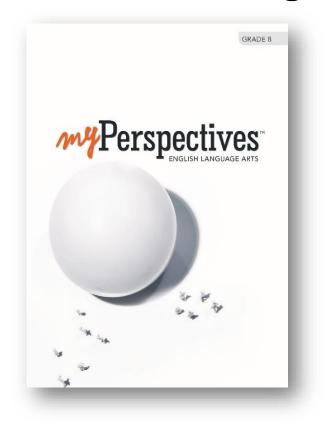




Grade 8 Unit Planning Guide



Prepared by Savvas Learning Company, formerly Pearson K12 Learning

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

- WHOLE-CLASS LEARNING
- ASSESSMENTS
- SMALL-GROUP LEARNING
- INDEPENDENT LEARNING

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. ٠
- 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. ٠
- Collaborate with team to build on the ideas of others, develop consensus, and communication. ٠
- ٠ 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)
 - SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio | 😳 Video| 🎯 Downloadable / Printable Document | 🧐 Online Assessment | 🧐 EL Highlights

- 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

Unit Reflection

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.

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

4 Audio | O Video| C Downloadable / Printable Document | O Online Assessment | C EL Highlights

				pectives Unit Planning Guide Grade 8
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	UNIT INTRODUCTION	OVERVIEW	SELECTION	SELECTION
		Whole-Class Learning	Anchor Text	Anchor Text
			The Medicine Bag	The Medicine Bag
			Virginia Driving Hawk Sneve	Virginia Driving Hawk Sneve
			5 5	
SE pp 2-5	SE pp 5-9	SE pp 10-11	SE p 12	SE pp 12-16
Unit Goals	Launch Text	Essential Question	MAKING MEANING	MAKING MEANING
Students will deepen their	Students will read "Red	What are some milestones on		
perspective about rites of	Roses." They will then be	the path to growing up?	Concept Vocabulary	Read the Selection
passages through reading,	able to participate in		wearily; straggled; fatigue;	
writing, speaking, listening,	discussions about rites of	Whole-Class Learning	frail; sheepishly	Selection Audio
and presenting.	passages.	Strategies		Contraction The Medicine Bag:
		Listen actively	First Read	Accessible Leveled Text
Unit Goals Video	Word Network	Clarify by asking	Students Notice, Annotate,	
	Students add new words to	questions	Connect, Respond as they	STANDARDS
Academic Vocabulary	their Word Network as they		read the selection the first	RL.8.10
Attribute, gratifying,	read texts in the unit.	Monitor understanding	time.	RL.0.10
persistent, notable, inspire		 Interact and share ideas 		
	Word Network	Whole-Class Learning	0	
Home Connection Letter		• whole-Class Learning	Sirst-Read Guide: Fiction	
	Summary	Strategies		
Spanish Home	Students write a summary of		Read the Selection	
Connection Letter	the Launch Text.	Table of Contents Preview		
C		Preview the selections in the	Selection Audio	
🕼 Unit 1 Answer Key	Launch Activity	unit and discuss how they	The Medicine Bag:	
	Students participate in an	relate to the EQ and unit	Accessible Leveled Text	
STANDARDS	activity related to the unit	topic.		
L.8.6	theme.		STANDARDS	
			RL.8.10	
	QuickWrite		I.L.0.10	
	Students write a response to			
	the QuickWrite prompt: What			
	are the most effective tools			
	for establishing and			
	preserving freedom?			
	Evidence Log			
	Students add notes and			
	evidence that will be used to			
	inform the Performance-			
	Based Assessment.			
	Evidence Log			
		1		

myPerspectives ELL Support	Performance-Based Assessment: Refining Your Thinking			
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

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

myPerspectives ELL Support				
Personalize for Learning English Language Support: Vocabulary (TE p 17)		Analyze Craft and Structure: Figurative Meaning: Symbolism (RP) (TE p 23)	G 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



myPerspectives ELL Support	:			
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

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PERFORMANCE TASK: WRITING FOCUS Write a Nonfiction Narrative	PERFORMANCE TASK: WRITING FOCUS Write a Nonfiction Narrative	PERFORMANCE TASK: WRITING FOCUS Write a Nonfiction Narrative	OVERVIEW Small-Group Learning	SELECTION You Are the Electric Boogaloo Geoff Herbach Just Be Yourself
05 04 00	05 - 07	05	05 as 40.40	Stephanie Pellegrin
SE pp 34-36	SE p 37	SE pp 38-39	SE pp 40-43	SE pp 44-49
PERFORMANCE TASK 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? PreWriting/Planning Students choose their topic, gather evidence, and connect across texts. Drafting Students organize and write a first draft. STANDARDS W.8.3.a-e	LANGUAGE DEVELOPMENT Create Cohesion: Transitions Students choose transitions to show specific connections among ideas and events. STANDARDS W.8.3.c	PERFORMANCE TASK Revising Students evaluate and revise draft utilizing peer reviews. Editing and Proofreading Students edit for conventions and proofread for accuracies. Publishing and Presenting Students create a final version of their narratives and share in small groups. Reflecting Students reflect on their narrative essays. STANDARDS W.8.3.d; W.8.3.e; W.8.4; W.8.5	Essential Question What are some milestones on the path to growing up? Small-Group Learning Strategies Prepare Participate Fully Support Others Clarify Small-Group Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Working as a Team Take a position List your rules Apply the rules Name your group Create a communication plan Making a Schedule Students make a schedule with group for completing tasks. Working on Group Projects	MAKING MEANING Concept Vocabulary immense; majestic; numerous First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction Read the Selection Selection Audio You Are the Electric Boogaloo/Just Be Yourself!: Accessible Leveled Text Comprehension Check Students complete comprehension questions. You Are the Electric Boogaloo/Just Be Yourself!: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text.
			Students choose specific roles for each member.	STANDARDS RI.8.10: L.8.5

myPerspectives ELL Support	myPerspectives ELL Support					
iLit ELL Level C	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)		
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		

Conventions: Verb Moods	DAY 23 SELECTION Hanging Fire Audre Lorde Translating Grandfather's House E.J. Vega SE pp 54-62 MAKING MEANING Concept Vocabulary horizon; awakenings; beaming	DAY 24 SELECTION Hanging Fire Audre Lorde Translating Grandfather's House E.J. Vega SE pp 62-63 MAKING MEANING Close Read the Text Students will review the Close	DAY 25 SELECTION Hanging Fire Audre Lorde Translating Grandfather's House E.J. Vega SE p 64 LANGUAGE DEVELOPMENT
You Are the Electric Boogaloo Geoff Herbach ust Be Yourself Stephanie Pellegrin GE pp 52-53 CANGUAGE DEVELOPMENT Conventions: Verb Moods Students identify verb moods.	Hanging Fire Audre Lorde Translating Grandfather's House E.J. Vega SE pp 54-62 MAKING MEANING Concept Vocabulary horizon; awakenings;	Hanging Fire Audre Lorde Translating Grandfather's House E.J. Vega SE pp 62-63 MAKING MEANING Close Read the Text	Hanging Fire Audre Lorde Translating Grandfather's House E.J. Vega SE p 64 LANGUAGE
Geoff Herbach ust Be Yourself Stephanie Pellegrin GE pp 52-53 ANGUAGE DEVELOPMENT Conventions: Verb Moods Students identify verb moods.	Audre Lorde Translating Grandfather's House E.J. Vega SE pp 54-62 MAKING MEANING Concept Vocabulary horizon; awakenings;	Audre Lorde Translating Grandfather's House E.J. Vega SE pp 62-63 MAKING MEANING Close Read the Text	Audre Lorde Translating Grandfather's House E.J. Vega SE p 64 LANGUAGE
ust Be Yourself Stephanie Pellegrin SE pp 52-53 ANGUAGE DEVELOPMENT Conventions: Verb Moods Students identify verb moods.	Translating Grandfather's House E.J. Vega SE pp 54-62 MAKING MEANING Concept Vocabulary horizon; awakenings;	Translating Grandfather's House E.J. Vega SE pp 62-63 MAKING MEANING Close Read the Text	Translating Grandfather's House E.J. Vega SE p 64 LANGUAGE
Stephanie Pellegrin SE pp 52-53 ANGUAGE DEVELOPMENT Conventions: Verb Moods Students identify verb moods.	House E.J. Vega SE pp 54-62 MAKING MEANING Concept Vocabulary horizon; awakenings;	House E.J. Vega SE pp 62-63 MAKING MEANING Close Read the Text	House E.J. Vega SE p 64 LANGUAGE
Stephanie Pellegrin SE pp 52-53 ANGUAGE DEVELOPMENT Conventions: Verb Moods Students identify verb moods.	House E.J. Vega SE pp 54-62 MAKING MEANING Concept Vocabulary horizon; awakenings;	House E.J. Vega SE pp 62-63 MAKING MEANING Close Read the Text	House E.J. Vega SE p 64 LANGUAGE
Conventions: Verb Moods Students identify verb moods.	E.J. Vega SE pp 54-62 MAKING MEANING Concept Vocabulary horizon; awakenings;	E.J. Vega SE pp 62-63 MAKING MEANING Close Read the Text	E.J. Vega SE p 64 LANGUAGE
Conventions: Verb Moods Students identify verb moods.	SE pp 54-62 MAKING MEANING Concept Vocabulary horizon; awakenings;	SE pp 62-63 MAKING MEANING Close Read the Text	SE p 64 LANGUAGE
ANGUAGE DEVELOPMENT Conventions: Verb Moods Students identify verb moods.	SE pp 54-62 MAKING MEANING Concept Vocabulary horizon; awakenings;	SE pp 62-63 MAKING MEANING Close Read the Text	SE p 64 LANGUAGE
ANGUAGE DEVELOPMENT Conventions: Verb Moods Students identify verb moods.	MAKING MEANING Concept Vocabulary horizon; awakenings;	MAKING MEANING Close Read the Text	LANGUAGE
ANGUAGE DEVELOPMENT Conventions: Verb Moods Students identify verb moods.	MAKING MEANING Concept Vocabulary horizon; awakenings;	MAKING MEANING Close Read the Text	LANGUAGE
DEVELOPMENT Conventions: Verb Moods Students identify verb moods.	Concept Vocabulary horizon; awakenings;	Close Read the Text	
Conventions: Verb Moods Students identify verb moods.	horizon; awakenings;		
Students identify verb moods.	horizon; awakenings;		
Students identify verb moods.	•		Author's Style: Word
Conventions: Verb Moods	beaming	Read Model and complete the	Choice
Conventions: Verb Moods	-	close read sections in the	
N	First Read	selection.	Students mark passages that
	Students Notice, Annotate,		are descriptive or interesting
Conventions: Verb Moods		Close Read the Text	in some way.
RP)			Author's Style: Word
		Analyze the Text	Choice
FFECTIVE EXPRESSION		Students will respond to	
	G First-Read Guide: Poetry		Author's Style: Word
Speaking and Listening:			Choice (RP)
isual Presentation	Poad the Selection		, ,
Students work with a group to		Analvze the Text	
esearch a visual	Selection Audio		STANDARDS
	0	Concept Vocabulary	L.8.6
	Hanging Fire/Translating		
Speaking and Listening:	Grandfather's House:		
isual Presentation	Accessible Leveled Text		
Speaking and Listening:	Comprehension Check		
visual Presentation (RP)	Students complete	bearing	
		Word Study: Etymology:	
	<u>@</u> <u>_</u>		
	W Hanging Fire/Translating	Concept Vocabulary and	
	Grandfather's House: First	Word Study	
Based Assessment.	Read Extension Questions		
		Word Study: Etymology	
Soloction Test: Vou		(RP)	
re the Electric			
	unfamiliar detail from the text.	Word Network	
boogaloo/Just de Toursell!		Students add new words to	
TANDADDO	Research to Explore	their Word Network as they	
		read texts in the unit.	
8.1.d			4
RIF Spy Signature Spy Signature Signatu	P) FECTIVE EXPRESSION reaking and Listening: sual Presentation udents work with a group to search a visual esentation. Speaking and Listening: sual Presentation Speaking and Listening: sual Presentation (RP) ridence Log udents add notes and idence that will be used to orm the Performance- sed Assessment. Selection Test: You the Electric ogaloo/Just Be Yourself! ANDARDS 8.7; SL.8.4; SL.8.5; L.8.1.c; 3.1.d	 P) Connect, Respond as they read the selection the first time. FECTIVE EXPRESSION eaking and Listening: sual Presentation Speaking and Listening: sual Presentation Speaking and Listening: sual Presentation (RP) Fidence Log udents add notes and idence that will be used to orm the Performance-sed Assessment. Selection Test: You the Electric ogaloo/Just Be Yourself! ANDARDS 8.7; SL.8.4; SL.8.5; L.8.1.c; Comprehension the text. 	P) Connect, Respond as they read the selection the first time. FECTIVE EXPRESSION read the selection the first time. weaking and Listening: First-Read Guide: Poetry Malayze the Text Students will respond to questions about the text, citing textual evidence. weaking and Listening: First-Read Guide: Poetry Speaking and Listening: Selection Audio Speaking and Listening: Hanging Fire/Translating Speaking and Listening: Comprehension Check sual Presentation Comprehension Check Sudents add notes and idence that will be used to orm the Performance-sed Assessment. Comprehension Questions. Selection Test: You a the Electric ogaloo/Just Be Yourself! Research to Clarify Students research to Explore Students add new words to their Word Network as they read texts in the unit.

Audio | O Video| C Downloadable / Printable Document | O Online Assessment | O EL Highlights

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



DAY 26 C	DAY 27	DAY 28	DAY 29	DAY 30
	SELECTION	SELECTION	SELECTION	SELECTION
Hanging Fire T	The Setting Sun and the	The Setting Sun and the	The Setting Sun and the	The Setting Sun and the
Audre Lorde R	Rolling World	Rolling World	Rolling World	Rolling World
	Charles Mungoshi	Charles Mungoshi	Charles Mungoshi	Charles Mungoshi
Translating Grandfather's				
House				
E.J. Vega				
	SE pp 66-71	SE pp 72-73	SE p 74	SE p 75
EFFECTIVE EXPRESSION N	MAKING MEANING	MAKING MEANING		EFFECTIVE EXPRESSION
Speaking and Listening	Concept Vocabulary	Close Read the Text	DEVELOPMENT	Research: Informational
		Students will review the Close	Conventions: Verb Moods	
	patronized; obligations; psychological	Read Model and complete the	Students rewrite sentences	Report Students research and write a
discussion about "Hanging	osychological	close read sections in the	using correct verb moods.	report on Zimbabwean
	First Read	selection.		culture.
	Students Notice, Annotate,		Conventions: Verb Moods	
	Connect, Respond as they	Close Read the Text	Conventions: Verb Moods	Research: Informational
Speaking and Listening:	read the selection the first			Report
	time.	Analyze the Text	(RP)	Research: Informational
		Students will respond to	STANDARDS	Report (RP)
Group Discussion (RP)	GFirst-Read Guide: Fiction	questions about the text,	L.8.1.c; L.8.1.d	Report (RF)
		citing textual evidence.	L.O. 1.C, L.O. 1.U	Evidence Log
Evidence Log	Read the Selection			Students add notes and
Students add notes and	Selection Audio	Concept Vocabulary		evidence that will be used to
evidence that will be used to		Students complete activities		inform the Performance-
inform the Performance-	The Setting Sun and the	related to the Concept		Based Assessment.
Based Assessment	Rolling world: Accessible	Vocabulary words: patronized; obligations;		
	Leveled Text	psychological		SELECTION TEST
BR		psychological		ARA
G Selection Test:	Comprehension Check	Word Study: Greek Root:		Selection Test: The
	Students complete	-psych-		Setting Sun and Rolling World
STANDARDS	comprehension questions.			STANDARDS
	0	Concept Vocabulary and		W.8.2.b; W.8.2.f; W.8.7;
· · · · · · · · · · · · · · · · · · ·	The Setting Sun and the	Word Study		W.8.8
R	Rolling World: First Read	Word Study: Greek Root:		W.0.0
E	Extension Questions	-psych- (RP)		
	Research to Clarify	Word Network		
	Students research one	Students add new words to		
u	unfamiliar detail from the text.	their Word Network as they		
		read texts in the unit.		
	STANDARDS			
	RL.8.10; L.8.5.b	Analyze Craft & Structure:		
		Point of View in Fiction		

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

DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
PERFORMANCE TASK: Speaking and Listening Focus Present a Nonfiction Narrative	PERFORMANCE TASK: Speaking and Listening Focus Present a Nonfiction Narrative	INTRODUCE INDEPENDENT LEARNING	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT
SE pp 76-77	SE p 77	SE pp 78-79	SE pp 80-82	SE pp 83-85
PERFORMANCE TASK	PERFORMANCE TASK	Essential Question	MAKING MEANING	PERFORMANCE-BASED
Speaking and Listening Focus: Present a Nonfiction Narrative Students create a series of nonfiction narratives about rites of passage. Plan With Your Group Students will analyze the text, gather evidence and media examples and organize ideas. Rehearse With Your Group Students practice with the group, fine-tune the content, improve the use of media, and brush up on presentation techniques. STANDARDS SL.8.4; SL.8.5	Present and Evaluate Students present as a group and use checklist items to evaluate. STANDARDS SL.8.4; SL.8.5	What are some of the milestones on the path to growing up? Independent Learning Strategies • Create a Schedule • Practice what you have learned • Take Notes Independent Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. () Contents	 First-Read Guide Students Notice, Annotate, Connect, Respond as they read the selection the first time. First Read Guide Close-Read Guide Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Analyze the Text Students will respond to questions about the text, citing textual evidence. Quick Write Students write about a paragraph that grabbed their interest. 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	ASSESSMENT PREP Review Notes for a Nonfiction Narrative Students evaluate the strength of their content. Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. Writing to Sources: Nonfiction Narrative Students will write a nonfiction narrative responding to the prompt: What rite of passage has held the most significance for your or for a person you know well? Nonfiction Narrative Rubric Students use the rubric to guide their revisions. STANDARDS W.8.3.a-e



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

DAY 36

PERFORMANCE-BASED ASSESSMENT

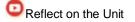
SE pp 86-87

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.





SL.8.4; SL.8.5

iLit ELL Level C

Present a Narrative Essay Unit 2 Lesson 43, 44: Work Time

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

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

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. ٠

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) •
- ٠ 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

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

🚇 Audio | 🖸 Video| 🔞 Downloadable / Printable Document | 🥝 Online Assessment | 🥝 EL Highlights

Independent Learning

- Television Transcript: Saving the Children, Bob Simon (740L)
- Reflective Essay: A Great Adventure in the Shadow of War, Mary Helen Dirkx (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

Unit Reflection

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.

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.

4 Audio | O Video| C Downloadable / Printable Document | O Online Assessment | C EL Highlights

		B 447 A		ectives Unit Planning Guide Grade 8
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	UNIT INTRODUCTION	OVERVIEW Whole-Class Learning SE pp 96-97	SELECTION Anchor Text The Diary of Anne Frank, Act I Frances Goodrich and Albert Hackett SE pp 100-125	SELECTION Anchor Text The Diary of Anne Frank, Act I Frances Goodrich and Albert Hackett SE pp 126-150
Unit Goals Students will deepen their understanding of the holocaust by reading, writing, speaking, listening, and presenting. Unit Goals Video Academic Vocabulary theorize; sustain; declaration; pronounce; enumerate Home Connection Letter Spanish Home Connection Letter Unit 2 Answer Key STANDARDS L.8.6	Launch Text Students will read " <i>The Grand</i> <i>Mosque of Paris.</i> " Students then participate in discussions about the Holocaust. Word Network Students add new words to their Word Network as they read texts in the unit. Word Network Summary Students write a summary of the Launch Text. Launch Activity Students participate in an activity related to the unit theme. QuickWrite Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom? Evidence Log Students eLog Evidence Log	Essential Question How do remember the past? Whole-Class Learning Strategies Listen actively Clarify by asking questions Monitor understanding Interact and share ideas Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	MAKING MEANING Concept Vocabulary anxiously; tension; restraining; quarrels; bickering; hysterically First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction Read the Selection Selection Audio The Diary of Anne Frank, Act I: Accessible Leveled Text STANDARDS RL.8.10	MAKING MEANING Read the Selection Selection Audio The Diary of Anne Frank, Act I: Accessible Leveled Text STANDARDS RL.8.10

	Performance-Based Assessment: Refining Your Thinking			
myPerspectives ELL Support	•	•	•	
Audio Summary Personalize for Learning English Language Support: Cognates (TE p 91)			Audio Summary Audio Summary Mathematical 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 Sendler Drama Unit 3 Lesson 1-10	iLit Library Resistance Fighter Holocaust The Camp Four Perfect Pebbles: A Holocaust Story Irena Sendler Drama Unit 3 Lesson 1-10

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Anchor Text
The Diary of Anne Frank, Act	The Diary of Anne Frank, Act I	The Diary of Anne Frank, Act I	The Diary of Anne Frank, Act II	The Diary of Anne Frank, Act II
Frances Goodrich and Albert Hackett	Frances Goodrich and Albert Hackett	Frances Goodrich and Albert Hackett	Frances Goodrich and Albert Hackett	Frances Goodrich and Albert Hackett
SE p 151	SE pp 152-153	SE pp 154-155	SE pp 156-172	SE pp 173-187
MAKING MEANING	MAKING MEANING	LANGUAGE DEVELOPMENT	MAKING MEANING	MAKING MEANING
Comprehension Check	Close Read the Text		Concept Vocabulary	Read the Selection
Students complete	Students will review the Close	Concept Vocabulary	foreboding; intuition; rigid;	Selection Audio
comprehension questions.	Read Model and complete the close read sections in the	Students complete activities related to the Concept	apprehension; mounting; insistent	
🙆 The Diary of Anne Frank,	selection.	Vocabulary words:	Insistent	The Diary of Anne Frank,
Act I: First Read Extension		anxiously; tension; restraining;	First Read	Act II: Accessible Leveled Text
Questions	Close Read the Text	quarrels; bickering;	Students Notice, Annotate,	Text
Research to Clarify	Analyze the Text	hysterically	Connect, Respond as they	Comprehension Check
Students research one	Students will respond to		read the selection the first	Students complete
unfamiliar detail from the text.	questions about the text,	Word Study: Latin Suffix:	time.	comprehension questions.
	citing textual evidence.	<i>-ion</i> Students complete activities	0	🙆 The Diary of Anne Frank,
Research to Explore	_	related to the Latin Suffix	Sirst-Read Guide: Fiction	Act II: First Read Extension
Students choose something	Analyze Craft and	-ion		Questions
interesting from the text and	Structure: Text Structures	Concept Vocabulary and	Read the Selection	
formulate a research question.	in Drama Students will identify	Word Study: Latin Suffix:	Selection Audio	Research to Clarify
question.	passages of dialogue that	-ion		Students research one
STANDARDS	serve that purpose.	Word Study: Latin Suffix:	GThe Diary of Anne Frank, Act II: Accessible Leveled	unfamiliar detail from the text.
RL.8.1		-ion- (RP)	Text	Research to Explore
	Analyze Craft and			Students choose something
	Structure: Analyze Text Structures in Drama	Word Network	STANDARDS	interesting from the text and
		Students add new words to	RL.8.10	formulate a research
	Analyze Craft and	their Word Network as they		question.
	Structure: Analyze Text	read texts in the unit.		
	Structures in Drama (RP)	Conventions: Principal		STANDARDS RL.8.10
	STANDARDS	Parts of Verbs		NL.0.10
	RL.8.3; RL.8.6	Students complete activities		
	,	identifying principal parts of		
		verbs.		
		Conventions: Principal		
		Parts of Verbs		



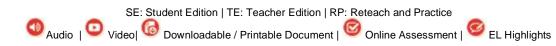
		Conventions: Principal Parts of Verbs (RP) STANDARDS L.8.1; L.8.4.b; L.8.4.d; L.8.5.b		
myPerspectives ELL Suppor	t			
	 Analyze Craft and Structure: Text Structures in Drama (RP) (TE p 153) Personalize for Learning English Language Support: Using Dialogue and Stage Directions (TE p 153) English Language 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

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Frank Family and World War	Frank Family and World War
The Diary of Anne Frank, Act	The Diary of Anne Frank, Act	The Diary of Anne Frank, Act	II Timeline	II Timeline
Frances Goodrich and Albert	Frances Goodrich and Albert	Frances Goodrich and Albert		
Hackett	Hackett	Hackett		
SE pp 188-189	SE pp 190-191	SE pp 192-193	SE pp 194-198	SE pp 199-201
MAKING MEANING	LANGUAGE DEVELOPMENT	EFFECTIVE EXPRESSION	MAKING MEANING	MAKING MEANING
Close Read the Text		Speaking and Listening:	Media Vocabulary	Close Read
Students will review the Close	Concept Vocabulary	Dramatic Reading	annotated; chronological;	Students will review the
Read Model and complete the	Students complete activities	Students deliver a dramatic	parallel	timeline and record any new
close read sections in the	related to the Concept	reading of a scene from The	parailor	observations.
selection.	Vocabulary words:	Diary of Anne Frank. Then	First Read	
	foreboding; intuition; rigid;	students write a drama review	Students Notice, Annotate,	Analyze the Media
Close Read the Text	apprehension; mounting;	of one of the performances	Connect, and Respond as	Students will respond to
	insistent		they review the media the first	questions about the drawings,
Analyze the Text	linsisterit	Speaking and Listening:	time.	citing textual evidence.
Students will respond to	Word Study: Latin Suffix:	Dramatic Reading	ume.	citing textual evidence.
questions about the text,	-ent	A	0	LANGUAGE
citing textual evidence.		Speaking and Listening:	🧐 First Read Guide:	DEVELOPMENT
g	Students complete activities related to the Latin Suffix	Dramatic Reading (RP)	Nonfiction	DEVELOPMENT
Analyze Craft and	-ent			Media Vocabulary
Structure: Characters'	Concept Vocabulary and	Evidence Log	Listen to the Selection	Students complete activities
Motivations		Students add notes and	0	
Students will analyze	Word Study: Latin Suffix:	evidence that will be used to	Selection Audio	related to the Media
characters' motivations in Act	-ent	inform the Performance-	Frank Family and World	Vocabulary words:
II.	Word Study: Latin Suffix:	Based Assessment.	War II Timeline: Accessible	annotated; chronological;
	-ent (RP)			parallel
Analyze Craft and		SELECTION TEST	Text	6 Media Vocabulary
Structure: Character	Word Network	Selection Test:	Comprohension Chask	
Motivation	Students add new words to	Werping: The Diany of Arres	Comprehension Check	EFFECTIVE EXPRESSION
Analyze Craft and	their Word Network as they	Warning: The Diary of Anne Frank, Act I	Students complete	
	read texts in the unit.	FTANK, ACLI	comprehension questions.	Writing to Compare:
Structure: Character		STANDARDS	Descent to Clarify	Comparison-Contrast
Motivation (RP)	Conventions: Simple	STANDARDS	Research to Clarify	Essay
	Tenses of Verbs	RL.8.7; W.8.2.b; W.8.2.f;	Students research one	Students write an essay
	Students complete activities	SL.8.1.a; SL.8.b; SL.8.5	unfamiliar detail from the text.	comparing the two texts they
STANDARDS	identifying present, past, and			read.
RL.8.1; RL.8.3	future tense verbs.		Research to Explore	
			Students choose something	Writing to Compare:
	Conventions: Simple		interesting from the timeline	Comparison-Contrast Essay
	Tenses of Verbs			



	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	1			
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: -ent (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

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PERFORMANCE TASK: WRITING FOCUS Write an Explanatory Essay	PERFORMANCE TASK: WRITING FOCUS Write an Explanatory Essay	PERFORMANCE TASK: WRITING FOCUS Write an Explanatory Essay	OVERVIEW Small-Group Learning	SELECTION from Anne Frank: The Diary of a Young Girl Anne Frank (Definitive Edition Translation)
SE pp 202-204	SE p 205	SE pp 206-207	SE pp 208-211	SE pp 212-216
 PERFORMANCE TASK Write an Explanatory Essay Students write an essay responding to the question: How are historical events reflected in the play <i>The Diary</i> of Anne Frank? PreWriting/Planning Students write a thesis, gather evidence, and take accurate notes. Drafting Students organize and write a first draft. STANDARDS W.8.2.a; W.8.2.b; W.8.2.f; W.8.10 	LANGUAGE DEVELOPMENT Author's Style: Revising Sentences by Combining with Conjunctions Students choose coordinating conjunctions that help connect important ideas and make writing smoother. STANDARDS L.8.1; L.8.2; L.8.3	 PERFORMANCE TASK Revising Students evaluate and revise draft utilizing peer reviews. Editing and Proofreading Students edit for conventions and proofread for accuracies. Publishing and Presenting Students create a final version of their essay and share in small groups. Reflecting Students reflect on their essays. STANDARDS W.8.2.c; W.8.2.d; W.8.2.e; W.8.5 	 Essential Question How do we remember the past? Small-Group Learning Strategies Prepare Participate Fully Support Others Clarify Small-Group Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Working as a Team Take a position List your rules Apply the rules Name your group Create a communication plan Making a Schedule Students make a schedule with group for completing tasks. Working on Group Projects Students choose specific 	MAKING MEANING Concept Vocabulary forbidden; restricted; sacrifices First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction Read the Selection Selection Audio from Anne Frank: The Diary of a Young Girl: Accessible Leveled Text STANDARDS RI.8.10; L.8.4.a



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
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
from Anne Frank: The Diary	from Anne Frank: The Diary	from Anne Frank: The Diary	from Anne Frank: The Diary	Acceptance Speech for the
of a Young Girl	of a Young Girl	of a Young Girl	of a Young Girl	Nobel Peace Prize
Anne Frank	Anne Frank	Anne Frank	Anne Frank	Elie Wiesel
05 045	05 040 040	05 000	05 004	05 000 007
SE p 217	SE pp 218-219	SE p 220	SE p 221	SE pp 222-227
MAKING MEANING	MAKING MEANING		EFFECTIVE EXPRESSION	MAKING MEANING
Comprohension Check	Close Read the Text	DEVELOPMENT	Speaking and Listening	Concept Veesbulery
Comprehension Check	Students will review the Close	Author's Style: Word Choice	Speaking and Listening: Group Discussion	Concept Vocabulary
Students complete	Read Model and complete the		Students discuss what they	humiliation; persecution; traumatized
comprehension questions.		Author's Style: Word		traumatized
0	close read sections in the selection.	Choice	learned from Anne Frank's	First Read
from Anne Frank: The			Diary entries	
Diary of a Young Girl: First	Sclose Read the Text	Author's Style: Word	Speaking and Listening:	Students Notice, Annotate, Connect, Respond as they
Read Extension Questions		Choice (RP)	Group Discussion	read the selection the first
	Analyze the Text			time.
Research to Clarify	Students will respond to	STANDARDS	Speaking and Listening:	time.
Students choose one	questions about the text,	RI.8.4; PI.8	Group Discussion (RP)	0
unfamiliar scientific detail of	citing textual evidence.			GFirst-Read Guide:
the text to research.			Evidence Log	Nonfiction
	Analyze the Text		Students add notes and	
Research to Explore			evidence that will be used to	Read the Selection
Students research young			inform the Performance-	Selection Audio
people that were affected by	DEVELOPMENT		Based Assessment.	~
the war.	Concept Vessbulery		00	Acceptance Speech for
	Concept Vocabulary Students complete activities		COS Selection Test: from	the Nobel Peace Prize:
	related to the Concept		Anne Frank: The Diary of a	Accessible Leveled Text
	Vocabulary words:		Young Girl	
	forbidden; restrictions;			Comprehension Check
	sacrifices		STANDARDS	Students complete
			SL.8.1.a; SL.8.1.c; SL.8.1.d	comprehension questions.
	Word Study: Latin Root:			-
	-strict-			Acceptance Speech for
	A			the Nobel Peace Prize: First
	Concept Vocabulary and			Read Extension Questions
	Word Study			
	lower Study: Latin Suffix:			Research to Explore
	-strict- (RP)			Students choose an historical
				figure mentioned in the
	Word Network			speech and research the
	Students add new words to			person.
	their Word Network as they			
	read texts in the unit.			Close Read the Text



Analyze Craft & Structure: Central Idea and Supporting Details Students will analyze the central ideas and details in a paragraph from the reading. Analyze Craft and Structure: Central Idea and Supporting Details Analyze Craft and Structure: Central Idea and Supporting Details (RP) STANDARDS RI.8.1; RI.8.2; RI.8.5; L.8.4.b; L.8.4.d		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. Analyze the Text LANGUAGE DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: humiliation; persecution; traumatized Word Study: Word Families Concept Vocabulary and Word Study: Word
		Families (RP) Word Network Students add new words to their Word Network as they read texts in the unit. Analyze Craft & Structure: Author's Purpose and Point of View Students find evidence to support purpose and point of view.

myPerspectives ELL Support	Word Study: Latin Suffix: -strict- (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)	 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 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	



DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Acceptance Speech for the	from Maus	from Maus	from Maus	from Maus
Nobel Peace Prize	Art Spiegelman	Art Spiegelman	Art Spiegelman	Art Spiegelman
Elie Wiesel				
SE pp 228-229	SE pp 230-235	SE pp 236-239	SE p 240	SE p 241
LANGUAGE	MAKING MEANING	MAKING MEANING	MAKING MEANING	EFFECTIVE EXPRESSION
DEVELOPMENT				
	Media Vocabulary	Read the Selection	Close Review	Research: Informative
Conventions: Perfect	panel; encapsulation; speech		Students will review the	Report
Tenses of Verbs	balloon	Selection Audio	graphic novel and record any	Students write a report about
Students analyze types of	balloon		new observations.	the ways Spiegelman's
verb tenses.	First Read	from Maus: Accessible		experiences are reflected in
	Students Look, Note,	Text	Close Review	his graphic novel.
Conventions: Perfect	Connect, Respond as they			
Tenses of Verbs	read the selection the first	Comprehension Check	Analyze the Media	Research: Informative
6		Students complete	Students will respond to	Report
Conventions: Perfect	time.	comprehension questions.	questions about the drawings,	
Tenses of Verbs (RP)	GFirst-Read Review:		citing textual evidence.	Research: Informative
	Media-Art and Photography	6 from Maus: First Read		Report (RP)
EFFECTIVE EXPRESSION	Modia / It and Photography	Virom Maus: First Read	Malyze the Media	
	Read the Selection	Extension Questions		Evidence Log
Speaking and Listening:			Media Vocabulary	Students add notes and
Group Discussion	Selection Audio	Research to Clarify	Students complete activities	evidence that will be used to
Students discuss quotations	A	Students research one	related to the Media	inform the Performance-
from Elie Wiesel's speech.	from Maus: Accessible	unfamiliar detail from the	Vocabulary words:	Based Assessment.
	Text	graphic novel.	panel; encapsulation; speech	
Speaking and Listening:			balloon	00
Group Discussion	STANDARDS	Research to Explore		COC Selection Test: from
	RL.8.10; L.8.6	Students research the plight	STANDARDS	Maus
Speaking and Listening:		of European Jews under the	SL.8.2; L.8.6	
Group Discussion (RP)		Nazis.	SE.0.2, E.0.0	STANDARDS
1				W.8.2.a; W.8.2.b; W.8.2.d;
Evidence Log		STANDARDS		W.8.7; W.8.8
Students add notes and		RL.8.10; L.8.6		- ,
evidence that will be used to				
inform the Performance-				
Based Assessment.				
Acceptance Speech for the				
Nobel Peace Prize				
STANDARDS				
SL.8.1.a; SL.8.1.b; L.8.1				



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

DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
PERFORMANCE TASK: Speaking and Listening	PERFORMANCE TASK: Speaking and Listening	INTRODUCE INDEPENDENT LEARNING	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT
Focus	Focus			ASSESSMENT
Deliver a Multimedia	Deliver a Multimedia			
Presentation	Presentation			
SE pp 242-243	SE p 243	SE pp 244-245	SE pp 246-248	SE pp 249-251
PERFORMANCE TASK	PERFORMANCE TASK	Essential Question How do we remember the	MAKING MEANING	PERFORMANCE-BASED ASSESSMENT PREP
Deliver a Multimedia	Present and Evaluate	past?	First Read	ASSESSMENT FREF
Presentation	Students present as a group	paor	Students Notice, Annotate,	Review Evidence for an
Students give a presentation	and use checklist items to	Independent Learning	Connect, Respond as they	Explanatory Essay
answering the following	evaluate.	Strategies	read the selection the first	Students evaluate the
question:		Create a Schedule	time.	strength of their evidence
How do the selections	STANDARDS	Practice what you have	GFirst-Read Guide	Evidence Lon
contribute to your understanding of the	SL.8.4; SL.8.5; SL.8.6	learned		Evidence Log Students add notes and
Holocaust and the ways in		Take Notes	Close-Read Guide	evidence that will be used to
which we remember the past?		-	lose-Read Guide	inform the Performance-
		Independent Learning		Based Assessment.
Plan with Your Group		Strategies	Close Read the Text	_
Students analyze the texts,			Students will review the Close	Writing to Sources:
gather evidence, and		Table of Contents Preview	Read Model and complete the	Explanatory Text Students will write an essay
organize your ideas.		Preview the selections in the unit and discuss how they	close read sections in the	to answer the following: How
Rehearse with Your Group		relate to the EQ and unit	selection.	can literature help us
Students practice the		topic.	Analyze the Text	remember and honor the
presentation, fine-tune the			Students will respond to	victims of the Holocaust?
content, improve their use of		Contents	questions about the text,	
media, and brush up on			citing textual evidence.	Explanatory Essay Rubric
presentation techniques.				Students use the rubric to
STANDARDS			Quick Write	guide their revisions.
SL.8.4; SL.8.5; SL.8.6			Students write about a paragraph that grabbed their	STANDARDS
,,			interest.	W.8.2; W.8.2.b; W.8.10
			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.	



			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.8.1		
myPerspectives ELL Support					
			Content of the conten	Personalize for Learning English Language Support: Define Key Terms (TE p 251)	
iLit ELL Level C	iLit ELL Level C				
Multimedia Project Unit 5 Lessons 1–3, 8-10	Multimedia Project Unit 5 Lessons 1–3, 8-10	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	Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lessons 1–5: Extra Practice	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	

DAY 36

PERFORMANCE-BASED ASSESSMENT

SE pp 252-253

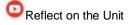
PERFORMANCE-BASED ASSESSMENT

Speaking and Listening: Oral Presentation

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

Reflect on the Unit

Students reflect on Unit goals, learning strategies, and the text.





iLit ELL Level C

Presenting Writing Activities (examples) Unit 2 Lessons 43-44: Work Time Unit 3 Lesson 7, 9: Work Time Unit 4 Lesson 44: Work Time

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

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

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)

• 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

Unit Reflection

Part 1 – Writing to Sources: Argument

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

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.

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
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. Unit Goals Video Academic Vocabulary retort; candid; rectify; speculate; verify Home Connection Letter Spanish Home Connection Letter Unit 3 Answer Key STANDARDS L.8.6	Launch Text Students will read "Freedom of the Press?" Students will then be able to participate in discussions about modern technology. Word Network Students add new words to their Word Network as they read texts in the unit. Word Network Summary Students write a summary of the Launch Text. Launch Activity Students participate in an activity related to the unit theme. QuickWrite Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom? Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. Evidence Log	Essential Question When is it right to take a stand? Whole-Class Learning Strategies Listen actively Clarify by asking questions Monitor understanding Interact and share ideas Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	 MAKING MEANING Concept Vocabulary determination; pursue; accomplish; achieve; tackling; purposeful First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction Read the Selection Selection Audio Barrington Irving, Piot and Educator: Accessible Leveled Text Comprehension Check Students complete comprehension questions. Barrington Irving, Piot and Educator: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the text. 	 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. Analyze Craft & Structure: Characterization in Nonfiction Students will identify examples of direct characterization. Analyze Craft and Structure: Characterization in Nonfiction Analyze Craft and Structure: Characterization in Nonfiction Analyze Craft and Structure: Characterization in Nonfiction STANDARDS RI.8.1; RI.8.3

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



Audio | O Video | O Downloadable / Printable Document | O Online Assessment | EL Highlights

	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	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			(TE p 266)	
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

Page **42** of **91**

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

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



Students formulate a research question relating to
the concept of the "nanny" state".
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.
MAKING MEANING
Analyze Craft & Structure: Conflicting Arguments Students will answer questions about the differing arguments. Analyze Craft and Structure: Conflicting Arguments Analyze Craft and Structure: Conflicting Arguments (RP)
LANGUAGE DEVELOPMENT
Concept Vocabulary Students complete activities related to the Concept Vocabulary words:

			implemented; mandates; intervene; intentions; dictate; exemption Word Study: Latin Prefix: <i>ex-</i> Concept Vocabulary and Word Study Word Study: Latin Prefix: <i>ex-</i> (RP) Word Network Students add new words to their Word Network as they read texts in the unit. STANDARDS RI.8.1; RI8.8; RI.8.9; RI.8.10	
myPerspectives ELL Support				
Analyze Craft and Structure: Author's Argument (RP) (TE p 283) Personalize for Learning English Language Support: Important Terms (TE p 283)	Word Study: Latin Root: - <i>just</i> - (RP) (TE p 284)	Conventions: Clauses (RP) (TE p 285) Personalize for Learning English Language Support: Using Independent and Dependent Clauses (TE p 285) English Language Support Lesson: Independent and Dependent Clauses (On Realize)	Audio Summary Ban the Ban/Soda's a Problem: Accessible Leveled Text Analyze Craft and Structure: Conflicting Arguments (RP) (TE p 291) Word Study: Latin Prefix: ex- (RP) (TE p 292) Personalize for Learning English Language Support: Idioms (TE p 290)	Conventions: Basic Sentence Structures (RP) (TE p 293) Personalize for Learning English Language Support: Creating Compound and Complex Sentences (TE p 293) English Language Support Lesson: Compound and Complex Sentences (On Realize) Personalize for Learning English Language Support: Organization (TE p 294)

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

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PERFORMANCE TASK: WRITING FOCUS Write an Argument	PERFORMANCE TASK: WRITING FOCUS Write an Argument	PERFORMANCE TASK: WRITING FOCUS Write an Argument	OVERVIEW Small-Group Learning	SELECTION Words Do Not Pay Chief Joseph
SE pp 296-298	SE p 299	SE pp 300-301	SE pp 302-305	SE pp 306-309
PERFORMANCE TASK 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? PreWriting/Planning Students choose a focus, gather evidence, and connect across texts. Drafting Students organize and write a first draft. STANDARDS W.8.1.a; W.8.1.b; W.8.1.c; W.8.1.e	LANGUAGE DEVELOPMENT Revising for Pronoun- Antecedent Agreement Students identify antecedents. STANDARDS L.8.1; L.8.2.c	PERFORMANCE TASK Revising Students evaluate and revise draft utilizing peer reviews. Editing and Proofreading Students edit for conventions and proofread for accuracies. Publishing and Presenting Students create a final version of their argument and share in small groups. Reflecting Students reflect on their arguments. STANDARDS W.8.1.b; W.8.5; W.8.6; W.8.10; L.8.2.c	Essential Question When is it right to take a stand? Small-Group Learning Strategies Prepare Participate Fully Support Others Clarify Small-Group Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Working as a Team Take a position List your rules Apply the rules Name your group Create a communication plan Making a Schedule Students make a schedule with group for completing tasks. Working on Group Projects Students choose specific roles for each member.	MAKING MEANING Concept Vocabulary misrepresentations; misunderstandings First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Nonfiction Read the Selection Selection Audio Word Do Not Pay: Accessible Leveled Text Comprehension Check Students complete comprehension questions. Words Do Not Pay: First Read Extension Questions Research to Clarify Students research one unfamiliar detail from the speech. STANDARDS RI.8.10; L.8.4.b; L.8.4.d

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

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Words Do Not Pay	Words Do Not Pay	Words Do Not Pay	Words Do Not Pay	from Follow the Rabbit-Proof
Chief Joseph	Chief Joseph	Chief Joseph	Chief Joseph	Fence
				Doris Pilkington
SE p 310	SE p 311	SE p 312	SE p 313	SE pp 314-319
MAKING MEANING	MAKING MEANING	LANGUAGE DEVELOPMENT	EFFECTIVE EXPRESSION	MAKING MEANING
Close Read the Text	Analyze Craft & Structure:		Research: Research Report	Concept Vocabulary
Students will review the Close	Persuasive Techniques and	Author's Style: Rhetorical	Students write report about	urgently; nervously;
Read Model and complete the	Word Choice	Devices	Chief Joseph or the Nez	confidently; cautiously
close read sections in the	Students will analyze Chief	Students identify and	Perce People.	First Read
selection.	Joseph's persuasive techniques.	correctly use parallelism.	Research: Research	Students Notice, Annotate,
Close Read the Text		Author's Style: Rhetorical	Report	Connect, Respond as they
	Analyze Craft and	Devices	Research: Research	read the selection the first
Analyze the Text	Structure: Persuasive	Author's Style: Rhetorical	Report (RP)	time.
Students will respond to	Techniques and Word Choice	Devices (RP)		-
questions about the text, citing textual evidence.	Malyze Craft and		Evidence Log	Gerist-Read Guide:
0	Structure: Persuasive	STANDARDS	Students add notes and	Nonfiction
Malyze the Text	Techniques and Word Choice	L.8.1; L.8.2	evidence that will be used to	
	(RP)		inform the Performance-	Read the Selection
Concept Vocabulary	GTANDADDO		Based Assessment.	Selection Audio
Students complete activities related to the Concept	STANDARDS L.8.5.c		00	A Celection Addio
Vocabulary words:	L.8.5.C		Selection Test: Words	Gefrom Follow the Rabbit-
misrepresentations;			Do Not Pay	Proof Fence: Accessible
misunderstandings				Leveled Text
C C			STANDARDS	Comprehension Check
Word Study: Old English			W.8.2.a; W.8.2.b; W.8.2.f;	Students complete
Prefix: mis-			W.8.7; W.8.8	comprehension questions.
Concept Vocabulary and				
Word Study				6 from Follow the Rabbit-
Word Study: Old English				Proof Fence: First Read
Prefix: <i>mis</i> - (RP)				Extension Questions
Word Network Students add new words to				Research to Clarify Students research one
their Word Network as they				unfamiliar detail from the text.
read texts in the unit.				
				STANDARDS
STANDARDS				RI.8.10; L.8.4.c
RI.8.4; L.8.4				

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
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
from Follow the Rabbit-Proof	from Follow the Rabbit-Proof	from Follow the Rabbit-Proof	The Moth Presents: Aleeza	The Moth Presents: Aleeza
Fence	Fence	Fence	Kazmi	Kazmi
Doris Pilkington	Doris Pilkington	Doris Pilkington		
SE p 320	SE pp 321-322	SE p 323	SE pp 324-326	SE p 327
MAKING MEANING	MAKING MEANING	EFFECTIVE EXPRESSION	MAKING MEANING	EFFECTIVE EXPRESSION
Close Read the Text	Analyze Craft & Structure:	Writing to Sources: First-	Media Vocabulary	Speaking and Listening:
Students will review the Close	Descriptive Writing	Person Account	performance; personal	Group Discussion
Read Model and complete the	Students will analyze how the	Students write a fictional	account; volume and pacing	Students participate in a
close read sections in the	author's use of description	retelling of the excerpt text.		discussion about Aleeza
selection.	reveals his or her point of	Writing to Sources: First-	First Review	Kazmi's story.
Sclose Read the Text	view and creates a specific	Person Account	Students Watch, Note,	Speaking and Listening:
	mood, or emotional		Connect, Respond as they	Group Discussion
Analyze the Text	atmosphere.	Writing to Sources: First-	review the media the first	
Students will respond to	Analyze Craft and	Person Account (RP)	time.	Evidence Log
questions about the text,	Structure: Descriptive Writing		0	Students add notes and
citing textual evidence.		Evidence Log	GFirst-Review Guide:	evidence that will be used to
	Analyze Craft and	Students add notes and	Media-Video	inform the Performance-
Malyze the Text	Structure: Descriptive Writing	evidence that will be used to		Based Assessment.
	(RP)	inform the Performance-	Read the Selection	
Concept Vocabulary		Based Assessment.		STANDARDS
Students complete activities	LANGUAGE		Selection Audio	SL.8.1.a; SL.8.1.c; SL.8.1.d;
related to the Concept	DEVELOPMENT	COS Selection Test: from	The Moth Presents	SI.8.2
Vocabulary words:		Follow the Rabbit-Proof		
urgently; nervously;	Conventions: Adjectives	Fence	Comprehension Check	
confidently; cautiously	and Adverbs		Students complete	
Word Study: Old English	Students identify adjectives and adverbs.	STANDARDS	comprehension questions.	
Suffix: -ly		W.6.3.a; W.6.3.b; W.6.3.d;		
	Conventions: Adjectives	W.8.5; W.8.7	Close Review	
Concept Vocabulary and	and Adverbs	, -	Students will watch the video	
Word Study			again and record any new	
Word Study: Old English	Conventions: Adjectives		observations.	
Suffix: -/y (RP)	and Adverbs (RP)			
Sumeiy (ivi)			Analyze the Media	
Word Network	STANDARDS		Students will respond to	
Students add new words to	RI.8.4; RI.8.5; RI.8.6; L.8.6		questions about the video,	
their Word Network as they			citing evidence.	
read texts in the unit.			ledia Vocabulary	
STANDARDS			STANDARDS	
L.8.5			RI.8.10: L.8.6	

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

DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
PERFORMANCE TASK: Speaking and Listening	PERFORMANCE TASK: Speaking and Listening	INTRODUCE INDEPENDENT LEARNING	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT
Focus	Focus			
Deliver an Oral Presentation	Deliver an Oral Presentation			
SE pp 328-329	SE p 329	SE pp 330-331	SE pp 332-334	SE p 335
PERFORMANCE TASK	PERFORMANCE TASK	Essential Question	MAKING MEANING	PERFORMANCE-BASED
Deliver an Oral	Present and Evaluate	When is it right to take a stand?	First Read	ASSESSMENT PREP
Presentation	Students present as a group	Stand:	Students Notice, Annotate,	Review Evidence for an
As a group, students prepare	and use checklist items to	Independent Learning	Connect, Respond as they	Argument
and deliver an oral	evaluate.	Strategies	read the selection the first	Students evaluate the
presentation in response to	STANDARDS	Create a Schedule	time.	strength of their evidence
the following question: When you take a stand, how	STANDARDS SL.8.4	Practice what you have	GFirst-Read Guide	Evidence Log
much does winning matter?	02.0.1	learnedTake Notes		Students add notes and
		• Take Notes	Close-Read Guide	evidence that will be used to
Plan with Your Group Students analyze the text,			Close-Read Guide	inform the Performance- Based Assessment.
determine position and gather		Independent Learning Strategies	Close Read the Text	Based Assessment.
evidence, and organize ideas.		Onalogios	Students will review the Close	Writing to Sources:
		Table of Contents Preview	Read Model and complete the	Argument
Rehearse with Your Group Students practice the		Preview the selections in the	close read sections in the	Students will write an argument to answer the
presentation, fine-tune the		unit and discuss how they relate to the EQ and unit	selection.	following: Is it important for
content, improve their use of		topic.	Analyze the Text	people to make their own
media, and brush up on		Contents	Students will respond to	choices in file?
presentation techniques.		Contents	questions about the text,	Argument Rubric
STANDARDS			citing textual evidence.	Students use the rubric to
SL.8.1.a			Quick Write	guide their revisions.
			Students write about a	
			paragraph that grabbed their	STANDARDS W.8.1.a; W.8.1.b; W.8.9;
			interest.	W.8.10
			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.	



myPerspectives ELL Support			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	
			Content of the second s	Personalize for Learning English Language Support: Writing a Claim (TE p 337)
iLit ELL Level C				
Multimedia Project Unit 5 Lessons 1–3, 8-10	Multimedia Project Unit 5 Lessons 1–3, 8-10	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	Make Connections Unit 2 Lesson 16: Read Aloud, Think Aloud Unit 7 Lessons 1–5: Extra Practice	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

DAY 36

PERFORMANCE-BASED ASSESSMENT

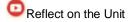
SE pp 338-339

PERFORMANCE-BASED ASSESSMENT

Speaking and Listening: **Oral Presentation** Students will use their argument as the foundation for an oral presentation.

Reflect on the Unit

Students reflect on Unit goals, learning strategies, and the text.





STANDARDS SL.8.4; SL.8.5

iLit ELL Level C

Present and Evaluate Argumentative Essays Unit 4 Lesson 43–44: Work Time

GRADE 8 | UNIT 4: Human Intelligence ESSENTIAL QUESTION: In what different ways can people be intelligent? PERFORMANCE BASED ASSESSMENT: Informative Text

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

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

NOTES:

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 covey 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)

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

Unit Reflection

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

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.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION SE pp 340-343	UNIT INTRODUCTION	OVERVIEW Whole-Class Learning SE pp 348-349	SELECTION Anchor Text Flowers for Algernon Daniel Keyes SE pp 350-353	SELECTION Anchor Text Flowers for Algernon Daniel Keyes SE pp 354-358
Unit Goals Students will deepen their perspective about human intelligence by reading, writing, speaking, listening, and presenting. Unit Goals Video Academic Vocabulary assimilate; tendency; integrate; observation; documentation Home Connection Letter Spanish Home Connection Letter Dunit 4 Answer Key STANDARDS L.8.6	Launch Text Students will read " <i>The</i> <i>Human Brain</i> ". Students will then be able to engage in discussions about human intelligence. Word Network Students add new words to their Word Network as they read texts in the unit. Word Network Summary Students write a summary of the Launch Text. Launch Activity Students participate in an activity related to the unit theme. QuickWrite Students write a response to the QuickWrite prompt: What are the most effective tools for establishing and preserving freedom? Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. Evidence Log	Essential Question In what different ways can people be intelligent? Whole-Class Learning Strategies Listen actively Clarify by asking questions Monitor understanding Interact and share ideas Whole-Class Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic.	MAKING MEANING Concept Vocabulary subconscious; suspicion; despised; deterioration; introspective; regression First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide: Fiction 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

Page **59** of **91**

	Performance-Based Assessment: Refining Your Thinking			
myPerspectives ELL Support				1
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	
iLit ELL Level C	I		(TE p 351)	<u> </u>
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 RoutinesUnit 1 Lesson 2: Classroom ConversationClassroom ConversationUnit 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	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Anchor Text
Flowers for Algernon	Flowers for Algernon	Flowers for Algernon	Flowers for Algernon	Flowers for Algernon
Daniel Keyes	Daniel Keyes	Daniel Keyes	Daniel Keyes	Daniel Keyes
, i i i i i i i i i i i i i i i i i i i	-			,
SE pp 358-370	SE pp 371-378	SE p 379	SE p 379	SE p 380
MAKING MEANING	MAKING MEANING	MAKING MEANING	MAKING MEANING	MAKING MEANING
Read the Selection	Read the Selection	Comprehension Check	Comprehension Check	Close Read the Text
		Students complete	Students complete	Students will review the Close
Selection Audio	Selection Audio	comprehension questions.	comprehension questions.	Read Model and complete the
Blowers for Algernon:	Generation Flowers for Algernon:	0		close read sections in the
Accessible Leveled Text	Accessible Leveled Text	ee.e.e.e.e.e.e.e.e.e.e.e.e.e	Generation Flowers for Algernon:	selection.
Accessible Leveled Text		First Read Extension	First Read Extension	
STANDARDS	STANDARDS	Questions	Questions	Close Read the Text
RL.8.10	RL.8.10	Research to Clarify	Research to Clarify	Analyze the Text
		Research to Clarify Students research one	Students research one	Students will respond to
		unfamiliar detail from the text	unfamiliar detail from the text	questions about the text,
		to research.	to research.	citing textual evidence.
		to research.	to research.	citing textual evidence.
		Research to Explore	Research to Explore	STANDARDS
		Students choose something	Students choose something	RL.8.1
		interesting from the text and	interesting from the text and	112.011
		formulate a research industry.	formulate a research industry.	
myPerspectives ELL Support	l	,		
Personalize for Learning	Personalize for Learning			Personalize for Learning
English Language Support:	English Language Support:			English Language Support:
Dialogue	Contractions			Organization
(TE p 369)	(TE p 376)			(TÉ p 380)
iLit ELL Level C	-	-	-	
Text: "Phobias: Beyond	Text: "Phobias: Beyond	Text: "Phobias: Beyond	Text: "Phobias: Beyond	Text: "Phobias: Beyond
Fear"	Fear"	Fear"	Fear"	Fear"
Unit 5 Lesson 2, 8	Unit 5 Lesson 2, 8	Unit 5 Lesson 2, 8	Unit 5 Lesson 2, 8	Unit 5 Lesson 2, 8
Text: "I Have Down	Text: "I Have Down	Text: "I Have Down	Text: "I Have Down	Text: "I Have Down
Syndrome"	Syndrome"	Syndrome"	Syndrome"	Syndrome"
Unit 5 Lesson 3	Unit 5 Lesson 3	Unit 5 Lesson 3	Unit 5 Lesson 3	Unit 5 Lesson 3
	Contractions	Conduct Research	Conduct Research	Identify Text Structure
	Unit 6 Lesson 26, 30:	Unit 5 Lesson 1: Whole	Unit 5 Lesson 1: Whole	Unit 2 Lesson 44: Read
	Vocabulary; Work Time	Group	Group	Aloud, Think Aloud
	,,			
	L	L		



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

<i>myPerspectives</i> ELL Support Analyze Craft and Structure: Development of Theme (RP) (TE p 381)	Word Study: Latin Prefix: sub- (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)	Students will respond to questions about the text, citing textual evidence. LANGUAGE DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: peak; clarity; unleashed STANDARDS RL.8.7; RL.8.10 Audio Summary from Flowers for Algernon: Accessible Text Personalize for Learning English Language Support: Word Meanings (TE p 385)	
		English Language Support Lesson: Direct and Indirect Objects (On Realize)		
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

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PERFORMANCE TASK:	PERFORMANCE TASK:	PERFORMANCE TASK:	OVERVIEW	SELECTION
WRITING FOCUS Write an Informative	WRITING FOCUS Write an Informative	WRITING FOCUS Write an Informative	Small-Group Learning	from Blue Nines and Red Words
Speech	Speech	Speech		Daniel Tammet
opecen		opecen		
SE pp 390-392	SE p 393	SE pp 394-395	SE pp 396-399	SE pp 400-406
PERFORMANCE TASK		PERFORMANCE TASK	Essential Question	MAKING MEANING
Write an Informative	DEVELOPMENT	Revising	In what different ways can	Concept Vocabulary
Speech	Subject-Verb Agreement	Students evaluate and revise	people be intelligent?	symmetrical; spiral; aesthetic
Students write a speech to	Students use a variety of	draft utilizing peer reviews.		
answer this question:	subjects and verbs in their		Small-Group Learning	First Read Students Notice, Annotate,
What has happened to you so	writing.	Editing and Proofreading Students edit for conventions	Strategies	Connect, Respond as they
far as a result of the	STANDARDS	and proofread for accuracies.	Prepare Derticipate Fully	read the selection the first
experiment, and what do you	L.8.1.b		Participate FullySupport Others	time.
predict will happen to you as		Publishing and Presenting	 Garify 	0
time progresses?		Students create a final		Gerist-Read Guide:
PreWriting/Planning		version of their speech and share in small groups.	Small-Group Learning	Nonfiction
Students focus on giving		share in smail groups.	Strategies	Read the Selection
information, consider central		Reflecting	Table of Contents Preview	
ideas, gather evidence, and		Students reflect on their	Preview the selections in the	Selection Audio
connect across texts.		speech.	unit and discuss how they	6 from Blue Nines and Red
Drafting		STANDARDS	relate to the EQ and unit topic.	Words: Accessible Leveled
Students organize and write a		W.8.2.a; W.8.2.c; W.8.2.d;	topic.	Text
first draft.		W.8.2.e; W.8.5; W.8.10	Working as a Team	Comprehension Check
STANDARDS			Take a position	Students complete
W.8.2.a; W.8.2.b; W.8.10			List your rules	comprehension questions.
			 Apply the rules Name your group	•
			 Name your group Create a communication 	Gefrom Blue Nines and Red
			plan	Words: First Read Extension
				Questions
			Making a Schedule Students make a schedule	Research to Clarify
			with group for completing	Students choose one
			tasks.	unfamiliar detail from the text
				to research.
			Working on Group Projects Students choose specific	STANDARDS
			roles for each member.	RI.8.10; L.8.4

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 Great Math Ideas Ada and the Thinking Machines Khan Academy

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
from Blue Nines and Red	from Blue Nines and Red	from Blue Nines and Red	from Blue Nines and Red	from Blue Nines and Red
Words	Words	Words	Words	Words
Daniel Tammet	Daniel Tammet	Daniel Tammet	Daniel Tammet	Daniel Tammet
05 107	05 400	05 400	05 440	
SE p 407	SE p 408	SE p 409	SE pp 410	SE p 411
MAKING MEANING	MAKING MEANING	MAKING MEANING		EFFECTIVE EXPRESSION
Comprehension Check	Close Read the Text	Analyze Craft & Structure:	DEVELOPMENT	Research: Informational
Students complete	Students will review the Close	Memoir and Reflective	Conventions: Pronoun	Report
comprehension questions.	Read Model and complete the	Writing	Conventions. Fronoun	Students research and write a
comprehension questions.	close read sections in the	Students analyze Tammet's	Students identify pronouns	brief informational report.
0	selection.	use of reflective writing in the	and their function in	
from Blue Nines and Red		text.	sentences.	Research: Informational
Words: First Read Extension	Sclose Read the Text	0		Report
Questions		Analyze Craft and	Conventions: Pronoun	Research: Informational
	Analyze the Text	Structure: Memoir and	Case	Report (RP)
Research to Clarify	Students will respond to	Reflective Writing	Conventions: Pronoun	
Students choose one	questions about the text,	Analyze Craft and	Case (RP)	Evidence Log
unfamiliar detail from the text	citing textual evidence.	Structure: Memoir and		Students add notes and
to research.	Analyze the Text	Reflective Writing (RP)	STANDARDS	evidence that will be used to
		· · · · · · · · · · · · · · · · · · ·	L.8.1	inform the Performance-
	Concept Vocabulary	STANDARDS	-	Based Assessment.
	Students complete activities	RI.8.2; RI.8.3; RI.8.6		
	related to the Concept			ARA HIT THE
	Vocabulary words:			Selection Test: from
	symmetrical; spiral; aesthetic			Blue Nines and Red Words
	Word Study: Latin Suffix:			STANDARDS
	-ical			W.8.2.b; W.8.7; W.8.8
	Concept Vocabulary and			
	Word Study			
	Word Study: Latin Suffix:			
	-ical (RP)			
	Word Network			
	Students add new words to			
	their Word Network as they			
	read texts in the unit.			
	STANDARDS			
	L.8.4.b; L.8.5.a			



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 Great Math Ideas Ada and the Thinking Machines Khan Academy	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 Great Math Ideas Ada and the Thinking Machines Khan Academy	iLit Library Great Math Ideas Ada and the Thinking Machines Khan Academy 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 Great Math Ideas Ada and the Thinking Machines Khan Academy Research and a Multimedia Project Unit 5 Lessons 1–3, 8-10

SELECTION Intelligences Infographic SELECTION Retort SELECTION Paul Laurence Dunbar SELECTION Retort SELECTION Paul Laurence Dunbar SELECTION Pau	DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
The Theory of Multiple Intelligences Infographic Retort Paul Laurence Dunbar SE pp 412-415 SE pp 412-413 SE pp 412-413 SE pp 422-423 SE p 422 SE p 423 MAKING MEANING MAKING MEANING MAKING MEANING MAKING MEANING LANGUAGE EFFECTIVE EXPRESSION Media Vocabulary infographic; icons; labels and captions Concept Vocabulary art; tress; fair MAKING MEANING Concept Vocabulary art; tress; fair Concept Vocabulary art; tress; fair Concept Vocabulary and Infinitive Phrases Sudents Motice, Annotate, Connect, Respond as they read the selection the first time. Ciose Read the Text Students devidence. Ciose Read the Text Students will review the media the first time. Ciose Read the Text Students devidence. Ciose Read the Text Students and infinitive Phrases Students devidence. Students devidence. First Read Guide: Nonfiction First Read Guide: Pais-Accessible Text Concept Vocabulary Students and the toxt, crime textual evidence. Concept Vocabulary Students and concept the toxt, crime textual evidence. Students and concept the toxt, crime textual evidence. Students and concept the toxt, crime textual evidence. Selection Audio Comprehension questions. Retortfrom The People, Yas: First Read Extension Questions about the video, crim revisor the indogn the video, crime text	SELECTION	SELECTION			
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Image: Section Audio Image: Section Audio <t< td=""><td></td><td></td><td></td><td>and Infinitive Phrases</td><td>Checking and Listoning</td></t<>				and Infinitive Phrases	Checking and Listoning
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Image: Construction of the Media Poetic Structures Image: SE: Student Edition TE: Teacher Edition RP: Reteach and Practice		,	Analyze Craft & Structure		
SE: Student Edition TE: Teacher Edition RP: Reteach and Practice	0				
	Analyze the Media				
🔍 Audio 😳 Videol 🎯 Downloadable / Printable Document 🥙 Online Assessment 🧐 EL Highlights Page 68 of 91	SE: Student Edition TE: Teacher Edition RP: Reteach and Practice				
	💷 L obuA	Videol 🞯 Downloadable / Printable	Document Online Assessment	Sector FL Highlights	Page 68 of 91



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

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

DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation	PERFORMANCE TASK: Speaking and Listening Focus Deliver a Multimedia Presentation	INTRODUCE INDEPENDENT LEARNING	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT
SE pp 426-427	SE p 427	SE pp 428-429	SE pp 430-432	SE pp 433-435
 PERFORMANCE TASK 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? Plan with Your Group Students analyze the text, gather evidence, and organize ideas. Rehearse with Your Group Students practice the presentation, fine-tune the content, improve use of media, and brush-up on presentation techniques. STANDARDS SL.8.1.a; SL.8.1.b; SL.8.1.c; SL.8.5 	PERFORMANCE TASK Present and Evaluate Students present as a group and use checklist items to evaluate. STANDARDS SL.8.1.d; SL.8.4; SL.8.5; SL.8.6	Essential Question In what different ways can people be intelligent? Independent Learning Strategies • Create a Schedule • Practice what you have learned • Take Notes • Independent Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. • Contents	 MAKING MEANING First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide Close-Read Guide Close-Read Guide Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Analyze the Text Students will respond to questions about the text, citing textual evidence. Quick Write Students write about a paragraph that grabbed their interest. 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. 	 PERFORMANCE-BASED ASSESSMENT PREP Review Evidence for an Informative Essay Students evaluate the strength of their evidence Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. Writing to Sources: Informative Essay Students will write an essay to answer the following: In what different ways can people be intelligent? Informative Essay Rubric Students use the rubric to guide their revisions. STANDARDS W.8.2; W.8.9; W.8.10

Page **71** of **91**

			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.8.1	
myPerspectives ELL Support				
			Content of the second s	Personalize for Learning English Language Support: Define Key Terms (TE p 435)
iLit ELL Level C				
Multimedia Project Unit 5 Lessons 1–3, 8-10	Multimedia Project Unit 5 Lessons 1–3, 8-10	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: Read Aloud, Think Aloud Unit 7 Lessons 1–5: Extra Practice	Informative Paragraph Unit 6 Lessons 4-6: Work Time Time to Read Dictionary: Unit 2 Lesson 2

DAY 36

PERFORMANCE-BASED ASSESSMENT

SE pp 436-437

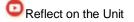
PERFORMANCE-BASED ASSESSMENT

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.





STANDARDS SL.8.4

iLit ELL Level C

Present an Explanatory Essay Unit 6 Lesson 45 : Work Time

GRADE 8 | UNIT 5: Invention ESSENTIAL QUESTION: Are inventions realized through inspiration or perspiration? PERFORMANCE BASED ASSESSMENT: Argument NOTES:

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

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

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

Unit Reflection

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.

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

🧐 EL Highlights

mvPerspectives Unit Planning Guide | Grade 8

DAY 1	DAY 2	DAY 3	DAY 4	ectives Unit Planning Guide Grade 8 DAY 5
	UNIT INTRODUCTION	OVERVIEW	SELECTION	SELECTION
UNIT INTRODUCTION		Whole-Class Learning	Anchor Text	Anchor Text
		6	Uncle Marcos from The	Uncle Marcos from The
			House of the Spirits	House of the Spirits
			Isabel Allende	Isabel Allende
SE pp 438-441	SE pp 442-445	SE pp 446-447	SE pp 448-457	SE pp 458-459
Unit Goals	Launch Text	Essential Question	MAKING MEANING	MAKING MEANING
Students will deepen their	Students will read "Inspiration	Are inventions realized		
perspective about creativity	is Overrated!" Students will	through inspiration or	Concept Vocabulary	Close Read the Text
and invention by reading,	then be able to engage in	perspiration?	decipher; contraption;	Students will review the Close
writing, speaking, listening,	discussions about invention.	, ,	ingenuity; invincible;	Read Model and complete the
and presenting.		Whole-Class Learning	newfangled; improvisations	close read sections in the
OUnit Goals Video	Word Network	Strategies		selection.
	Students add new words to	 Listen actively 	First Read	Close Read the Text
Academic Vocabulary	their Word Network as they	Clarify by asking	Students Notice, Annotate,	
opponent; position; contradict;	read texts in the unit.	questions	Connect, Respond as they	Analyze the Text
legitimate; dissent	Word Network	Monitor understanding	read the selection the first	Students will respond to
legitimate, dissent		 Interact and share ideas 	time.	questions about the text,
0	Summary		6 First-Read Guide: Fiction	citing textual evidence.
Home Connection Letter	Students write a summary of	Whole-Class Learning		oning toxidal oridonool
Spanish Home	the Launch Text.	Strategies	Read the Selection	Analyze Craft & Structure:
Connection Letter				Propelling the Action:
	Launch Activity	Table of Contents Preview	Selection Audio	Character
loit 5 Answer Key	Students participate in an	Preview the selections in the	🕼 Uncle Marcos: Accessible	Students will identify main
	activity related to the unit	unit and discuss how they relate to the EQ and unit	Leveled Text	characters, character traits,
STANDARDS	theme.			round and flat characters and
L.8.6		topic.	Comprehension Check	dynamic and static
	QuickWrite		Students complete	characters.
	Students write a response to		comprehension questions.	Analyze Craft and
	the QuickWrite prompt: What		Ouncle Marcos: First Read	Structure: Character
	are the most effective tools		Extension Questions	
	for establishing and		Extension Questions	Analyze Craft and
	preserving freedom?		Research to Clarify	Structure: Character (RP)
	Evidence Log		Students research one	(TE p 459)
	Students add notes and		unfamiliar detail from the text.	
	evidence that will be used to		dinamilar dotai nom tre text.	STANDARDS
	inform the Performance-		STANDARDS	RL.8.1; RL.8.3
	Based Assessment.		RI.6.10	
	Evidence Log			
	Performance-Based			
	Assessment: Refining Your			
	Thinking			



myPerspectives ELL Support				
Audio Summary Personalize for Learning English Language Support:	Personalize for Learning English Language Support: Descriptive Language (TE p 442)		Audio Summary Concle Marcos: Accessible Leveled Text	Analyze Craft and Structure: Character (RP) (TE p 459)
Cognates (TE p 441)			Personalize for Learning English Language Support: Sentence Structure (TE p 450)	Personalize for Learning English Language Support: Characters (TE p 459)
			Personalize for Learning English Language Support: Unfamiliar Words (TE p 453)	Biglish Language Support Lesson: Characters (On Realize)
iLit ELL Level C				
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: Freak the Mighty 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

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



Page **78** of **91**

				STANDARDS RI.6.10				
myPerspectives ELL Support	myPerspectives ELL Support							
Word Study: Latin Suffix: - <i>ity</i> (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-, un-,</i> and <i>im-</i> (TE p 466) Personalize for Learning English Language Support: Idioms (TE p 468)				
iLit ELL Level C								
Text: Freak the Mighty 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: Freak the Mighty Unit 4 Lessons 2–24, 27–29, 30, 32 Digital Resources Teacher Resources Language Conventions Practice: Verbs, Objects, and Subject Complements, 7	Text: Freak the Mighty Unit 4 Lessons 2–24, 27–29, 30, 32 Present and Evaluate Argumentative Essays Unit 4 Lesson 43–44: Work Time	Text: Freak the Mighty 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
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Anchor Text	Anchor Text	Anchor Text	Anchor Text	Anchor Text
To Fly from Space Chronicles	To Fly from Space Chronicles	To Fly from Space Chronicles	To Fly from Space Chronicles	To Fly from Space Chronicles
Neil deGrasse Tyson	Neil deGrasse Tyson	Neil deGrasse Tyson	Neil deGrasse Tyson	Neil deGrasse Tyson
SE pp 472-473 MAKING MEANING	SE p 474 LANGUAGE	SE p 475 LANGUAGE	SE p 476 EFFECTIVE EXPRESSION	SE p 477 EFFECTIVE EXPRESSION
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.	DEVELOPMENT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: enable; foresight; prescient; myopic; naiveté; seminal Word Study: Old English Prefix: fore- Concept Vocabulary and Word Study	DEVELOPMENT Conventions: Capitalization Students identify capital letters. Conventions: Capitalization Conventions: Capitalization (RP) STANDARDS L.8.2.c	Writing to Sources: Argumentative Essay Students write an argument stating and defending their choice of sound to add to the record. Writing to Sources: Argumentative Essay Writing to Sources: Argumentative Essay (RP)	Speaking and Listening: Informative Presentation Students deliver a presentation on one of the historic flying feats or scientific principles discussed in the text. Speaking and Listening: Informative Presentation Speaking and Listening: Informative Presentation (RP)
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. Analyze Craft and Structure: Expository Writing Analyze Craft and Structure: Expository Writing (RP)	Word Study: Old English Prefix: fore- (RP) Word Network Students add new words to their Word Network as they read texts in the unit. STANDARDS L.8.4.b		STANDARDS W.8.1.b; W.8.1.e	Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. SELECTION TEST © Selection Test: To Fly STANDARDS SL.8.4; SL.8.5
STANDARDS RL.8.1; RL.8.3				



myPerspectives ELL Support	myPerspectives ELL Support				
 Analyze Craft and Structure: Expository Writing (RP) (TE p 473) Personalize for Learning English Language Support: Multiple-Meaning Words (TE p 472) Personalize for Learning English Language Support: Expository Writing (TE p 473) English Language Support Lesson: Expository Writing (On Realize) 	Word Study: Old English Prefix: fore- (RP) (TE p 474)	Conventions: Capitalization (RP) (TE p 475)	Writing to Sources: Argumentative Essay (RP) (TE p 476)	Speaking and Listening: Informative Presentation (RP) (TE p 477)	
iLit ELL Level C Text: "Almost Astronauts" Unit 2 Lesson 34 Text: "Almost Astronauts" and "Sally Ride: Remembering a National Hero" Unit 2 Lesson 37	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	Assignments: Grammar Study Plan Unit 6 Lessons 11–15: Part 4: Skill 24: Correct Capitalization	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	Present an Explanatory Essay Unit 6 Lesson 45: Work Time	

myPerspectives Unit Planning Guide | Grade 8

BAN 40	DAV/ 45	DAV (40		
DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PERFORMANCE TASK:	PERFORMANCE TASK:	PERFORMANCE TASK:	OVERVIEW	SELECTION
WRITING FOCUS	WRITING FOCUS	WRITING FOCUS	Small-Group Learning	Nikola Tesla: The Greatest
Write an Argument	Write an Argument	Write an Argument		Inventor of All?
				Vicky Baez
SE pp 478-480	SE p 481	SE pp 482-483	SE pp 484-487	SE pp 488-491
PERFORMANCE TASK		PERFORMANCE TASK	Essential Question	MAKING MEANING
	DEVELOPMENT	•		
Write an Argument		Revising	Are inventions realized	Concept Vocabulary
Students write an argument	Conventions: Revising to	Students evaluate and revise	through inspiration or	engineer; generators; current
answering the question:	Combine Sentences Using	draft utilizing peer reviews.	perspiration?	engineer, generatore, earrent
Which text – "Uncle Marcos"	Gerunds and Participles		poropridion	First Read
or "To Fly" – best describes	Students identify gerunds and	Editing and Proofreading	Small-Group Learning	Students Notice, Annotate,
the dream or fantasy of	participles and revise	Students edit for conventions	Strategies	Connect, Respond as they
human flight?	sentences.	and proofread for accuracies.		read the selection the first
numan night :	sentences.	and provincial for accuracies.	rioparo	time.
PreWriting/Planning	STANDARDS	Publishing and Presenting	Participate Fully	
Students write a claim,	L.8.1.a; L.8.2.c	Students create a final	Support Others	0
	L.O. I.d, L.O.Z.C	version of their argument and	Clarify	Gerist-Read Guide:
identify types of details, use				Nonfiction
direct quotations and		share in small groups.	Small-Group Learning	
paraphrases, and formatting		Deflecting	Strategies	Read the Selection
direct quotations.		Reflecting		
Destites		Students reflect on their	Table of Contents Preview	Selection Audio
Drafting		argument.	Preview the selections in the	Mick Tesla: Accessible
Students organize and write a		074104000	unit and discuss how they	Leveled Text
first draft.		STANDARDS	relate to the EQ and unit	Ecveled Text
		W.8.1.c; W.8.1.e; W.8.5	topic.	Comprehension Check
STANDARDS				Students complete
W.8.1.a; W.8.1.b; W.8.1.e;			Working as a Team	comprehension questions.
W.8.9.b			Take a position	comprehension questions.
			List your rules	0
			Apply the rules	🙆 Nick Tesla: First Read
			Name your group	Extension Questions
			 Create a communication 	
				Research to Clarify
			plan	Students research one
			Making a Schedule	unfamiliar detail from the text.
			Students make a schedule	
				Close Read the Text
			with group for completing	Students will review the Close
			tasks.	Read Model and complete the
				close read sections in the
			Working on Group Projects	selection.
			Students choose specific	
1	1		roles for each member.	Close Read the Text

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

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

myPerspectives Unit Planning Guide | Grade 8

DAV 04	DAV 00	DAV 00		
DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
Nikola Tesla: The Greatest	from The Invention of	from The Invention of	from The Invention of	from The Invention of
Inventor of All?	Everything Else	Everything Else	Everything Else	Everything Else
Vicky Baez	Samantha Hun	Samantha Hunt	Samantha Hunt	Samantha Hunt
VICKY DAEZ	Samanina Hun		Samanina Huni	
SE pp 492-493	SE pp 494-504	SE p 505	SE pp 506-507	SE pp 508-509
MAKING MEANING	MAKING MEANING	MAKING MEANING	MAKING MEANING	EFFECTIVE EXPRESSION
Analyze Craft & Structure:	Concept Vocabulary	Close Read the Text	Analyze Craft & Structure:	Writing to Compare:
Text Structure:	deficiencies; triumph;	Students will review the Close	Word Choice: Figurative	Compare-and-Contrast
Biographical Writing	revolutionized	Read Model and complete the	Language	Essay
Students analyze examples of		close read sections in the	Students analyze examples of	Students write an essay
organization and	First Read	selection.	figurative language.	analyzing the ways in which
development of ideas in a	Students Notice, Annotate,	Ø	Ä	each text reveals an aspect of
text.	Connect, Respond as they	Close Read the Text	Malyze Craft and	Tesla's life and personality.
	read the selection the first		Structure: Figurative	<u> </u>
Analyze Craft and	time.	Analyze the Text	Language	Writing to Compare:
Structure: Biographical	une.	Students will respond to		Compare-and-Contrast Essay
Writing	0	questions about the text,	Analyze Craft and	Compare and Contrast Essay
0	First-Read Guide: Fiction		Structure: Figurative	
Analyze Craft and		citing textual evidence.	Language (RP)	Evidence Log
Structure: Biographical		Analyze the Text		Students add notes and
	Read the Selection	Analyze the Text		evidence that will be used to
Writing (RP)	Selection Audio		LANGUAGE	inform the Performance-
		LANGUAGE	DEVELOPMENT	Based Assessment.
LANGUAGE	from The Invention of	DEVELOPMENT		
DEVELOPMENT			Conventions: Comparative	00
_	Everything Else: Accessible	Concept Vocabulary	and Superlative Forms of	Selection Test: Nikola
Conventions: Commas and	Leveled Text	Students complete activities	Adjectives and Adverbs	Tesla
			Students identify adjectives	i esia
Semicolons	Comprehension Check	related to the Concept		
Students identify commas	Students complete	Vocabulary words:	adverbs in each sentence.	STANDARDS
and semicolons.	comprehension questions.	deficiencies; triumph;	(Conventione)	W.8.9
Conventions: Commas	comprenencien queetiene.	revolutionized	Conventions:	
	0		Comparative and Superlative	
and Semicolons	Irom The Invention of	Word Study: Denotation	Forms of Adjectives and	
Conventions: Commas	Everything Else: First Read	and Connotation	Adverbs	
	Extension Questions	0	@	
and Semicolons (RP)		Concept Vocabulary and	Conventions:	
		Word Study	Comparative and Superlative	
STANDARDS	Research to Clarify	~	Forms of Adjectives and	
RI.8.3; RI.8.5; L.8.2.a	Students research one	Word Study: Denotation	Adverbs (RP)	
	unfamiliar detail from the	and Connotation (RP)		
	excerpt.		STANDARDS	
		Word Network		
	STANDARDS		RL.8.4; L.8.5.a	
	STANDARDS	Students add new words to		
	RI.8.10; L.8.4.c	their Word Network as they		
		read texts in the unit.		



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

mvPerspectives Unit Planning Guide | Grade 8

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
25 Years Later, Hubble Sees	25 Years Later, Hubble Sees	25 Years Later, Hubble Sees	Sounds of a Glass Armonica	Sounds of a Glass Armonica
Beyond Troubled Start	Beyond Troubled Start	Beyond Troubled Start		
Dennis Overbye	Dennis Overbye	Dennis Overbye		
SE pp 510-515	SE pp 516-517	SE pp 518-519	SE p 520-522	SE p 523
MAKING MEANING	MAKING MEANING	LANGUAGE	MAKING MEANING	EFFECTIVE EXPRESSION
		DEVELOPMENT		
Concept Vocabulary	Close Read the Text		Media Vocabulary	Research: Multimedia
dismay; controversy; outcry	Students will review the Close	Conventions: Dashes and	Zoom; video clip; focus	Presentation
First Read	Read Model and complete the	Ellipses	First Deview	Students create a
Students Notice, Annotate,	close read sections in the selection.	Students identify dashes and ellipses.	First Review Students Watch, Note,	presentation highlighting a homemade or unusual
Connect, Respond as they	0	0	Connect, Respond as they	musical instrument.
read the selection the first	Sclose Read the Text	Conventions: Dashes and	study the images.	
time.		Ellipses		Research: Multimedia
-	Analyze the Text	Conventions: Dashes and	First Review Guide:	Present
🞯 First-Read Guide:	Students will respond to questions about the text,	Ellipses (RP)	Media Video	Evidence Log
Nonfiction	citing textual evidence.		View the Selection	Students add notes and
		EFFECTIVE EXPRESSION		evidence that will be used to
Read the Selection	Analyze the Text		Selection Audio	inform the Performance-
Selection Audio	LANGUAGE	Speaking and Listening: Debate	Sounds of a Glass	Based Assessment.
0	DEVELOPMENT	Students conduct a debate	Armonica: Accessible Text	
25 Years Later:		responding to statements of		STANDARDS
Accessible Leveled Text	Concept Vocabulary	opinion.	Comprehension Check	W.8.5; SL.8.1.a; SL.8.1.b; SL.8.5
Comprehension Check	Students complete activities	Speaking and Listening:	Students complete	SL.0.5
Students complete	related to the Concept	Debate	comprehension questions.	
comprehension questions.	Vocabulary words:	0	Close Review	
	dismay; controversy; outcry	Speaking and Listening:	Students will watch the video	
625 Years Later: First	Word Study: Latin Root:	Debate (RP)	again and record any new	
Read Extension Questions	-vers-	Evidence Log	observations.	
	Concept Vocabulary and	Students add notes and		
Research to Clarify	Word Study	evidence that will be used to	Analyze the Media Students will respond to	
Students research one	~	inform the Performance-	questions about the clip.	
unfamiliar detail from the	Word Study: Latin Root:	Based Assessment.		
excerpt.	-vers- (RP)		Analyze the Media	
Research to Explore	Word Network	Selection Test: 25	Media Vocabulary	
Students conduct research on	Students add new words to	Years Later		
something from the text they	their Word Network as they		STANDARDS	
find interesting.	read texts in the unit.	STANDARDS	RI.8.10; SL.8.1; L.8.6	
		1		



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



myPerspectives Unit Planning Guide | Grade 8

DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
PERFORMANCE TASK: Speaking and Listening Focus Conduct a Debate	PERFORMANCE TASK: Speaking and Listening Focus Conduct a Debate	INTRODUCE INDEPENDENT LEARNING	INDEPENDENT LEARNING	PERFORMANCE-BASED ASSESSMENT
SE pp 524-525	SE p 525	SE pp 526-527	SE pp 528-530	SE pp 531-533
 PERFORMANCE TASK Conduct a Debate: Students conduct a debate taking a position on this question: Are inventions realized through inspiration or perspiration? Plan with Your Group Students gather details and media, organize their ideas, and set debate rules. Rehearse with Your Group Students practice the presentation, fine-tune the content, and improve debate technique. STANDARDS SL.8.1.a; SL.8.1.b; SL.8.1.c; SL.8.1.d; SL.8.3; SL.8.5 	PERFORMANCE TASK Present and Evaluate Students present as a group and use checklist items to evaluate. STANDARDS SL.8.5	Essential Question Are inventions realized through inspiration or perspiration? Independent Learning Strategies Create a Schedule Practice what you have learned Take Notes Independent Learning Strategies Table of Contents Preview Preview the selections in the unit and discuss how they relate to the EQ and unit topic. Contents	 MAKING MEANING First Read Students Notice, Annotate, Connect, Respond as they read the selection the first time. First-Read Guide Close-Read Guide Close-Read Guide Close Read the Text Students will review the Close Read Model and complete the close read sections in the selection. Analyze the Text Students will respond to questions about the text, citing textual evidence. Quick Write Students write about a paragraph that grabbed their interest. 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. 	 PERFORMANCE-BASED ASSESSMENT PREP Review Evidence for an Argument Students evaluate the strength of their evidence Evidence Log Students add notes and evidence that will be used to inform the Performance- Based Assessment. 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? Argument Rubric Students use the rubric to guide their revisions. STANDARDS W.8.1.a; W.8.1.b; W.8.1.c; W.8.1.d; W.8.1.e



			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	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

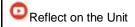
PERFORMANCE-BASED ASSESSMENT

Speaking and Listening: Speech

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

Reflect on the Unit

Students reflect on Unit goals, learning strategies, and the text.





SL.8.4; SL.8.6

iLit ELL Level C Present an Argumentative Essay Unit 4 Lesson 44: Work Time

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