

Transitions - A Review of Essential Skills and Standards

<p>Focus Standards: RL.8.1, RI.8.1 RL.8.2, RI.8.2 RL.8.6 L.8.5</p>	<p>Purpose This opening unit is to prepare students for instruction by reviewing skills, strategies, and standards that may have been compromised during the COVID19 school closure. It is also an opportunity for students to become more familiar with reading strategies and vocabulary instruction that will aid in reading comprehension throughout the year.</p>	
<p>Focused Skills:</p> <ul style="list-style-type: none"> Active Reading Strategies Annotation Develop Reading Stamina <p>Students will be able to...</p> <ul style="list-style-type: none"> Apply the appropriate active reading strategies when reading texts Learn basic annotation of texts Engage in Independent Sustained Reading to increase stamina Engage in fiction, informational, and poetry texts 	<p>Approach This review unit utilizes one short story, one poem, and one informational text selection surrounding the theme of Identity. It also compliments and seamlessly segues into the StudySync unit of Suspense. Teachers may use or replace these recommended selections based on preference. Using a short story, poem, and informational texts allow teachers to weave genres together for optimal student engagement and learning.</p>	
<p>Duration It is recommended that teachers use the first <u>10</u> instructional days for this review and to build a foundation for the subsequent units. Approximate number of days of explicit instruction is suggested, but strategies should continue to be used throughout the year.</p>		
<p># of Days/Standards</p>	<p>Lesson Focus</p>	<p>Lesson Resources</p>
<p>2 RL.8.1 RL.8.3</p>	<p>Active Reading Strategies</p> <ul style="list-style-type: none"> What strategies can I use before, during, and after reading text? Can I apply the same strategies when reading fiction, 	<ul style="list-style-type: none"> Before, During, After Reading Strategies UNRAP Anchor Chart

	<p>informational texts?</p> <ul style="list-style-type: none"> • What are the expectations for reading this year? <p>Before, During, and After Reading Strategies</p> <ul style="list-style-type: none"> • Gradual release of responsibility (I Do, We Do, You Do) • Explicitly define and model these reading strategies with selected texts • Students explicitly use the strategies as they are modeled • Students reflect on use of strategy • Create anchor charts after using strategy • Refer to anchor chart to encourage student use throughout the year • Establish reading routines 	<ul style="list-style-type: none"> • Strategies for Reading Narrative Texts • UNRAP Sort Activity <p>Making Thinking Visible by Ron Ritchhart, Mark Church & Karin Morrison</p> <p>Recommended Text Teachers may use any two narratives from this novel. Here is a recommended excerpt that is also available in the StudySync Library.</p> <ul style="list-style-type: none"> • Study Sync excerpt- Bronx Masquerade by Nikki Giovanni • Novel PDF- Bronx Masquerade by Nikki Giovanni
<p>2</p> <p>RL.8.1 RL.8.2 RL.8.3</p>	<p>Elements of Fiction – Overview (External Resources)</p> <ul style="list-style-type: none"> • Elements of a narrative (plot, characters, setting, theme, conflict)? • Make inferences and predictions about the development of plot, characters, and themes, citing evidence to support evolving opinions. 	<p>Reading Fiction PPT</p> <p>Summarizing Text</p> <p>Recommended Text</p> <ul style="list-style-type: none"> • Study Sync excerpt- Bronx Masquerade by Nikki Giovanni • Novel PDF- Bronx Masquerade by Nikki Giovanni
<p>1</p> <p>RL.8.1 RL.8.2 RI.8.1 RI.8.3</p>	<p>Annotation of Text</p> <ul style="list-style-type: none"> • Introduction to annotating text to increase comprehension • Annotation occurs in all lessons throughout the year. Focus on the basics of annotating in preparation for more in depth work throughout the StudySync units. 	<p>Annotating Fiction Text</p> <p>Recommended Text</p> <ul style="list-style-type: none"> • Study Sync excerpt- Bronx Masquerade by Nikki Giovanni <p>OR</p>

		<ul style="list-style-type: none"> ● “How It Feels to be Colored Me” by Zora Neale Hurston
<p>2</p> <p>RL.8.2 RL.8.6 L.8.5</p>	<p>Reading Poetry</p> <ul style="list-style-type: none"> ● Stanzas ● Speaker ● Tone ● Figurative language ● Rhyme ● Point of view ● Comprehension of theme <p>Note: Focus on elements that are reflected in the selected poem.</p>	<p>Recommended Text</p> <ul style="list-style-type: none"> ● Study Sync excerpt- Bronx Masquerade by Nikki Giovanni <p>OR</p> <ul style="list-style-type: none"> ● Liberty Needs Glasses by Tupac Shakur ● Liberty Needs Glasses on YOUTUBE (Awesome visual & background tool)
<p>3</p> <p>RI.8.1 RI.8.2 RI.8.6</p>	<p>Elements of Informational- Overview</p> <ul style="list-style-type: none"> ● Elements of Informational texts/text features ● Fiction v. informational text ● Annotating informational texts ● Central idea ● Text structure ● Author’s purpose 	<p>Annotating Nonfiction Text</p> <p>Recommended Text</p> <ul style="list-style-type: none"> ● How It Feels to be Colored Me by Zora Neale Hurston ● Current events article from sources such as Newsela, Smithsonian Tween Tribune, ReadWorks.org, etc.
<p>Throughout</p>	<p>Building Reading Stamina</p> <ul style="list-style-type: none"> ● Book selections ● Behaviors of engaged readers ● Expectations for reading 	<p>Recommended Text: Independent Reading book</p> <p>Independent Sustained Reading</p>
<p>Beginning of Year (BoY) District Assessment</p>	<p>Two (2) Instructional Days CASE 21 Online Administration Standards to be assessed: High Priority Standards</p>	

Stage 1: Examine & Unpack Standards

These unpacked standards are expected in every Durham Public Schools classroom.

FOCUS STANDARD(S):

RL.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

RL.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Transfer Goal(s)

Students will be able to independently use their learning to...

- Read, understand, and be able to discuss the essence of a text and analyze how its structure and parts create it.
- Respond to text in writing
- Effectively write or tell a story that is engaging and makes sense to its intended audience.
- Make cross-curricular connections between social studies and ELA.

Making Meaning

UNDERSTANDINGS

Students will understand that...

- Inferences and analyses are supported by citing textual evidence from the text.
- Some texts are concrete and deal literally with a topic while others are abstract stories meant to make a point about a more universal experience.
- The events and elements in a story are designed to support or develop the theme over the course of a text.
- An objective summary includes key supporting details and ideas which are free of personal feelings and biases.
- Irony, suspense, and humor are used to make stories more interesting.
- Irony, suspense and humor are dependent upon point of view.
- The words an author chooses indicates the way he/she feels about a subject.
- An author's audience and purpose shapes the

ESSENTIAL QUESTIONS

Unit Essential Questions

What attracts us to stories of suspense?

- How is evidence from the text used to support analysis of and inferences drawn from the text?
- How can I write an objective summary using multiple sources?
- How do my audience and purpose influence the way I write?
- How does an author develop elements of a story throughout the text? (i.e. setting, plot, theme, characters)
- How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?
- How does an author create meaning in a text, and what makes the meaning valid?
- How does storytelling and story writing influence perspective?

<p>RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>choices he or she makes when writing.</p>	<ul style="list-style-type: none"> • How does conflict lead to change? • How do I apply the elements of a fictional story to write one of my own?
<p>Acquisition</p>		
<p>L.8.4 Determine and/or clarify the meaning of <u>unknown</u> and <u>multiple-meaning words or phrases</u> based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials</p> <p>L.8.5 Demonstrate understanding of <u>figurative language</u> and <u>nuances</u> in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech in <u>context</u> based on grade 8 reading and content. Distinguish among the <u>connotations</u> of words with similar <u>denotations</u>. <p>W.8.3 Write <u>narratives</u> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured <u>event sequences</u>.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Engage and orient the reader by establishing a <u>context</u> and <u>point of view</u> and introducing a narrator and/or <u>characters</u>; organize an <u>event sequence</u> that unfolds naturally and logically. Use narrative techniques, such as <u>dialogue</u>, <u>pacing</u>, <u>description</u>, and reflection, to develop experiences, events, and/or <u>characters</u>. Use a variety of <u>transition</u> words, <u>phrases</u>, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and <u>phrases</u>, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 	<p style="text-align: center;">KNOWLEDGE</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Inferences are supported by using evidence from the text. • Objective summaries are written using particular details from the text which are free from personal opinions or judgments. • Theme is a lesson/message about life that an author conveys in a text. • Theme is developed through the lessons characters learn. • Authors use setting, character and plot to develop themes over the course of the text. • The 3 common types of irony: verbal, dramatic & situational. • Author’s perspective • Effective narratives include the following key concepts: dialogue, sensory details, engaging introduction, and satisfying conclusions. • Dialogue impacts characterization, mood, and progression of plot. • Characterization and character traits, including the literary terms regarding character development (static, dynamic, flat, round, protagonist, antagonist, tragic hero, foil, etc.) • Whether it is a narrative poem, a short story, a film, or a novel, all types of narratives require conflict. • Authors use literary techniques to create 	<p style="text-align: center;">SKILLS</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Read a text closely to understand its meaning. • Cite textual evidence which most strongly supports inferences. • Write an objective summary. • Determine how the theme evolves in a narrative. • Highlight events and/or evidence from a text that develops the theme. • Recognize verbal, situational, and dramatic irony in texts. • Distinguish between direct and indirect characterization. • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot. • Discuss and write about plot development, including generating their own reflections and original ideas. Demonstrate an understanding of plot structure by applying the term in familiar contexts. • Distinguish the difference between significant events and the other events in the story. • Analyze how particular lines of dialogue or incidents in a story/drama advance the action. • Analyze how particular lines of dialogue or incidents in a story/drama reveal aspects of a character. • Analyze how particular lines of dialogue or

<p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by <u>revising</u>, <u>editing</u>, <u>rewriting</u>, or trying a new approach, focusing on how well <u>purpose</u> and audience have been addressed.</p>	<p>suspense, humor, or mystery.</p> <ul style="list-style-type: none"> ● An author creates a mood or affects the reader with different literary techniques. ● Different types of narrative POV are used in fictional text (First, second, or third person/omniscient, subjectivity, etc.) influence the reliability of the narrator and the audience understanding of events. ● How audience and purpose influence writing. ● Why does an author use flashback and foreshadowing? ● Good authors consider their audience and purpose while writing. ● Words, phrases, and figurative language are carefully chosen by authors and impact the text’s mood, tone, and themes. 	<p>incidents in a story/drama provokes a decision by the character or the reader.</p> <ul style="list-style-type: none"> ● Determine how an author uses literary techniques such as suspense, humor or mystery in a story. ● Analyze a text for the different literary techniques an author uses to create mood. ● Write a suspenseful narrative based on real or imagined experiences, using irony or humor. ● Determine how audience and purpose influence an author’s writing.
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Supporting/Integrating Standards
These standards should be integrated throughout the unit.

<p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p>
<p>RL.8.6 Analyze how differences in the perspectives of the characters and the audience or reader create</p>	<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>

such effects as suspense or humor.

RL.8.10 By the end of grade 8, read and understand literature at the high end of the 6-8 **text complexity band** proficiently and **independently** for sustained periods of time. Connect prior knowledge and experiences to text.

W.8.4 Use **digital tools** and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.6 Gather relevant information from multiple print and **digital sources**, using search terms effectively; assess the credibility and accuracy of each source; and quote or **paraphrase** the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

when writing; demonstrate proficiency within the 6-8 conventions continuum.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the **active** or **passive voice** and in the conditional mood to achieve particular effects.

SL.8.1 Engage effectively in a range of **collaborative discussions** (one on one, in groups, and teacher-led) with **diverse partners** on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by

- referring to **evidence** on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for **collegial discussions** and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant **evidence, observations,** and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the



Durham Public Schools Curriculum Map 2020-2021

Course: Eighth Grade English Language Arts

Unit 1: Suspense!

evidence
presented.

Vocabulary

Access www.Vocabulary.com for materials to support acquisition of tier three words.

Standard Vocabulary		Plot	Characterization	Narration	Literary Devices	Literary Analysis	
analysis	plot	setting	abstract/concrete	point of view (1st person, 2nd person, 3rd person-limited/omniscient)	flashback	play	theme
evidence	setting	conflict (man vs.man, man vs nature, man vs society, man vs self)	antagonist/protagonist	direct dialogue/indirect dialogue	foreshadow	stanza	bias
explicit, explicitly	theme	plot structure (5 parts)	dynamic/static	perspective/narrative voice	imagery	scene	supporting details
Inference	drama	Internal conflict	flat/round	narrator	Irony (verbal, situational, dramatic)	poem	syntax/diction
text	textual evidence	external conflict	Major characters/minor characters	reliable narrator	humor/parody/satire	author's purpose	Connotation/denotation
textual evidence	objective summary	action			mood/tone		objective/subjective summary
					descriptive language		

Stage 2: Assess for Learning

<p>Formative Assessments</p>	<p>PLC created</p>
<p>Performance Tasks (Optional)</p>	<p>Study Sync Recommended Extended Writing Project Prompt and Directions: For this EWP, students will write a suspenseful narrative. To do so, students will use relevant details about suspense collected from the texts, Blasts, and other work in this unit.</p> <p>Students should focus their narratives on the following:</p> <ul style="list-style-type: none"> ● the logic behind and flow of their narrative technique and how it addresses their purpose and affects their audience ● the relevance and impact of their descriptive details ● their use of dialogue to illuminate setting and character as well as to drive the plot ● the use of literary devices such as foreshadowing and flashback that help create suspense ● The strength of their conclusion <p>Refer to the Extended Writing Prompt in StudySync online for more details and process.</p> <p>Option 2 <u>Informative/Explanatory</u> In this unit, you've been reading fiction and nonfiction narratives about characters that are caught up in suspenseful situations. Write an informative/explanatory essay in which you explain how authors in three of the excerpts you have read create suspense. To support your ideas include textual evidence from three selections in Unit 1. (If this option is selected, you will need to write within the W.8.2 standard throughout the unit.)</p> <p>Option 3 <u>Science Cross-Curricular Writing</u> You are a chemist who has been on a two year mission to find a brand new fictional element on Mars. Craft a first-person narrative story that details the suspenseful events leading to your finding the element. Be sure to integrate what you have learned about the elements from science and what you have learned about the elements of fiction (plot, characters, setting, theme, and conflict) in ELA to craft an engaging and educational story.</p> <p>Option 4 <u>Social Studies Cross-Curricular Writing</u> You are the chief of the Algonquian Indian tribe and have agreed to fight with the French during the French and Indian War against the British. Craft a first-person suspenseful narrative story that details the days leading up to the battle. Be sure to integrate what</p>

	<p>you have learned about the French and Indian war from social studies and what you have learned about the elements of fiction (plot, characters, setting, theme, and conflict) in ELA to craft an engaging and educational story.</p> <p>Due Date: YR: 10/02 TR: 10/16</p> <p>Not recommended due to abbreviated pacing</p>
<p>District Assessments</p>	<p>Common District Assessments</p> <p>Standards: RL.8.1, RI.8.1, RL.8.2, RI.8.2, RL.8.3, RI.8.3, RL.8.4, RI.8.6</p> <p>Due Date: YR: 10/02 TR: 10/16</p> <p>Administer online</p> <p>CDA#1 (highly encouraged for all schools)</p> <p>24 Questions</p> <p>ID: 369992</p> <p>Online Passcode: BU4TA3FY</p> <p>Due to the BoY assessment, only one CDA will be completed for the quarter.</p>

Stage 3: Plan for Learning

Suggested Learning Sequence

# of Days	Standards	Lesson Focus	Lesson Resources	
30 days		<p>The following lessons focus on both RL and RI standards, and serve as a suggested pacing sequence for the Instructional Reading Routine.</p> <p>Teachers may use external resources for greater acquisition of skills.</p>	<p>Study Sync Differentiation & Scaffolding Supports for EC/ ELL/ AIG</p> <p>English Learner Support One Pager</p> <p>ESL Tools Access in Study Sync on DPS Curriculum Map</p>	<p>DPS Teacher & Open Source Lesson Resources</p> <p>Study Sync is the primary resource for all units. Teachers may incorporate external supplemental quality resources, if and where needed.</p>

<p>3</p>	<p>RL.8.1 RL.8.3</p>	<p>Unit Preview</p> <ul style="list-style-type: none"> ● Study Sync unit preview (video clip) ● Unit Essential Question: What attracts us to stories of suspense? ● Texts- full text and exemplar texts (book walk) ● Extended writing project prompt (see performance task) <p>SyncStart Unit (Highly Encouraged) Complete all components as the structure for establishing the Instructional Reading Routine.</p>	<p>EC & ELL Resources EL: Introduction to Suspense! EL: Extended oral project</p>	<p>Lesson Resources Teacher Collected Resources</p> <p>StudySync's Recommended Texts:</p> <ul style="list-style-type: none"> ● Lord of the Flies- Full text available online via Study Sync ● A Night to Remember (novel)-not included ● Exemplars available online via Study Sync <p>Consider Reader & Tasks in whole class text selection, along with time availability. See the TE for recommended sequence for whole class novel.</p> <p>Additional EC Resources Reading Response Organizer</p> <p>Sentence Frames for Writing and Discussion</p> <p>Sentence Stems for Discussion</p> <p>Blank Frayer Model</p> <p>POV Constructed Response Guide</p>
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1	<p>RL.8.1 RL.8.3 RL.8.4</p>	<p>Tools authors use to tell stories: (external resources)</p> <ul style="list-style-type: none"> What are they and what is the effect of using them in a text.? <ul style="list-style-type: none"> Mystery Suspense Comedy/Humor Parody Satire An author’s audience and purpose shapes the choices he or she makes when writing. 	<p>EC & ELL Resources EL Level 1: How to create suspense EL Level 2: How to create suspense EL Level 3: How to create suspense</p>	<p>Lesson Resources Teacher Collected Resources Vocabulary.com</p>
4	<p>RL.8.1 RL.8.3 RI.8.4 RI.8.6 L.8.4 L.8.6</p>	<p>Blasts: Suspense Driving Question: Why do you like or dislike suspenseful stories?</p> <ul style="list-style-type: none"> Read Discuss Create your own Blast - Response Number Crunch <p>First Read “Let ‘Em Play God” by Alfred Hitchcock Comprehension Strategy - Rereading</p> <ul style="list-style-type: none"> Introduction Build Background Vocabulary Model comprehension strategy Read and Annotate <p>Think Questions</p>	<p>EC & ELL Resources EL Blast: Suspense! EL: “Let ‘Em Play God” intro and both rereads EL: Author’s Purpose & Author’s Point of View intro and leveled practice EL: Word Meaning - Context</p> <p>AIG Resources Reading Analysis Worksheet</p>	<p>Lesson Resources Teacher Collected Resources Vocabulary.com RL.8.3 Standard Learning Map NCDPI VIK RL.8.1 Lesson Plan</p>

		<p>Skill: Author's Purpose & Author's Point of View</p> <p>Concept Definition Video</p> <ul style="list-style-type: none"> ● Read & Discuss ● Watch SkillsTV video ● Read & Annotate ● Peer Review ● Discuss <p>Your Turn: Assess & Explain</p> <p>Skill: Word Meaning: Context</p> <ul style="list-style-type: none"> ● Annotate ● Read & Annotate ● Peer Review ● Discuss <p>Types of Context Clues</p> <ul style="list-style-type: none"> ● Definition ● Synonym ● Antonym ● Example ● Inference <p>Your Turn: Assess & Explain</p> <p>Close Read</p> <p>"Let 'Em Play God" excerpt</p> <ul style="list-style-type: none"> ● Point of View & Author's purpose ● The Suffixes- ible and -able ● Annotate <p>Focus Questions</p>		
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<p>3</p>	<p>RL.8.1 RL.8.2 RL.8.3 RL.8.4</p>	<p>First Read <i>"The Monkey's Paw"</i> by W.W. Jacobs</p> <p>Comprehension Strategy -Ask and answer questions</p> <ul style="list-style-type: none"> ● Introduction/Video Preview ● Access Prior Knowledge/Vocabulary ● Model comprehension strategy- ask and answer questions ● Annotate/ Discussion ● SYNCTV ● Think Questions <p>Objective Summary (Requires external resources)</p> <ul style="list-style-type: none"> ● What does it mean to be objective? ● What is the difference between objective and subjective? <p>Skill: Theme</p> <ul style="list-style-type: none"> ● Trace the development of themes over the course of a text. ● Determine how the theme gives meaning to a narrative. ● Highlight events and/or evidence from a text that develops the theme <p>Concept Definition Video</p> <ul style="list-style-type: none"> ● Read and Discuss ● Model: SkillsTV video ● Read and Annotate ● Peer Review ● Discuss <p>Your Turn: Assess & Explain</p> <p>Skill: Story Elements</p>	<p>EC & ELL Resources EL: "The Monkey's Paw" scaffolds EL: Summarizing EL: Theme EL: Story elements EL: Character EL Blast: Make a wish</p> <p>AIG Resources "The Monkey's Paw"</p>	<p>Lesson Resources Teacher Collected Resources</p> <p>Vocabulary.com</p> <p>RL.8.2 Standard Learning Map</p> <p>Additional EC Resources Monkey's Paw Vocab Chart Monkey's Paw Foreshadowing Monkey's Paw Literary Elements Monkey's Paw Pre-Reading Monkey's Paw Story Map</p> <p>Additional AIG Resources Elements of a Story Plot-Structure-Conflict-Theme Presentation</p>
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		<p>Concept Definition Video</p> <ul style="list-style-type: none"> ● Read ● Annotate ● Peer Review ● Discuss <p>Your Turn: Assess & Explain</p> <p>Character Development (external resources)</p> <ul style="list-style-type: none"> ● Types of characters <ul style="list-style-type: none"> ○ abstract/concrete ○ dynamic/static ○ major/minor ● Analyze how the characters develop or change throughout the text. ● Analyze how complex characters interact with other characters <p>Characterization (external resources)</p> <ul style="list-style-type: none"> ● Define the literary term character trait and explore how to provide details that support their inferences. ● direct/indirect ● Analyze character perspectives. ● Explore perspective by writing from the POV of a character. <p>Close Read</p> <p>“The Monkey’s Paw” by W.W. Jacobs</p> <ul style="list-style-type: none"> ● Introduction ● Define & Compare ● Model close reading ● Read & Annotate 		
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		<ul style="list-style-type: none"> ● Peer Review <p>Focus Questions</p> <p>Blast: Make a Wish</p> <p>Driving Question: Do you ever use lucky charms to make wishes?</p> <ul style="list-style-type: none"> ● Read ● Discuss ● Create Your Own Blast - Respond ● Number Crunch 		
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<p>4</p>	<p>RL.8.1 RL.8.4 RL.8.10 L.8.4 L.8.6 W.8.7 W.8.10</p>	<p>First Read <i>Sorry, Wrong Number</i> by Lucille Fletcher Comprehension Strategy: Making, confirming and revising predictions</p> <ul style="list-style-type: none"> ● Access Complex Text ● Introduction ● Vocabulary ● Model Strategy ● Read/ Annotate ● SYNCTV Style Discussion <p>Skill: Textual Evidence Concept Definition video</p> <ul style="list-style-type: none"> ● Read and Discuss ● SkillsTV video on textual evidence ● Read and Annotate ● Discussion questions ● Peer Review <p>Your Turn: Access & Explain</p> <p>Skill: Plot Concept Definition video</p> <ul style="list-style-type: none"> ● Read and Discuss ● Annotation ● Peer Review <p>Conflict</p> <ul style="list-style-type: none"> ● Internal & external ● Analyze how the conflict drives the story. <p>Your Turn: Assess & Explain</p> <p>Dialogue (external resources)</p>	<p>EC & ELL Resources EL: “Sorry, Wrong Number” (text not listed separately in Library) lesson plan for introduction; for re-read 1; for re-read 2; for language choices; for close read</p> <p>EL: Textual Evidence EL: Plot EL: Dialogue</p> <p>AIG Resources “Sorry Wrong Number” Worksheet</p>	<p>Lesson Resources Teacher Collected Resources</p> <p>Vocabulary.com</p> <p>NCDPI VIK RL.8.1 Lesson Plan RL.8.3 Standard Learning map</p> <p>Additional EC Resources SWN Listening Guide</p> <p>Additional AIG Resources Video on Plot</p> <p>“Sorry, Wrong Number” Audio</p> <p>“Sorry, Wrong Number” Text</p>
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		<ul style="list-style-type: none"> • What is it ? • Why do authors use it? • Analyze how particular lines of dialogue or incidents in a story/drama advance the action. • Analyze how particular lines of dialogue or incidents in a story/drama reveal aspects of a character. • Analyze how particular lines of dialogue or incidents in a story/drama provokes a decision by the character or reader. <p>Close Read <i>Sorry, Wrong Number</i> by Lucille Fletcher</p> <ul style="list-style-type: none"> • Introduction • Define and Compare • Annotate • Peer Review • Discuss <p>Focus Questions</p>		
	<p>RI.8.1 RI.8.4 RI.8.10 W.8.10 L.8.2 L.8.4 L.8.6</p>	<p>First Read (Optional due to revised # of days.) <i>Violence in the Movies: Cinematic Craft or Hollywood Gone Too Far?</i> Pro/Con Op-Ed</p> <p>Comprehension Strategy - Asking and Answering Questions</p> <ul style="list-style-type: none"> • Introduction • Access Prior Knowledge • Vocabulary • Model Comprehension Strategy • Annotate • Discuss 	<p>EC & ELL Resources EL: “Violence in the Movies” scaffolds EL: Author’s Purpose and Author’s Point of View EL Blast: Food for Thought</p> <p>AIG Resources “Violence in the Movies”</p>	<p>Lesson Resources Teacher Collected Resources Vocabulary.com</p>

		<ul style="list-style-type: none"> ● StudySync Grammar <p>Think Questions</p> <p>Skill: Author's Purpose and Author's Point of View</p> <p>Concept Definition Video</p> <ul style="list-style-type: none"> ● Annotate ● Peer Review ● Discuss <p>Your Turn: Access & Explain</p> <p>Close Read</p> <p><i>Violence in the Movies: Cinematic Craft or Hollywood Gone Too Far?</i></p> <ul style="list-style-type: none"> ● Define and Compare-Vocabulary ● Model annotation strategies ● Discussion <p>Focus Questions</p> <p>Blast: Food for Thought</p> <p>Driving Question: What attracts us to stories of suspense?</p> <ul style="list-style-type: none"> ● Read ● Discuss ● Create Your Own Blast - Respond ● Number Crunch 		
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<p>4</p>	<p>RI.8.1 RI.8.4 RI.8.5 L.8.2 L.8.4 L.8.6 W.8.1 W.8.5 W.8.6</p>	<p>First Read <u>A Night to Remember</u> by Walter Lord</p> <p>Comprehension Strategy- Visualizing</p> <ul style="list-style-type: none"> ● Introduction ● Access Prior Knowledge ● Vocabulary ● Model comprehension strategy ● Annotate ● Discuss ● SyncTV video on A “Night to Remember” <p>Think Questions</p> <p>Skill: Author’s Purpose and Author’s Point of View (Shifting points of view in a work of narrative nonfiction)</p> <p>Concept Definition video</p> <ul style="list-style-type: none"> ● Read and Discuss ● Annotate ● Peer Review <p>Your Turn: Access & Explain</p> <p>Close Read <u>A Night to Remember</u> by Walter Lord</p> <ul style="list-style-type: none"> ● Define and Compare ● Model Close Reading using annotation ● Annotate ● Discuss <p>Focus Questions</p> <p>Blast: How They Saw it Driving Question: What do you know about Titanic passengers?</p>	<p>EC & ELL Resources EL: “A Night to Remember” scaffolds EL: Author’s Purpose and Author’s Point of View EL Blast: How They Saw it</p>	<p>Lesson Resources Teacher Collected Resources Vocabulary.com Additional EC Resources ANTR Booklet</p>
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		<ul style="list-style-type: none">• Discuss & Respond• Connect background to Driving Question• Discussion questions		
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<p>4</p>	<p>RL.8.1 RI.8.4 RL.8.10 W.8.10 L.8.4 L.8.6</p>	<p>First Read Cujo by Stephen King (excerpt) Comprehension strategy- Rereading</p> <ul style="list-style-type: none"> ● Introduction ● Access Prior Knowledge ● Vocabulary ● Model comprehension strategy: rereading ● Annotate ● Discuss <p>Think Questions</p> <p>Skill: Literary Devices (What are they and what is the effect of using them in a text?)</p> <ul style="list-style-type: none"> ● Tone/Mood ● Imagery ● Allusions ● Sensory/descriptive language ● Foreshadow ● Flashback ● Irony <ul style="list-style-type: none"> ○ Situational ○ Dramatic ○ verbal <p>Skill: Textual Evidence Concept Definition</p> <ul style="list-style-type: none"> ● Annotate ● Whole Group Discussion <p>Your Turn: Assess & Explain</p> <p>Close Read</p>	<p>EC & ELL Resources EL: “Cujo” scaffolds EL: Literary Devices - Allusion EL: Textual Evidence EL Blast: Are You a Smart Consumer?</p>	<p>Lesson Resources Teacher Collected Resources Vocabulary.com</p>
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		<p><u>Cujo</u> by Stephen King</p> <ul style="list-style-type: none"> ● Define and Compare ● Model Close Reading ● Annotate ● Peer Review ● Discuss <p>Focus Questions</p> <p>Blast: Are You a Smart Consumer?</p> <p>Driving Question: What do you think it means to be a smart consumer?</p> <ul style="list-style-type: none"> ● Discuss ● Create your own Blast - Response ● Number Crunch 		
I	<p>RL.8.1 RI.8.2 RL.8.3 RL.8.4 W.8.10 L.8.4 L.8.6</p>	<p>First Read (Optional due to revised # of days.) <u>Lord of the Flies</u> by William Golding</p> <p>Comprehension Strategy: Asking & Answering Questions</p> <ul style="list-style-type: none"> ● Introduction ● Video preview of <i>Lord of the Flies</i> ● Access Prior Knowledge ● Vocabulary ● Model comprehension strategy ● Read and Annotate ● Discussion questions ● SyncTV video <p>Think Questions</p> <p>Skill: Theme Concept Definition video</p> <ul style="list-style-type: none"> ● Annotate 	<p>EC & ELL Resources EL: “Lord of the Flies” scaffolds EL: Theme EL: Character EL Blast: Follow the Leader</p>	<p>Lesson Resources Teacher Collected Resources Vocabulary.com Additional EC Resources LOTF Symbolism LOTF Chapter 1 Notes LOTF Character Chart LOTF Background LOTF Graphic Organizer</p>

		<ul style="list-style-type: none"> ● Whole Group discussion <p>Your Turn: Assess & Explain</p> <p>Skill: Character</p> <p>Concept Definition video</p> <ul style="list-style-type: none"> ● Read and Discuss ● Annotation ● Whole Group discussion <p>Your turn: Assess & Explain</p> <p>Close Read</p> <p><u>Lord of the Flies</u> by William Golding</p> <ul style="list-style-type: none"> ● Introduction ● Define and Compare ● Model Close Reading ● Read and Annotate ● Peer Review ● Discuss <p>Focus Questions</p> <p>Blast: Follow the Leader</p> <p>Driving Question: What makes someone a good leader?</p> <ul style="list-style-type: none"> ● Discuss ● Create your own Blast - Response ● Number Crunch 		
	<p>RI.8.1 RI.8.2 RI.8.4 RI.8.6 L.8.4</p>	<p>First Read</p> <p>(Optional due to revised # of days.)</p> <p><i>Ten Days in a Mad-House</i> by Nellie Bly</p> <p>Comprehension Strategy- Summarizing</p> <ul style="list-style-type: none"> ● Introduction ● Video preview of <i>Ten Days in a Mad-House</i>. ● Build Background 	<p>EC & ELL Resources</p> <p>EL: “Ten Days in a Mad-House” scaffolds</p> <p>EL: Author’s Purpose and Author’s Point of View</p> <p>EL Blast: Mental Health, Then and Now</p>	<p>Lesson Resources</p> <p>Teacher Collected Resources</p> <p>Vocabulary.com</p>

		<ul style="list-style-type: none"> ● Vocabulary ● Model reading comprehension strategy ● Discuss <p>Think questions</p> <p>Skill: Author’s Purpose and Author’s Point of View</p> <p>Concept Definition video</p> <ul style="list-style-type: none"> ● Read and annotate ● Whole Group Discussion ● Peer Review <p>Your Turn: Access & Explain</p> <p>Close Read <i>Ten Days in a Mad-House</i> by Nellie Bly</p> <ul style="list-style-type: none"> ● Define and Compare ● Model Close Reading ● Annotate ● Discuss ● Peer Review <p>Focus Questions</p> <p>Blast: Mental Health, Then and Now Driving Question: How can mental health care continue to improve?</p> <ul style="list-style-type: none"> ● Read ● Discuss ● Number Crunch ● Create your own Blast - Response 		
4	<p>RL.8.1 RL.8.2 RL..8.3 RL.8.4</p>	<p>First Read “The Tell-Tale Heart” by Edgar Allan Poe</p> <p>Comprehension Strategy- Asking & Answering Questions-</p>	<p>EC & ELL Resources EL: “The Tell-Tale Heart” scaffolds EL: Textual Evidence EL: Making Inferences</p>	<p>Lesson Resources Teacher Collected Resources Vocabulary.com</p>

	<p>RL.8.10 L8.4 W.8.10</p>	<ul style="list-style-type: none"> ● Introduction ● Video preview of “ The Tell-Tale Heart.” ● Build background/ vocabulary ● Model Reading Comprehension Strategy ● Questions ● Annotate ● Small group discussion ● SYNCTV <p>Think Questions</p> <p>Skill: Textual Evidence</p> <p>Concept definition video</p> <ul style="list-style-type: none"> ● Small group discussion ● Annotate ● Peer Review ● Whole group discussion <p>Your Turn: Assess & Explain</p> <p>Skill: Making Inferences (review)</p> <ul style="list-style-type: none"> ● Define the difference between observations and inferences <ul style="list-style-type: none"> ○ a. Observation: a statement or comment based on something one has seen, heard, or noticed – no observation is too small ○ b. Inference: a conclusion reached on the basis of evidence and reasoning ● Focus on the skill of inferring ● Help students understand how their background knowledge helps them make sense of things not directly 	<p>EL: Greek & Latin Affixes and Roots</p> <p>AIG Resources</p> <p>“The Tell Tale Heart”</p>	<p>Additional EC Resources</p> <p>TTH Graphic Organizer</p> <p>TTH Key for Graphic Organizer</p> <p>TTH Character Motivation</p> <p>TTH Graphic Organizer 2</p> <p>Additional AIG Resources</p> <p>“The Tell Tale Heart” Animation</p>
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		<p>stated in the text</p> <ul style="list-style-type: none"> Inferences must be supported by evidence in the text. <p>Skill: Greek & Latin Affixes and Roots</p> <ul style="list-style-type: none"> Define Read and Annotate Respond <p>Your Turn: Assess and Explain</p> <p>Close Read</p> <p>“The Tell-Tale Heart” by Edgar Allan Poe</p> <ul style="list-style-type: none"> Define & Compare Model Close Reading strategy Annotate <p>Focus Questions</p>		
2	<p>RL.8.1</p> <p>RL.8.2</p> <p>RL.8.3</p> <p>RL.8.4</p> <p>RL.8.10</p> <p>W.8.10</p> <p>L.8.4</p> <p>L.8.6</p>	<p>First Read:</p> <p>“Annabel Lee” by Edgar Allan Poe</p> <p>Comprehension Strategy: Visualizing Introduction</p> <ul style="list-style-type: none"> Video preview of “Annabel Lee.” Access Prior Knowledge Discussion questions Vocabulary Model Reading Comprehension Strategy Annotation SYNCTV <p>Think Questions</p> <p>Skill: Poetic Elements</p> <p>Concept Definition video</p> <ul style="list-style-type: none"> Annotate 	<p>EC Resources</p> <p>ELL Resources</p> <p>EL: “Annabel Lee” scaffolds</p> <p>EL: Poetic Elements</p> <p>AIG Resources</p> <p>“Annabel Lee” Worksheet</p>	<p>Lesson Resources</p> <p>Teacher Collected Resources</p> <p>Vocabulary.com</p> <p>Additional EC Resources</p> <p>Annabel Lee Comic</p> <p>Annabel Lee Graphic Organizer</p>

		<ul style="list-style-type: none"> ● Peer Review ● Whole group discussion <p>Assess and Explain</p> <p>Close Read: “Annabel Lee” by Edgar Allan Poe</p> <ul style="list-style-type: none"> ● Define and Compare ● Model Close Reading ● Annotate <ul style="list-style-type: none"> ● Peer Review ● Discuss <p>Focus Questions</p>		
	<p>RL.8.1 RL.8.3 RL.8.4 RL.8.10 W. 8.10 L.8.4 L.8.6</p>	<p>First Read (Optional due to # of days.) “The Bells” by Edgar Allan Poe</p> <p>Comprehension Strategy- Rereading</p> <ul style="list-style-type: none"> ● Introduction ● Access Prior Knowledge ● Vocabulary ● Model comprehension strategy- rereading ● Annotate ● Discuss <p>Think questions</p> <p>Skill: Poetic Elements Concept Definition Video</p> <ul style="list-style-type: none"> ● Small group discussion ● Annotate ● Peer Review ● Whole group discussion <p>Your Turn: Assess & Explain</p>	<p>EC Resources ELL Resources EL: “The Bells” scaffolds EL: Poetic Elements EL Blast: When Fear Becomes Phobia</p> <p>AIG Resources “The Bells” Worksheet</p>	<p>Lesson Resources Teacher Collected Resources Vocabulary.com</p>

		<p>Close Read: “The Bells” by Edgar Allan Poe</p> <ul style="list-style-type: none"> ● Define and Compare-vocabulary ● Model Close reading ● Annotation ● Discussion <p>Focus Questions</p> <p>Blast: When Fear Becomes Phobia Driving Question: What’s the worst phobia one of the characters in the Suspense Unit might develop?</p> <ul style="list-style-type: none"> ● Driving question discussion ● Read Background ● Discussion questions ● Number Crunch ● Create Your Own Blast - Response 		
	<p>RL.8.1 RL.8.2 RL.8.3 RI.8.1 RI.8.2 W.8.3a W.8.4 W.8.5 W.8.10</p>	<p>Extended Writing Project (Optional) Narrative</p> <ul style="list-style-type: none"> ● Writing Prompt ● Writing Process ● Writing Lessons <p>Not recommended due to abbreviated pacing</p>	<p>EC Resources</p> <p>ELL Resources Use the EL Extended Oral Project</p> <p>AIG Resources</p>	<p>Aces Writing Rubric Extended Writing Project available on Study Sync online</p> <p>Additional EC Resources Narrative Planning Sheet</p> <p>Narrative Graphic Organizer</p>
1	<p>RL.8.1 RI.8.1 RL.8.2 RI.8.2 RL.8.3</p>	<p>Common District Assessments Standards: RL.8.1, RI.8.1, RL.8.2, RI.8.2, RL.8.3, RI.8.3, RL.8.4, RI.8.6 Due Date: YR: 10/02 TR: 10/16</p>		<p>Corrected Instruction Worksheet</p>

	<p>RI.8.3 RL.8.4 RI.8.6</p>	<p>Administer online</p> <p>CDA#1 (highly encouraged for all schools)</p> <p>24 Questions</p> <p>ID: 369992</p> <p>Online Passcode:BU4TA3FY</p> <p>Due to the BoY assessment, only one CDA will be completed for the quarter.</p> <p>Optional Performance Task</p>		
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<p>Teacher Resources <i>These resources aid in professional learning.</i></p>	<p>Student Resources <i>These resources supplement the Plan for Learning.</i></p>
<p>Lesson Resources</p> <p>Teacher Collected Resources</p> <p>Question Stems</p> <p>Suggested Short Stories</p> <p>Morphology</p> <p>Aces Writing Rubric</p>	<p>Access www.Vocabulary.com for materials to support acquisition of tier three words.</p> <p>Commonlit - Free Reading Passages and Tracking</p> <p>Read Theory - Free Online Reading Passages and Growth Tracking</p> <p>NewsELA - Free Online Source for Informational Text</p> <p>100 Words Every Middle Schooler Should Know</p>