examine a topic and convey ideas, concepts, and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- The Human Brain (1120L)

Whole-Class Learning

- Anchor Text, Short Story: *Flowers for Algernon*, Daniel Keyes (830L)
- Script: *from Flowers for Algernon*, David Rogers

Small-Group Learning

- Memoir: *from Blue Nines and Red Words, from Born on a Blue Day*, Daniel Tammet (1200L)
- Media, Infographic, *The Theory of Multiple Intelligences Infographic*, Howard Gardner
- Poetry Collection: *Retort*, Paul Laurence Dunbar (NP)
- Poetry Collection: *from The People, Yes*, Carl Sandburg (NP)

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Independent Learning

- Argument: *Is Personal Intelligence Important?*, John D. Mayer, Ph.D. (1230L)
- Blog Post: *Why Is Emotional Intelligence Important for Teens?*, Divya Parekh (1120L)
- Explanatory Essay: *The More You Know, the Smarter You Are?*, Jim Vega (1190L)
- Expository Nonfiction: *from The Future of the Mind*, Michio Kaku (1190L)

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Text

Students will write a answering the following question:













In what different ways can people be intelligent?





Part 2 – Speaking & Listening: Speech








Students will use their informative essay as the foundation for a short speech.

Unit Reflection













Students will reflect on the unit goals, learning strategies, the texts, and human intelligence.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>UNIT INTRODUCTION</p> <p>SE pp 340-343</p>	<p>UNIT INTRODUCTION</p> <p>SE pp 344-347</p>	<p>OVERVIEW Whole-Class Learning</p> <p>SE pp 348-349</p>	<p>SELECTION Anchor Text Flowers for Algernon Daniel Keyes</p> <p>SE pp 350-353</p>	<p>SELECTION Anchor Text Flowers for Algernon Daniel Keyes</p> <p>SE pp 354-358</p>
<p>Unit Goals Students will deepen their perspective about human intelligence by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary assimilate; tendency; integrate; observation; documentation</p> <p> Home Connection Letter  Spanish Home Connection Letter  Unit 4 Answer Key</p> <p>STANDARDS L.8.6</p>	<p>Launch Text Students will read “<i>The Human Brain</i>”. Students will then be able to engage in discussions about human intelligence.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Launch Text.</p> <p>Launch Activity Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p>	<p>Essential Question <i>In what different ways can people be intelligent?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary subconscious; suspicion; despised; deterioration; introspective; regression</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio  Flowers for Algernon: Accessible Leveled Text</p> <p>STANDARDS RL.8.10</p>	<p>MAKING MEANING</p> <p>Read the Selection</p> <p> Selection Audio  Flowers for Algernon: Accessible Leveled Text</p> <p>STANDARDS RL.8.10</p>







	 Performance-Based Assessment: Refining Your Thinking			
myPerspectives ELL Support				
 Audio Summary Personalize for Learning English Language Support: Cognates (TE p 342)	Personalize for Learning English Language Support: Background Knowledge (TE p 347)		 Audio Summary  Flowers for Algernon: Accessible Leveled Text Personalize for Learning English Language Support: Conventions (TE p 351)	
iLit ELL Level C				
Classroom Conversation (examples) Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion Unit 1 Lesson 4: Whole Group (Speaking and Listening)	Summarizing Unit 3 Lesson 13: Whole Group Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 18: Read Aloud, Think Aloud; Whole Group; Work Time	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lesson 4: Small-Group Discussion Unit 2 Lesson 9: Partner Discussion Unit 4 Lesson 2: Whole Group Discussion	Text: "Phobias: Beyond Fear" Unit 5 Lesson 2, 8 Text: "I Have Down Syndrome" Unit 5 Lesson 3	Text: "Phobias: Beyond Fear" Unit 5 Lesson 2, 8 Text: "I Have Down Syndrome" Unit 5 Lesson 3

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION Anchor Text Flowers for Algernon Daniel Keyes SE pp 358-370	SELECTION Anchor Text Flowers for Algernon Daniel Keyes SE pp 371-378	SELECTION Anchor Text Flowers for Algernon Daniel Keyes SE p 379	SELECTION Anchor Text Flowers for Algernon Daniel Keyes SE p 379	SELECTION Anchor Text Flowers for Algernon Daniel Keyes SE p 380
MAKING MEANING Read the Selection  Selection Audio  Flowers for Algernon: Accessible Leveled Text STANDARDS RL.8.10	MAKING MEANING Read the Selection  Selection Audio  Flowers for Algernon: Accessible Leveled Text STANDARDS RL.8.10	MAKING MEANING Comprehension Check Students complete comprehension questions.  Flowers for Algernon: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text to research. Research to Explore Students choose something interesting from the text and formulate a research industry.	MAKING MEANING Comprehension Check Students complete comprehension questions.  Flowers for Algernon: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text to research. Research to Explore Students choose something interesting from the text and formulate a research industry.	MAKING MEANING Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.  Close Read the Text Analyze the Text Students will respond to questions about the text, citing textual evidence. STANDARDS RL.8.1
myPerspectives ELL Support				
Personalize for Learning English Language Support: Dialogue (TE p 369)	Personalize for Learning English Language Support: Contractions (TE p 376)			Personalize for Learning English Language Support: Organization (TE p 380)
iLit ELL Level C				
Text: "Phobias: Beyond Fear" Unit 5 Lesson 2, 8 Text: "I Have Down Syndrome" Unit 5 Lesson 3	Text: "Phobias: Beyond Fear" Unit 5 Lesson 2, 8 Text: "I Have Down Syndrome" Unit 5 Lesson 3 Contractions Unit 6 Lesson 26, 30: Vocabulary; Work Time	Text: "Phobias: Beyond Fear" Unit 5 Lesson 2, 8 Text: "I Have Down Syndrome" Unit 5 Lesson 3 <u>Conduct Research</u> Unit 5 Lesson 1: Whole Group	Text: "Phobias: Beyond Fear" Unit 5 Lesson 2, 8 Text: "I Have Down Syndrome" Unit 5 Lesson 3 <u>Conduct Research</u> Unit 5 Lesson 1: Whole Group	Text: "Phobias: Beyond Fear" Unit 5 Lesson 2, 8 Text: "I Have Down Syndrome" Unit 5 Lesson 3 <u>Identify Text Structure</u> Unit 2 Lesson 44: Read Aloud, Think Aloud






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DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>SELECTION Anchor Text Flowers for Algernon Daniel Keyes</p> <p>SE p 310</p>	<p>SELECTION Anchor Text Flowers for Algernon Daniel Keyes</p> <p>SE p 382</p>	<p>SELECTION Anchor Text Flowers for Algernon Daniel Keyes</p> <p>SE p 383</p>	<p>SELECTION Anchor Text from flowers for Algernon A play by David Rogers</p> <p>SE pp 384-387</p>	<p>SELECTION Anchor Text from flowers for Algernon A play by David Rogers</p> <p>SE pp 388-389</p>
<p>MAKING MEANING</p> <p>Analyze Craft & Structure: Development of Theme Students identify examples of point of view in the story.</p> <p> Analyze Craft and Structure: Development of Theme</p> <p> Analyze Craft and Structure: Development of Theme (RP)</p> <p>STANDARDS RL.8.2; RL.8.6; RL.8.9</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: subconscious; despised; introspective; suspicion; deterioration; regression</p> <p>Word Study: Latin Prefix: sub-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Prefix: sub- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.8.4; L.6.4.b; L.8.5; L.8.6</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Direct and Indirect Objects Students identify the subject, verb, direct object and indirect object in sentences.</p> <p> Conventions: Direct and Indirect Objects</p> <p> Conventions: Direct and Indirect Objects (RP)</p> <p>STANDARDS L.8.1</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary peak; clarity; unleashed</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from flowers for Algernon: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from flowers for Algernon: First Read Extension Questions</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Comparison-and-Contrast Essay Students write an essay identifying the unique characteristics of a short story and a script.</p> <p> Writing to Sources: Comparison-and-Contrast Essay</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.8.5; W.8.2.a; W.8.2.b; W.8.2.f; W.8.9</p>



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			<p>Students will respond to questions about the text, citing textual evidence.</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: peak; clarity; unleashed</p> <p>STANDARDS RL.8.7; RL.8.10</p>	
myPerspectives ELL Support				
 Analyze Craft and Structure: Development of Theme (RP) (TE p 381)	 Word Study: Latin Prefix: <i>sub-</i> (RP) (TE p 382)	 Conventions: Direct and Indirect Objects (RP) Personalize for Learning English Language Support: Identifying and Using Direct and Indirect Objects (TE p 383)  English Language Support Lesson: Direct and Indirect Objects (On Realize)	 Audio Summary  from Flowers for Algernon: Accessible Text Personalize for Learning English Language Support: Word Meanings (TE p 385)	
iLit ELL Level C				
Theme (examples) Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 8: Whole Group Unit 7 Lesson 1: Work Time Unit 7 Lessons 2-4: Read Aloud, Think Aloud	Use Prefixes and Suffixes (examples) Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time Unit 6 Lesson 21: Vocabulary; Work Time	Text: "Phobias: Beyond Fear" Unit 5 Lesson 2, 8 Text: "I Have Down Syndrome" Unit 5 Lesson 3 Assignments: Grammar Study Plan Unit 2 Lessons 6–10: Part 4: Skill 4: Subject and Predicate	Drama Unit 3 Lesson 1: Whole Group Text: "Phobias: Beyond Fear" Unit 5 Lesson 2, 8 Text: "I Have Down Syndrome" Unit 5 Lesson 3	Drama Unit 3 Lesson 1: Whole Group

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Speech</p> <p>SE pp 390-392</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Speech</p> <p>SE p 393</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Informative Speech</p> <p>SE pp 394-395</p>	<p>OVERVIEW Small-Group Learning</p> <p>SE pp 396-399</p>	<p>SELECTION from Blue Nines and Red Words Daniel Tammet</p> <p>SE pp 400-406</p>
<p>PERFORMANCE TASK</p> <p>Write an Informative Speech Students write a speech to answer this question:</p> <p>What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses?</p> <p>PreWriting/Planning Students focus on giving information, consider central ideas, gather evidence, and connect across texts.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.8.2.a; W.8.2.b; W.8.10</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Subject-Verb Agreement Students use a variety of subjects and verbs in their writing.</p> <p>STANDARDS L.8.1.b</p>	<p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their speech and share in small groups.</p> <p>Reflecting Students reflect on their speech.</p> <p>STANDARDS W.8.2.a; W.8.2.c; W.8.2.d; W.8.2.e; W.8.5; W.8.10</p>	<p>Essential Question</p> <p><i>In what different ways can people be intelligent?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> • Prepare • Participate Fully • Support Others • Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary symmetrical; spiral; aesthetic</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from Blue Nines and Red Words: Accessible Levelled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from Blue Nines and Red Words: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar detail from the text to research.</p> <p>STANDARDS RI.8.10; L.8.4</p>

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myPerspectives ELL Support				
	Personalize for Learning English Language Support: Subject-Verb Agreement (TE p 393)			 Audio Summary  from Blue Nines and Red Words: Accessible Leveled Text Personalize for Learning English Language Support: Domain-Specific Vocabulary and Word Families (TE p 406)
iLit ELL Level C				
Research Plan & Create a Multimedia Presentation Unit 5 Lessons 1, 2–3, 5-6, 9-9: Work Time Informative Writing (examples) Unit 6 Lessons 4–6: Whole Group Assignments Unit 6 Lessons 1–5: Write an Informative Paragraph	Research Plan & Create a Multimedia Presentation Unit 5 Lessons 1, 2–3, 5-6, 9-9: Work Time Informative Writing (examples) Unit 6 Lessons 4–6: Whole Group Assignments: Grammar Study Plan: Unit 2 Lessons 36–40: Part 5: Skill 10: Subject-Verb Agreement	Research Plan & Create a Multimedia Presentation Unit 5 Lessons 1, 2–3, 5-6, 9-9: Work Time Informative Writing (examples) Unit 6 Lessons 4–6: Whole Group Assignments Unit 6 Lessons 1–5: Write an Informative Paragraph	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lesson 4: Small-Group Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion	iLit Library <i>Great Math Ideas</i> <i>Ada and the Thinking Machines</i> <i>Khan Academy</i>

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION from Blue Nines and Red Words Daniel Tammet</p> <p>SE p 407</p>	<p>SELECTION from Blue Nines and Red Words Daniel Tammet</p> <p>SE p 408</p>	<p>SELECTION from Blue Nines and Red Words Daniel Tammet</p> <p>SE p 409</p>	<p>SELECTION from Blue Nines and Red Words Daniel Tammet</p> <p>SE pp 410</p>	<p>SELECTION from Blue Nines and Red Words Daniel Tammet</p> <p>SE p 411</p>
<p>MAKING MEANING</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from Blue Nines and Red Words: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar detail from the text to research.</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: symmetrical; spiral; aesthetic</p> <p>Word Study: Latin Suffix: -ical</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Suffix: -ical (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.8.4.b; L.8.5.a</p>	<p>MAKING MEANING</p> <p>Analyze Craft & Structure: Memoir and Reflective Writing Students analyze Tammet's use of reflective writing in the text.</p> <p> Analyze Craft and Structure: Memoir and Reflective Writing</p> <p> Analyze Craft and Structure: Memoir and Reflective Writing (RP)</p> <p>STANDARDS RI.8.2; RI.8.3; RI.8.6</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Pronoun Case Students identify pronouns and their function in sentences.</p> <p> Conventions: Pronoun Case</p> <p> Conventions: Pronoun Case (RP)</p> <p>STANDARDS L.8.1</p>	<p>EFFECTIVE EXPRESSION</p> <p>Research: Informational Report Students research and write a brief informational report.</p> <p> Research: Informational Report</p> <p> Research: Informational Report (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: from Blue Nines and Red Words</p> <p>STANDARDS W.8.2.b; W.8.7; W.8.8</p>

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myPerspectives ELL Support				
	 Word Study: Latin Suffix: <i>-ical</i> (RP) (TE p 408)	 Analyze Craft and Structure: Memoir and Reflective Writing (RP) (TE p 409)	 Conventions: Pronoun Case (RP) (TE p 410) Personalize for Learning English Language Support: Pronoun Case (TE p 410)	 Research: Informational Report (RP) (TE p 411) Personalize for Learning English Language Support: Identifying Reliable Sources (TE p 411)  English Language Support Lesson: Informational Report (On Realize)
iLit ELL Level C				
iLit Library <i>Great Math Ideas</i> <i>Ada and the Thinking Machines</i> <i>Khan Academy</i>	Use Prefixes and Suffixes (examples) Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time Unit 6 Lesson 21: Vocabulary; Work Time	iLit Library <i>Great Math Ideas</i> <i>Ada and the Thinking Machines</i> <i>Khan Academy</i>	iLit Library <i>Great Math Ideas</i> <i>Ada and the Thinking Machines</i> <i>Khan Academy</i> Pronouns as Subjects and Objects Unit 1 Lessons 18, 22, 30, 44: Whole Group; Work Time Unit 2 Lesson 6: Vocabulary Unit 2 Lesson 8: Work Time	iLit Library <i>Great Math Ideas</i> <i>Ada and the Thinking Machines</i> <i>Khan Academy</i> Research and a Multimedia Project Unit 5 Lessons 1–3, 8-10

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DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>SELECTION The Theory of Multiple Intelligences Infographic</p> <p>SE pp 412-415</p>	<p>SELECTION Retort Paul Laurence Dunbar</p> <p>From The People, Yes Carl Sandburg</p> <p>SE pp 416-421</p>	<p>SELECTION Retort Paul Laurence Dunbar</p> <p>From The People, Yes Carl Sandburg</p> <p>SE pp 422-423</p>	<p>SELECTION Retort Paul Laurence Dunbar</p> <p>From The People, Yes Carl Sandburg</p> <p>SE p 424</p>	<p>SELECTION Retort Paul Laurence Dunbar</p> <p>From The People, Yes Carl Sandburg</p> <p>SE p 425</p>
<p>MAKING MEANING</p> <p>Media Vocabulary infographic; icons; labels and captions</p> <p>First Review Students Look, Note, Connect, Respond as they review the media the first time.</p> <p> First Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> The Theory of Multiple Intelligences Infographic</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Close Review Students will review the infographic and record any new observations.</p> <p> Close Review</p> <p>Analyze the Media Students will respond to questions about the video, citing textual evidence.</p> <p> Analyze the Media</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary art; tress; fair</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Poetry</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Retort/from The People, Yes: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Retort/from The People, Yes: First Read Extension Questions</p> <p>Research to Clarify Students choose one unfamiliar detail from the text to research.</p> <p>STANDARDS RL.6.10; L.6.4.a</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: art; tress; fair</p> <p>Word Study: Multiple-Meaning Words</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Multiple-Meaning Words (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>Analyze Craft & Structure: Poetic Structures</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Participial and Infinitive Phrases Students identify participial phrases and the words they modify.</p> <p> Conventions: Participial and Infinitive Phrases</p> <p> Conventions: Participial and Infinitive Phrases (RP)</p> <p>STANDARDS L.8.1.a</p>	<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Multimedia Presentation Students develop a presentation on one of the poems from the collection.</p> <p> Speaking and Listening: Multimedia Presentation</p> <p> Speaking and Listening: Multimedia Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: Poetry Collection</p> <p>STANDARDS SL.8.1.a; SL.8.5</p>






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<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Group Discussion Students take part in a discussion about the different types of intelligence shown on the infographic.</p> <p> Speaking and Listening: Group Discussion</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: The Theory of Multiple Intelligences Infographic</p> <p>STANDARDS RI.8.7; RI.8.10; L.8.6</p>		<p>Students analyze the structure of poems.</p> <p> Analyze Craft and Structure: Poetic Structures</p> <p> Analyze Craft and Structure: Poetic Structures (RP)</p> <p>STANDARDS RL.6.4; RL.8.5; L.8.4.c; L.8.5.b</p>		
myPerspectives ELL Support				
<p> Audio Summary</p> <p> The Theory of Multiple Intelligences Infographic</p> <p>Personalize for Learning English Language Support: Domain-Specific Words: Science (TE p 413)</p>	<p> Audio Summary</p> <p> Retort/from The People, Yes: Accessible Text</p>	<p> Word Study: Multiple-Meaning Words (RP) (TE p 422)</p> <p> Analyze Craft and Structure: Poetic Structures (RP) (TE p 423)</p> <p>Personalize for Learning English Language Support: Understanding Multiple-Meaning Words (TE p 423)</p> <p> English Language Support Lesson: Multiple-Meaning Words (On Realize)</p>	<p> Conventions: Participial and Infinitive Phrases (RP) (TE p 424)</p>	<p> Speaking and Listening: Multimedia Presentation (RP) (TE p 425)</p>


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iLit ELL Level C				
iLit Library <i>Great Math Ideas</i> <i>Khan Academy</i>	Introduce Poetry Unit 7 Lesson 1-5	Introduce Poetry Unit 7 Lesson 1-5 Multiple-Meaning Words Unit 3 Lesson 1: Vocabulary; Work Time Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time	Introduce Poetry Unit 7 Lesson 1-5 Phrases Unit 2 Lessons 12, 22, 24: Read Aloud, Think Aloud	Multimedia Project Unit 5 Lessons 1–3, 8-10

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DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
<p>PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation</p> <p>SE pp 426-427</p>	<p>PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation</p> <p>SE p 427</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 428-429</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 430-432</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 433-435</p>
<p>PERFORMANCE TASK</p> <p>Present a Fictional Narrative As a group, students present a presentation answering this question: How does each selection highlight a different way to be intelligent?</p> <p>Plan with Your Group Students analyze the text, gather evidence, and organize ideas.</p> <p>Rehearse with Your Group Students practice the presentation, fine-tune the content, improve use of media, and brush-up on presentation techniques.</p> <p>STANDARDS SL.8.1.a; SL.8.1.b; SL.8.1.c; SL.8.5</p>	<p>PERFORMANCE TASK</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.8.1.d; SL.8.4; SL.8.5; SL.8.6</p>	<p>Essential Question <i>In what different ways can people be intelligent?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>MAKING MEANING</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p> Close-Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of Individualism.</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Informative Essay Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Informative Essay Students will write an essay to answer the following: In what different ways can people be intelligent?</p> <p>Informative Essay Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.8.2; W.8.9; W.8.10</p>

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			<p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS RL.8.10; RI.8.10; SL.8.1</p>	
myPerspectives ELL Support				
			 Accessible Levelled Texts for Independent Learning Selections (On Realize)	Personalize for Learning English Language Support: Define Key Terms (TE p 435)
iLit ELL Level C				
<p>Multimedia Project Unit 5 Lessons 1–3, 8-10</p>	<p>Multimedia Project Unit 5 Lessons 1–3, 8-10</p>	<p>Make Connections Unit 2 Lesson 16: Whole Group Unit 2 Lesson 17: Read Aloud, Think Aloud</p> <p>Discussion Opportunities Unit 3 Lesson 9: Classroom Conversation Unit 6 Lesson 9: Small Group Discussion</p>	<p>Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lessons 1–5: Extra Practice</p>	<p>Informative Paragraph Unit 6 Lessons 4-6: Work Time</p> <p>Time to Read Dictionary: Unit 2 Lesson 2</p>

DAY 36
PERFORMANCE-BASED ASSESSMENT
SE pp 436-437
PERFORMANCE-BASED ASSESSMENT
Speaking and Listening: Speech Students will use their essays as the foundation for an oral presentation.
Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.
 Reflect on the Unit
  Unit Test
STANDARDS SL.8.4
iLit ELL Level C
Present an Explanatory Essay Unit 6 Lesson 45 : Work Time

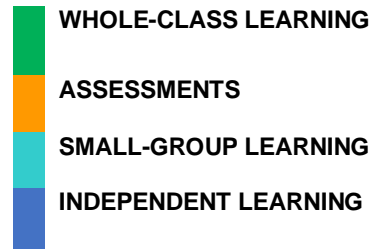
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GRADE 8 | UNIT 5: **Invention**

ESSENTIAL QUESTION: ***Are inventions realized through inspiration or perspiration?***

PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:

INSTRUCTIONAL MODEL**IMPORTANT NOTES**

- Don't forget *Accessible Leveled Texts* are on Realize in the Unit Resources.
- **myPerspectives+** and **skills centers** on Realize also provide more support and differentiation beyond what is in this Guide.

Unit 5 Overview

In this unit, students will read many examples about invention and how they were realized through inspiration and perspiration.

Unit Goals

Students will be able to:

- Read a variety of texts to gain the knowledge and insight needed to write about inspiration and invention.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Improve your writing by using gerund phrases and participial phrases to combine short, choppy sentences.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Inspiration Is Overrated! (850L)

Whole-Class Learning

- Anchor Text, Novel Excerpt: *Uncle Marcos, from The House of the Spirits*, Isabel Allende, translated by Magda Bogin (1420L)
- Anchor Text, Essay: *To Fly, from Space Chronicles*, Neil deGrasse Tyson (1220L)

Small-Group Learning

- Biography: *Nikola Tesla: The Greatest Inventor of All?*, Vicky Baez (860L)
- Novel Excerpt: *from The Invention of Everything Else*, Samantha Hunt (880L)
- Science Article: *25 Years Later, Hubble Sees Beyond Troubled Start*, Dennis Overbye (1320L)
- Media, Video: *Sounds of a Glass Armonica*

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Independent Learning

- Web Article: *Ada Lovelace: A Science Legend*, Amitai Etzioni (1320L)
- Web Article: *Fermented Cow Dung Air Freshener Wins Two Students Top Science Prize*, Kimberley Mok (1460)
- News Article: *Scientists Build Robot That Runs, Call it “Cheetah”*, Rodrique Ngowi (1380L)
- Novel Excerpt: *from The Time Machine*, H.G. Wells (830L)
- Myth: *Icarus and Daedalus*, retold by Josephine Preston Peabody (1100L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argument addressing the following question:
















Which invention described in this unit has had the biggest impact on humanity?

Part 2 – Speaking & Listening: Speech






Students use their argument as the foundation for a three- to five-minute speech.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and which activity taught them most about invention.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	UNIT INTRODUCTION	OVERVIEW Whole-Class Learning	SELECTION Anchor Text Uncle Marcos from The House of the Spirits Isabel Allende	SELECTION Anchor Text Uncle Marcos from The House of the Spirits Isabel Allende
SE pp 438-441	SE pp 442-445	SE pp 446-447	SE pp 448-457	SE pp 458-459
<p>Unit Goals Students will deepen their perspective about creativity and invention by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary opponent; position; contradict; legitimate; dissent</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 5 Answer Key</p> <p>STANDARDS L.8.6</p>	<p>Launch Text Students will read “<i>Inspiration is Overrated!</i>” Students will then be able to engage in discussions about invention.</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p>Summary Students write a summary of the Launch Text.</p> <p>Launch Activity Students participate in an activity related to the unit theme.</p> <p>QuickWrite Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom?</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Evidence Log</p> <p> Performance-Based Assessment: Refining Your Thinking</p>	<p>Essential Question <i>Are inventions realized through inspiration or perspiration?</i></p> <p>Whole-Class Learning Strategies</p> <ul style="list-style-type: none"> • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas <p> Whole-Class Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary decipher; contraption; ingenuity; invincible; newfangled; improvisations</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Uncle Marcos: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Uncle Marcos: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>STANDARDS RI.6.10</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft & Structure: Propelling the Action: Character Students will identify main characters, character traits, round and flat characters and dynamic and static characters.</p> <p> Analyze Craft and Structure: Character</p> <p> Analyze Craft and Structure: Character (RP) (TE p 459)</p> <p>STANDARDS RL.8.1; RL.8.3</p>







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myPerspectives ELL Support				
 Audio Summary Personalize for Learning English Language Support: Cognates (TE p 441)	Personalize for Learning English Language Support: Descriptive Language (TE p 442)		 Audio Summary  Uncle Marcos: Accessible Leveled Text Personalize for Learning English Language Support: Sentence Structure (TE p 450) Personalize for Learning English Language Support: Unfamiliar Words (TE p 453)	 Analyze Craft and Structure: Character (RP) (TE p 459) Personalize for Learning English Language Support: Characters (TE p 459)  English Language Support Lesson: Characters (On Realize)
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Routine Cards Rules for Conversation Routine Active Listening Routine Collaborative Conversation Routine Discussion Opportunities Unit 2 Lesson 2: Classroom Conversation Unit 3 Lesson 9: Classroom Conversation	Summarize Text Unit 3 Lesson 17: Read Aloud, Think Aloud; Work Time Unit 5 Lesson 18: Read Aloud, Think Aloud; Whole Group; Work Time Assignments Unit 6 Lessons 21–25: Write a Summary	Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation Classroom Conversation Unit 2 Lesson 4: Small-Group Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion	Assignments: Grammar Study Plan Unit 4 Lessons 11–15: Part 1: Skill 11: Four Kinds of Sentences Genre: Novel Unit 4 Lesson 37: Read Aloud, Think Aloud Text: <i>Freak the Mighty</i> Unit 4 Lessons 2–24, 27–29, 30, 32	Characters (examples) Unit 2 Lesson 9: Read Aloud, Think Aloud Unit 2 Lesson 23: Whole Group; Work Time Unit 4 Lesson 7: Work Time Unit 4 Lesson 8: Work Time Unit 6 Lesson 40: Work Time

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DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>SELECTION Anchor Text Uncle Marcos from The House of the Spirits Isabel Allende</p> <p>SE p 460</p>	<p>SELECTION Anchor Text Uncle Marcos from The House of the Spirits Isabel Allende</p> <p>SE p 461</p>	<p>SELECTION Anchor Text Uncle Marcos from The House of the Spirits Isabel Allende</p> <p>SE p 462</p>	<p>SELECTION Anchor Text Uncle Marcos from The House of the Spirits Isabel Allende</p> <p>SE p 463</p>	<p>SELECTION Anchor Text To Fly from Space Chronicles Neil deGrasse Tyson</p> <p>SE pp 464-471</p>
<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: decipher; contraption; ingenuity; invincible; newfangled; improvisations</p> <p>Word Study: Latin Suffix: -ity Concept Vocabulary and Word Study Word Study: Latin Suffix: -ity (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.8.4.b</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Subject Complements Students identify predicate nouns, pronouns, or adjectives in sentences. Conventions: Subject Complements Conventions: Subject Complements (RP)</p> <p>STANDARDS L.8.1</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Critical Review Students write a critical review supporting your understanding of the character of Uncle Marcos. Writing to Sources: Critical Review Writing to Sources: Critical Review (RP)</p> <p>STANDARDS W.6.1.b; W.6.1.c</p>	<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Class Discussion Students will discuss how the episode involving Uncle Marcos and his mechanical bird draws on themes from the Greek myth of Icarus. Speaking and Listening: Class Discussion Speaking and Listening: Class Discussion (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST Selection Test: Uncle Marcos</p> <p>STANDARDS RL.8.9; SL.6.1.a; SL.6.1.b</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary enable; foresight; prescient; myopic; naiveté; seminal</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction</p> <p>Read the Selection Selection Audio To Fly: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions. To Fly: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Research to Explore Students choose something that interests them from the text and formulate a research question.</p>

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				STANDARDS RI.6.10
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 Word Study: Latin Suffix: -ity (RP) (TE p 460)	 Conventions: Subject Complements (RP) (TE p 461) Personalize for Learning English Language Support: Syntax (TE p 461)	 Writing to Sources: Critical Review (RP) (TE p 462)	 Speaking and Listening: Class Discussion (RP) (TE p 463)	 Audio Summary  To Fly: Accessible Leveled Text Personalize for Learning English Language Support: Prefixes <i>in-</i> , <i>un-</i> , and <i>im-</i> (TE p 466) Personalize for Learning English Language Support: Idioms (TE p 468)
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Text: <i>Freak the Mighty</i> Unit 4 Lessons 2–24, 27–29, 30, 32 Use Prefixes and Suffixes Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time Unit 6 Lesson 21: Vocabulary; Work Time	Text: <i>Freak the Mighty</i> Unit 4 Lessons 2–24, 27–29, 30, 32 Digital Resources Teacher Resources Language Conventions Practice: Verbs, Objects, and Subject Complements, 7	Text: <i>Freak the Mighty</i> Unit 4 Lessons 2–24, 27–29, 30, 32 Present and Evaluate Argumentative Essays Unit 4 Lesson 43–44: Work Time	Text: <i>Freak the Mighty</i> Unit 4 Lessons 2–24, 27–29, 30, 32 Classroom Conversation Unit 2 Lesson 32: Small-Group Discussion Unit 2 Lesson 44: Partner Discussion Unit 4 Lesson 32: Whole Group Discussion	Text: "Almost Astronauts" Unit 2 Lesson 34 Text: "Almost Astronauts" and "Sally Ride: Remembering a National Hero" Unit 2 Lesson 37

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>SELECTION Anchor Text To Fly from Space Chronicles Neil deGrasse Tyson</p> <p>SE pp 472-473</p>	<p>SELECTION Anchor Text To Fly from Space Chronicles Neil deGrasse Tyson</p> <p>SE p 474</p>	<p>SELECTION Anchor Text To Fly from Space Chronicles Neil deGrasse Tyson</p> <p>SE p 475</p>	<p>SELECTION Anchor Text To Fly from Space Chronicles Neil deGrasse Tyson</p> <p>SE p 476</p>	<p>SELECTION Anchor Text To Fly from Space Chronicles Neil deGrasse Tyson</p> <p>SE p 477</p>
<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Analyze Craft & Structure: Text Structure: Expository Writing Students will identify allusions, comparisons, contrasts, descriptions, and cause-and-effect methods to make ideas and information clear to readers.</p> <p> Analyze Craft and Structure: Expository Writing</p> <p> Analyze Craft and Structure: Expository Writing (RP)</p> <p>STANDARDS RL.8.1; RL.8.3</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: enable; foresight; prescient; myopic; naiveté; seminal</p> <p>Word Study: Old English Prefix: fore-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Old English Prefix: fore- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS L.8.4.b</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Capitalization Students identify capital letters.</p> <p> Conventions: Capitalization</p> <p> Conventions: Capitalization (RP)</p> <p>STANDARDS L.8.2.c</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Sources: Argumentative Essay Students write an argument stating and defending their choice of sound to add to the record.</p> <p> Writing to Sources: Argumentative Essay</p> <p> Writing to Sources: Argumentative Essay (RP)</p> <p>STANDARDS W.8.1.b; W.8.1.e</p>	<p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Informative Presentation Students deliver a presentation on one of the historic flying feats or scientific principles discussed in the text.</p> <p> Speaking and Listening: Informative Presentation</p> <p> Speaking and Listening: Informative Presentation (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>SELECTION TEST</p> <p>  Selection Test: To Fly</p> <p>STANDARDS SL.8.4; SL.8.5</p>







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<p> Analyze Craft and Structure: Expository Writing (RP) (TE p 473)</p> <p>Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 472)</p> <p>Personalize for Learning English Language Support: Expository Writing (TE p 473)</p> <p> English Language Support Lesson: Expository Writing (On Realize)</p>	<p> Word Study: Old English Prefix: <i>fore-</i> (RP) (TE p 474)</p>	<p> Conventions: Capitalization (RP) (TE p 475)</p>	<p> Writing to Sources: Argumentative Essay (RP) (TE p 476)</p>	<p> Speaking and Listening: Informative Presentation (RP) (TE p 477)</p>
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<p>Text: "Almost Astronauts" Unit 2 Lesson 34</p> <p>Text: "Almost Astronauts" and "Sally Ride: Remembering a National Hero" Unit 2 Lesson 37</p>	<p>Use Prefixes and Suffixes Unit 2 Lesson 3: Vocabulary Unit 2 Lesson 10: Whole Group Unit 4 Lesson 11: Vocabulary; Work Time Unit 4 Lesson 30: Work Time</p>	<p>Assignments: Grammar Study Plan Unit 6 Lessons 11–15: Part 4: Skill 24: Correct Capitalization</p>	<p>Argumentative Writing Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18, 35-44: Work Time</p>	<p>Present an Explanatory Essay Unit 6 Lesson 45: Work Time</p>

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DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE pp 478-480</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE p 481</p>	<p>PERFORMANCE TASK: WRITING FOCUS Write an Argument</p> <p>SE pp 482-483</p>	<p>OVERVIEW Small-Group Learning</p> <p>SE pp 484-487</p>	<p>SELECTION Nikola Tesla: The Greatest Inventor of All? Vicky Baez</p> <p>SE pp 488-491</p>
<p>PERFORMANCE TASK</p> <p>Write an Argument Students write an argument answering the question: Which text – “Uncle Marcos” or “To Fly” – best describes the dream or fantasy of human flight?</p> <p>PreWriting/Planning Students write a claim, identify types of details, use direct quotations and paraphrases, and formatting direct quotations.</p> <p>Drafting Students organize and write a first draft.</p> <p>STANDARDS W.8.1.a; W.8.1.b; W.8.1.e; W.8.9.b</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Revising to Combine Sentences Using Gerunds and Participles Students identify gerunds and participles and revise sentences.</p> <p>STANDARDS L.8.1.a; L.8.2.c</p>	<p>PERFORMANCE TASK</p> <p>Revising Students evaluate and revise draft utilizing peer reviews.</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their argument and share in small groups.</p> <p>Reflecting Students reflect on their argument.</p> <p>STANDARDS W.8.1.c; W.8.1.e; W.8.5</p>	<p>Essential Question <i>Are inventions realized through inspiration or perspiration?</i></p> <p>Small-Group Learning Strategies</p> <ul style="list-style-type: none"> • Prepare • Participate Fully • Support Others • Clarify <p> Small-Group Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Working as a Team</p> <ul style="list-style-type: none"> • Take a position • List your rules • Apply the rules • Name your group • Create a communication plan <p>Making a Schedule Students make a schedule with group for completing tasks.</p> <p>Working on Group Projects Students choose specific roles for each member.</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary engineer; generators; current</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> Nick Tesla: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> Nick Tesla: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the text.</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p>

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				<p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: engineer; generators; current</p> <p>LANGUAGE DEVELOPMENT</p> <p>Word Study: Multiple-Meaning Words</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Multiple-Meaning Words(RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>STANDARDS RI.8.3; RI.8.10; L.8.4.c; L.8.5.b; L.8.6</p>
myPerspectives ELL Support				
		<p>Personalize for Learning English Language Support: Transitions (TE p 482)</p>		<p> Audio Summary</p> <p> Nikola Tesla: Accessible Leveled Text</p> <p> Word Study: Multiple-Meaning Words(RP) (TE p 491)</p>

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<p>Argumentative Writing Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18, 35-44: Work Time</p> <p>Assignments Unit 4 Lessons 36–40: Write an Argumentative Essay</p>	<p>Argumentative Writing Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18, 35-44: Work Time</p> <p>Assignments Unit 4 Lessons 36–40: Write an Argumentative Essay</p>	<p>Types of Transitions Unit 2 Lesson 26: Whole Group</p> <p>Argumentative Writing Unit 2 Lesson 25: Whole Group; Work Time Unit 2 Lessons 26–28: Work Time Unit 4 Lesson 15-16, 18, 35-44: Work Time</p> <p>Assignments Unit 4 Lessons 36–40: Write an Argumentative Essay</p>	<p>Rules for Conversation Routines Unit 1 Lesson 2: Classroom Conversation</p> <p>Classroom Conversation Unit 2 Lesson 4: Small-Group Discussion Unit 4 Lesson 2: Whole Group Discussion Unit 6 Lesson 49: Partner Discussion</p>	<p>Multiple-Meaning Words Unit 4 Lesson 21: Vocabulary; Work Time Unit 4 Lesson 22: Work Time Unit 4 Lesson 25: Vocabulary</p>

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
<p>SELECTION Nikola Tesla: The Greatest Inventor of All? Vicky Baez</p> <p>SE pp 492-493</p>	<p>SELECTION from The Invention of Everything Else Samantha Hun</p> <p>SE pp 494-504</p>	<p>SELECTION from The Invention of Everything Else Samantha Hunt</p> <p>SE p 505</p>	<p>SELECTION from The Invention of Everything Else Samantha Hunt</p> <p>SE pp 506-507</p>	<p>SELECTION from The Invention of Everything Else Samantha Hunt</p> <p>SE pp 508-509</p>
<p>MAKING MEANING</p> <p>Analyze Craft & Structure: Text Structure: Biographical Writing Students analyze examples of organization and development of ideas in a text.</p> <p> Analyze Craft and Structure: Biographical Writing</p> <p> Analyze Craft and Structure: Biographical Writing (RP)</p> <p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Commas and Semicolons Students identify commas and semicolons.</p> <p> Conventions: Commas and Semicolons</p> <p> Conventions: Commas and Semicolons (RP)</p> <p>STANDARDS RI.8.3; RI.8.5; L.8.2.a</p>	<p>MAKING MEANING</p> <p>Concept Vocabulary deficiencies; triumph; revolutionized</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Fiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> from The Invention of Everything Else: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> from The Invention of Everything Else: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the excerpt.</p> <p>STANDARDS RI.8.10; L.8.4.c</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: deficiencies; triumph; revolutionized</p> <p>Word Study: Denotation and Connotation</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Denotation and Connotation (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p>	<p>MAKING MEANING</p> <p>Analyze Craft & Structure: Word Choice: Figurative Language Students analyze examples of figurative language.</p> <p> Analyze Craft and Structure: Figurative Language</p> <p> Analyze Craft and Structure: Figurative Language (RP)</p> <p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Comparative and Superlative Forms of Adjectives and Adverbs Students identify adjectives adverbs in each sentence.</p> <p> Conventions: Comparative and Superlative Forms of Adjectives and Adverbs</p> <p> Conventions: Comparative and Superlative Forms of Adjectives and Adverbs (RP)</p> <p>STANDARDS RL.8.4; L.8.5.a</p>	<p>EFFECTIVE EXPRESSION</p> <p>Writing to Compare: Compare-and-Contrast Essay Students write an essay analyzing the ways in which each text reveals an aspect of Tesla's life and personality.</p> <p> Writing to Compare: Compare-and-Contrast Essay</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> Selection Test: Nikola Tesla</p> <p>STANDARDS W.8.9</p>











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		STANDARDS L.8.4.; L.8.5.c		
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<p> Analyze Craft and Structure: Biographical Writing (RP) (TE p 492)</p> <p> Conventions: Commas and Semicolons (RP) (TE p 493)</p> <p>Personalize for Learning English Language Support: Biographical Writing (TE p 492)</p> <p> English Language Support Lesson: Biographical Writing (On Realize)</p>	<p> Audio Summary</p> <p> from The Invention of Everything Else: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Syntax (TE p 496)</p>	<p> Word Study: Denotation and Connotation (RP) (TE p 505)</p>	<p> Analyze Craft: Figurative Language (RP) (TE p 506)</p> <p> Conventions: Comparative and Superlative Forms of Adjectives and Adverbs (RP) (TE p 507)</p> <p>Personalize for Learning English Language Support: Commonly Confused Words (TE p 507)</p>	<p>Personalize for Learning English Language Support: Compare-and-Contrast Essay (TE p 509)</p> <p> English Language Support Lesson: Compare-and-Contrast Essay (On Realize)</p>
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<p>iLit Library Thomas Edison Groundbreaking Inventions</p> <p>Text: <i>Forces in Motion</i> Unit 4 Lessons 44-48</p>	<p>iLit Library The Time Machine Thomas Edison</p> <p>Conduct Research Unit 5 Lesson 1: Whole Group</p>	<p>Connotations and Denotations Unit 2 Lesson 38: Vocabulary Unit 2 Lesson 47: Vocabulary Unit 2 Lesson 49: Vocabulary</p>	<p>Figurative Language Unit 3 Lesson 3; Whole Group Unit 3 Lesson 4: Work Time</p> <p>Adverbs and Adjectives Unit 2 Lesson 28: Read Aloud, Think Aloud</p>	<p>Compare and Contrast Unit 2 Lesson 37: Read Aloud, Think Aloud Unit 2 Lessons 44, 46: Work Time</p>






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DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>SELECTION 25 Years Later, Hubble Sees Beyond Troubled Start Dennis Overbye</p> <p>SE pp 510-515</p>	<p>SELECTION 25 Years Later, Hubble Sees Beyond Troubled Start Dennis Overbye</p> <p>SE pp 516-517</p>	<p>SELECTION 25 Years Later, Hubble Sees Beyond Troubled Start Dennis Overbye</p> <p>SE pp 518-519</p>	<p>SELECTION Sounds of a Glass Armonica</p> <p>SE p 520-522</p>	<p>SELECTION Sounds of a Glass Armonica</p> <p>SE p 523</p>
<p>MAKING MEANING</p> <p>Concept Vocabulary dismay; controversy; outcry</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide: Nonfiction</p> <p>Read the Selection</p> <p> Selection Audio</p> <p> 25 Years Later: Accessible Leveled Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p> 25 Years Later: First Read Extension Questions</p> <p>Research to Clarify Students research one unfamiliar detail from the excerpt.</p> <p>Research to Explore Students conduct research on something from the text they find interesting.</p>	<p>MAKING MEANING</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read the Text</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p> Analyze the Text</p> <p>LANGUAGE DEVELOPMENT</p> <p>Concept Vocabulary Students complete activities related to the Concept Vocabulary words: dismay; controversy; outcry</p> <p>Word Study: Latin Root: -vers-</p> <p> Concept Vocabulary and Word Study</p> <p> Word Study: Latin Root: -vers- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p>	<p>LANGUAGE DEVELOPMENT</p> <p>Conventions: Dashes and Ellipses Students identify dashes and ellipses.</p> <p> Conventions: Dashes and Ellipses</p> <p> Conventions: Dashes and Ellipses (RP)</p> <p>EFFECTIVE EXPRESSION</p> <p>Speaking and Listening: Debate Students conduct a debate responding to statements of opinion.</p> <p> Speaking and Listening: Debate</p> <p> Speaking and Listening: Debate (RP)</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>  Selection Test: 25 Years Later</p> <p>STANDARDS</p>	<p>MAKING MEANING</p> <p>Media Vocabulary Zoom; video clip; focus</p> <p>First Review Students Watch, Note, Connect, Respond as they study the images.</p> <p> First Review Guide: Media Video</p> <p>View the Selection</p> <p> Selection Audio</p> <p> Sounds of a Glass Armonica: Accessible Text</p> <p>Comprehension Check Students complete comprehension questions.</p> <p>Close Review Students will watch the video again and record any new observations.</p> <p>Analyze the Media Students will respond to questions about the clip.</p> <p> Analyze the Media</p> <p> Media Vocabulary</p> <p>STANDARDS RI.8.10; SL.8.1; L.8.6</p>	<p>EFFECTIVE EXPRESSION</p> <p>Research: Multimedia Presentation Students create a presentation highlighting a homemade or unusual musical instrument.</p> <p> Research: Multimedia Present</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>STANDARDS W.8.5; SL.8.1.a; SL.8.1.b; SL.8.5</p>


SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice




<p>STANDARDS RI.8.10; L.8.4.b</p>	<p>Analyze Craft & Structure: Author's Purpose: Diction and Tone Students will analyze diction and tone.</p> <p> Analyze Craft and Structure: Diction and Tone</p> <p> Analyze Craft and Structure: Diction and Tone (RP)</p> <p>STANDARDS RI.8.6; L.8.4.b; L.8.4.c</p>	<p>SL.8.1.a; SL.8.1.b; SL.8.1.c; SL.8.1.d; SL.8.5; L.8.2.a; L.8.2.b</p>		
<p>myPerspectives ELL Support</p>				
<p> Audio Summary</p> <p> 25 Years Later: Accessible Leveled Text</p> <p>Personalize for Learning English Language Support: Make Predictions (TE p 510)</p>	<p> Word Study: Latin Root: -vers- (RP) (TE p 516)</p> <p> Analyze Craft and Structure: Diction and Tone (RP) (TE p 517)</p> <p>Personalize for Learning English Language Support: Author's Purpose (TE p 517)</p> <p> English Language Support Lesson: Authors Purpose (On Realize)</p>	<p> Conventions: Dashes and Ellipses (RP) (TE p 518)</p> <p> Speaking and Listening: Debate (RP) (TE p 519)</p>	<p> Audio Summary</p> <p>Personalize for Learning English Language Support: (TE p 520)</p>	
<p>iLit ELL Level C</p>				
<p>Make Predictions Unit 1 Lesson 2: Read Aloud, Think Aloud</p> <p>iLit Library We Choose to Go to the Moon Book of Space Look Up</p>	<p>Use Greek and Latin Roots Unit 2 Lesson 26: Vocabulary; Work Time Unit 4 Lesson 26: Vocabulary; Work Time</p> <p>Author's Purpose Unit 4 Lesson 33: Read Aloud, Think Aloud</p>	<p>Editing Unit 1 Lesson 5: Work Time Unit 2 Lessons 43: Whole Group Unit 4 Lesson 41: Work Time</p>	<p>iLit Library The Mystery of Sound</p>	<p>iLit Library The Mystery of Sound</p>

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DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
<p>PERFORMANCE TASK: Speaking and Listening Focus Conduct a Debate</p> <p>SE pp 524-525</p>	<p>PERFORMANCE TASK: Speaking and Listening Focus Conduct a Debate</p> <p>SE p 525</p>	<p>INTRODUCE INDEPENDENT LEARNING</p> <p>SE pp 526-527</p>	<p>INDEPENDENT LEARNING</p> <p>SE pp 528-530</p>	<p>PERFORMANCE-BASED ASSESSMENT</p> <p>SE pp 531-533</p>
<p>PERFORMANCE TASK</p> <p>Conduct a Debate: Students conduct a debate taking a position on this question: Are inventions realized through inspiration or perspiration?</p> <p>Plan with Your Group Students gather details and media, organize their ideas, and set debate rules.</p> <p>Rehearse with Your Group Students practice the presentation, fine-tune the content, and improve debate technique.</p> <p>STANDARDS SL.8.1.a; SL.8.1.b; SL.8.1.c; SL.8.1.d; SL.8.3; SL.8.5</p>	<p>PERFORMANCE TASK</p> <p>Present and Evaluate Students present as a group and use checklist items to evaluate.</p> <p>STANDARDS SL.8.5</p>	<p>Essential Question <i>Are inventions realized through inspiration or perspiration?</i></p> <p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Create a Schedule • Practice what you have learned • Take Notes <p> Independent Learning Strategies</p> <p>Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>  Contents</p>	<p>MAKING MEANING</p> <p>First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time.</p> <p> First-Read Guide</p> <p>Close-Read Guide</p> <p> Close-Read Guide</p> <p>Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection.</p> <p>Analyze the Text Students will respond to questions about the text, citing textual evidence.</p> <p>Quick Write Students write about a paragraph that grabbed their interest.</p> <p>Share Your Independent Learning Students share what they learned from independent learning with a group and reflect on how it adds to their understanding of Individualism.</p>	<p>PERFORMANCE-BASED ASSESSMENT PREP</p> <p>Review Evidence for an Argument Students evaluate the strength of their evidence</p> <p>Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p>Writing to Sources: Argument Students will write an argument to answer the following: Which invention described in this unit has had the biggest impact on humanity?</p> <p>Argument Rubric Students use the rubric to guide their revisions.</p> <p>STANDARDS W.8.1.a; W.8.1.b; W.8.1.c; W.8.1.d; W.8.1.e</p>

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			Evidence Log Students add notes and evidence that will be used to inform the Performance-Based Assessment. STANDARDS RL.8.10; RI.8.10; SL.8.6	
myPerspectives ELL Support				
			 Accessible Leveled Texts for Independent Learning Selections (On Realize)	
iLit ELL Level C				
Present an Argumentative Essay Unit 4 Lesson 44: Work Time	Present an Argumentative Essay Unit 4 Lesson 44: Work Time	Make Connections Unit 2 Lesson 16: Whole Group Unit 2 Lesson 17: Read Aloud, Think Aloud Discussion Opportunities Unit 3 Lesson 9: Classroom Conversation Unit 6 Lesson 9: Small Group Discussion	Make Connections Unit 2 Lesson 16: Whole Group Unit 2 Lesson 17: Read Aloud, Think Aloud Unit 2 Lesson 23: Work Time Unit 2 Lesson 24: Read Aloud, Think Aloud	Present an Argumentative Essay Unit 4 Lesson 44: Work Time

DAY 36
PERFORMANCE-BASED ASSESSMENT
SE pp 534-535
PERFORMANCE-BASED ASSESSMENT
<p>Speaking and Listening: Speech Students will use their argument as the foundation for a three- to five-minute speech.</p> <p>Reflect on the Unit Students reflect on Unit goals, learning strategies, and the text.</p> <p> Reflect on the Unit</p> <p>  Unit Test</p> <p>STANDARDS SL.8.4; SL.8.6</p>
iLit ELL Level C
<p>Present an Argumentative Essay Unit 4 Lesson 44: Work Time</p>

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