Nine Weeks	Units/Chapters	Standards
1st Nine Weeks	• Pre-AP Unit 1 • *Pygmalion/My Fair Lady*	
2nd Nine Weeks	• Pre-AP Unit 2 • *And Then There Were None*	
3rd Nine Weeks	• Pre-AP Unit 3 • *The Diary of Anne Frank* play • Pre-AP Unit 4	
4th Nine Weeks	• *The Giver* • *The Outsiders* • LTM	

Unit: Pre-AP Unit 1

Standards:

- 8.RC.8--Use context to determine or clarify the meaning of words and phrases.
- 8.W.6--Demonstrate a command of English grammar and usage, focusing on:
  - Verbs, Subject-Verb Agreement
- 8.CC.1--Engage in collaborative discussions
- 8.CC.2--Pose questions that connect to several ideas and respond to others' questions, observations, and ideas
- 8.CC.4--Analyze the purpose of information presented in diverse media and formats
- 8.W.2 Write informative (sentences) that develop content with details, use appropriate word choice, and provide a concluding statement.
- 8.W.6--Demonstrate a command of English grammar and usage, focusing on:
  - Verbs, Subject-Verb Agreement
- 8.RC.1--Analyze what a text says explicitly and draw inferences through strong and supportive textual evidence.
- 8. RC.2--Analyze the development of a theme.

- 8.RC.3--Analyze and evaluate how the differing structure contributes to the meaning and style.
- 8.RC.5--Determine an author's perspective and how the author responds to conflicting viewpoints.

- 8.W.3 Write narrative compositions that use techniques of descriptions, experiences, characters, and reflection
- 8.W.4 Use the writing process to plan, develop, draft, and revise
- Explain how Word Choice develops characterization based on connotations (8.RC.9)
- Use commas appropriately in sentences with prepositional phrases
- 8.RC.8: Use context to determine or clarify the meaning of words.
- 8.W.5: Conduct research tasks to gather relevant information.
- 8.RC.1 Analyze and infer text
- 8.W.3 Write narrative compositions

Lesson	Objective	Materials/Activities
Lesson: "Whose Room Is This?"	• 8.W.6--Demonstrate a command of English grammar and usage, focusing on: ○ Verbs, Subject-Verb Agreement • 8.CC.1--Engage in collaborative discussions • 8.CC.2--Pose questions that connect to several ideas and respond to others' questions, observations, and ideas • 8.CC.4--Analyze the purpose of information presented in diverse media and formats	• Images • Instructional PPT • Observation Chart • Room Discussion (Canvas) • Exit Ticket
Lesson: "Bread"	• 8.W.2 Write informative (sentences) that develop content with details, use appropriate word choice, and provide a concluding statement. • 8.W.6--Demonstrate a command of English grammar and usage, focusing on: Verbs, Subject-Verb Agreement	• "Bread" Text • Graphic Organizer • Instructional PPT

Lesson	Objective	Materials/Activities
	• 8.RC.1--Analyze what a text says explicitly and draw inferences through strong and supportive textual evidence. • 8. RC.2--Analyze the development of a theme. • 8.RC.3--Analyze and evaluate how the differing structure contributes to the meaning and style. • 8.RC.5--Determine an author's perspective and how the author responds to conflicting viewpoints.	
Lesson: "The First Day"	• 8.W.2 Write informative (sentences) that develop content with details, use appropriate word choice, and provide a concluding statement. • 8.W.6--Demonstrate a command of English grammar and usage, focusing on: Verbs, Subject-Verb Agreement • 8.RC.1--Analyze what a text says explicitly and draw inferences through strong and supportive textual evidence. • 8. RC.2--Analyze the development of a theme. • 8.RC.3--Analyze and evaluate how the differing structure contributes to the meaning and style. • 8.RC.5--Determine an author's perspective and how the author responds to conflicting viewpoints.	• Kindergarten Picture Discussion • "The First Day" Text • Graphic Organizer • Instructional PPT • Exit Ticket
Learning Cycle 1 Assessment		• Assessment in Pre-AP Classroom
Lesson "Ice Storm"	• 8.RC.2 Analyze the development of theme through character, setting, and plot with supporting evidence • 8.RC.5 Determine an author's purpose and perspective • 8.W.3 Write narrative compositions that use techniques of descriptions, experiences, characters, and reflection • 8.W.4 Use the writing process to plan, develop, draft, and revise	• Weather Discussion • "Ice Storm" Text • Instructional PPT • "Ice Storm" Assignment: Intention and Craft

Lesson	Objective	Materials/Activities
Lesson: "The Red Fox Fur Coat"	• 8.RC.1 Analyze text explicitly and draw inferences support inexplicit meaning • 8.RC.2 Analyze the development of theme through character, setting, and plot with supporting evidence • 8.RC.5 Determine an author's purpose and perspective.	• "Red Fox Fur Coat" Text • Journal • Instructional PPT • Reader's Response • Spirit Animal Discussion
Lesson: "Lamb to the Slaughter"	• 8.RC.1 Analyze text explicitly and draw inferences support inexplicit meaning • 8.RC.2 Analyze the development of theme through character, setting, and plot with supporting evidence • 8.RC.3 Compare/contrast two related texts or media • 8.W.1 Write a literary argument paragraph that supports a claim with logical reasoning and evidence.	• "I Love Lucy" Clip • "Lamb to the Slaughter" Text • Instructional PPT • Guiding Questions • "Women Who Kill" article • Class Discussion • Mary didn't expect…assignment • "Lamb to the Slaughter" Film
Learning Cycle 2 Assessment		• Assessment in Pre-AP Classroom
Lesson: "An Occurrence at Owl Creek Bridge"	• Read closely and analyze a short story, focusing on narrative perspective (8.RC.1, 8.RC.2, 8.RC.5) • Explain how Word Choice develops characterization based on connotations (8.RC.9) • Use commas appropriately in sentences with prepositional phrases.	• "Owl Creek Bridge" Text • Instructional PPT • Discussion in Canvas • Graphic Organizer • Sensory Details • Analytical Paragraph • "Owl Creek" Film
Lesson: "The Birds"	• 8.W.5: Conduct research tasks to gather relevant information. • 8.RC.1 analyze and infer text • 8.W.3 Write narrative compositions	• Birds Padlet • Nonfiction Assignment • "The Birds" Text • Reader's Response Questions • Animal/Insect Narrative
Lesson: Cycle 3 Assessment		• Assessment in Pre-AP Classroom

Unit: *Pygmalion/My Fair Lady*
Standards:

- Use context to determine or clarify the meaning of words and phrases. (8.RC.8)
- Compare and contrast the structure of two or more related works of literature and analyze and evaluate how the differing structure of each text contributes to its meaning and style. (8.RC.3)
- Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (8.RC.1)
- Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (8.RC.2)
- Re-write a dramatic text from its prophetic dialect into standard English
    - c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
    - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Use context to determine or clarify the meaning of words and phrases (8.RC.8).
- Distinguish among the connotations of words with similar denotations (8.RC.9).
- Write narrative compositions in a variety of forms that: a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (8.W.3).

Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (8.RC.2)

- Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text. (8.RC.4)
-

8th Grade Pre-AP English/Language Arts

Lesson	Objective	Materials/Activities
Lesson 1	• Compare and contrast the structure of two or more related works of literature and analyze and evaluate how the differing structure of each text contributes to its meaning and style. (8.RC.3)	• Anticipate Guide • Social Class Perception PPT and Handout • The Pygmalion Myth PPT
Lesson 2	• Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (8.RC.1) • Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (8.RC.2) • Compare and contrast the structure of two or more related works of literature and analyze and evaluate how the differing structure of each text contributes to its meaning and style. (8.RC.3)	• Edward England Background PPT • British Slang PPT • Read *Pygmalion* Preface
Lesson 3	• Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (8.RC.1) • Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (8.RC.2) • Compare and contrast the structure of two or more related works of literature and analyze and evaluate how the differing structure of each text contributes to its meaning and style. (8.RC.3)	• Read Act 1 • Act 1 Character Chart • Reader's Response Questions • Eliza Dolittle Journal
Lesson 4	○ Re-write a dramatic text from its prophetic dialect into standard English ○ c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ○ d. Use precise words and phrases, relevant descriptive details, and sensory	• Dialect Transformation Rewrite and Performance • The Pygmalion Effect

Lesson	Objective	Materials/Activities
	language to capture the action and convey experiences and events.	
Lesson 5	• Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (8.RC.1) • Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (8. RC.2) • Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text. (8. RC.4)	• Read Act 2 • Instructional PPT • Higgins vs. Pickering Gender Roles
Lesson 6		• Acts 1, 2 Film
Lesson 7	• Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence (8.RC.1) • Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis (8.RC.2). • Use context to determine or clarify the meaning of words and phrases (8.RC.8). • Distinguish among the connotations of words with similar denotations (8.RC.9). • Write narrative compositions in a variety of forms that: a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (8.W.3).	• Read Act 3 • Act 3 Reader's Response • Eliza Journal Entry

Lesson	Objective	Materials/Activities
Lesson 8	• Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence (8.RC.1) • Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis (8.RC.2). • Write narrative compositions in a variety of forms that: a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (8.W.3).	• Read Act 4 • Act 4 Deconstruction
Lesson 9	• Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence (8.RC.1) • Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis (8.RC.2).	• Acts 3, 4 Film • Identity Crisis Assignment
Lesson 10	• Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence (8.RC.1) • Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis (8.RC.2). • Use context to determine or clarify the meaning of words and phrases (8.RC.8).	• Read Act 5 • Transformation PPT and Handout • Debate

Lesson	Objective	Materials/Activities
	• Distinguish among the connotations of words with similar denotations (8.RC.9). • Write narrative compositions in a variety of forms that: a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (8.W.3).	
Lesson 11	• Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence (8.RC.1) • Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis (8.RC.2). • Use context to determine or clarify the meaning of words and phrases (8.RC.8). • Distinguish among the connotations of words with similar denotations (8.RC.9). • Write narrative compositions in a variety of forms that: a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (8.W.3).	• Read Sequel • Resolution Questions • Finish Film
Lesson 12	• Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (8.RC.2)	• *My Fair Lady* film • Comparison Chart • Song Analysis • Lyrics Document

Lesson	Objective	Materials/Activities
	• Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text. (8.RC.4) • Use context to determine or clarify the meaning of words and phrases. (8.RC.8)	

Unit: Pre-AP Unit 2

Standards:

- 8.RC.3: Compare and contrast the structures of related works of literature; analyze and evaluate how the differing structure of each text contributes to its meaning and style.
- 8.RC.9: Distinguish connotations and denotations of words or phrases.
- 8.RC.10: Use Greek or Latin roots as clues to the meaning of the words.
- 8.W.2 (d): Chose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 8.W.3 (c & d): Use description and reflection, precise details and sensory language to develop and convey experiences.
- 8.W.4 (a): Plan, develop, draft, and revise writing to produce and strengthen it.
- 8.CC.1: Engage in collaborative discussions.
- 8.RC.3: Compare and contrast the structures of related works of literature; analyze and evaluate how the differing structure of each text contributes to its meaning and style.
- 8.RC.9: Distinguish connotations and denotations of words or phrases.
- 8.RC.10: Use Greek or Latin roots as clues to the meaning of the words.
- 8.CC.1: Engage in collaborative discussions.
- Use context to determine or clarify the meaning of words and phrases (8. RC.8)
- 8.RC.4 Analyze the development of a central idea.
- 8.RC.5 Determine an author's perspective or purpose.
- 8.CC.1 Engage effectively in collaborative discussion, building on and expressing personal ideas
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (8. RC. 10).

- 8. RC.3 Compare and contrast the structure of two related works of literature, analyzing and evaluate how the differing structure of contributes to its meaning and style.

Lesson	Objective	Materials/Activities
Lesson: Finding Poetry in Prose	• 8.RC.3: Compare and contrast the structures of related works of literature; analyze and evaluate how the differing structure of each text contributes to its meaning and style. • 8.W.2 (d): Chose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • 8.W.3 (c & d): Use description and reflection, precise details and sensory language to develop and convey experiences. • 8.W.4 (a): Plan, develop, draft, and revise writing to produce and strengthen it. • 8.CC.1: Engage in collaborative discussions.	• Instructional PPT • Found Poetry Questions • Write Found Poem based on "Ice Storm" w/partner • Writer Found Poem based on text of choice on own • Share Poem/Reflection
Lesson: "The Lottery"		• "The Lottery" Text • Guiding Questions • Instructional PPT
Lesson: "The Tell Tale Heart"		• Poe Mini-Bio Video • "The Tell Tale Heart" Text • Guiding Questions • Audio Recording • Pivotal Words Assignment
Lesson: "Tamara's Opus"	• 8. RC.3 Compare and contrast the structure of two related works of literature, analyzing and evaluating how the differing structure contributes to its meaning and style. • 8.RC.4 Analyze the development of a central idea. • 8.CC.1 Engage effectively in collaborative discussion, building on and expressing personal ideas.	• Instructional PPT • Video • Viewing Guide • Paragraph Analysis

Lesson	Objective	Materials/Activities
Lesson: "Hamilton Mixtape"	• 8. RC.3 Compare and contrast the structure of two related works of literature, analyzing and evaluating how the differing structure contributes to its meaning and style. • 8.RC.4 Analyze the development of a central idea. • 8.CC.1 Engage effectively in collaborative discussion, building on and expressing personal ideas. • 8.W.1 Write arguments that: a. Introduce claim(s) and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • 8.W.3 Write narrative compositions or non-fiction spoken word poem . Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide an ending that follows and reflects on the narrated experiences or events.	• Instructional PPT • Mixtape Lyrics • Paragraph Frames Assignment • Counterpoint Article • Production/Performance Assignment • Hamilton Review • Spoken Word Poem Composition
Lesson: *Hamlet* Act 1, Scene 2	• Engage effectively in a range of collaborative discussions (8.CC.2). • Analyze information in media (orally) and evaluate motives (8.CC.4).	• *Hamlet* Text • Instructional PPT • Graphic Organizer
Lesson: *Romeo and Juliet*	• Analyze a text explicitly and make inferences with textual evidence (8.RC.1). • Distinguish among connotations of words with similar denotations (8.RC.9)	• *Romeo and Juliet* Script w/notes • Instructional PPT • Role Huddle Sheets • Exit Ticket • Script Rewrite/Presentation
Assessment		• Unit 2 Checkpoint and Performance Task

Unit: *And Then There Were None*

Standards:

- **8.RC.1**: Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
- **8.RC.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)

- **8.RC.4:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **8.RC.5:** Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **8.RC.7:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **8.RC.11:** Interpret figures of speech (e.g., verbal irony, puns) in context.
- **8.W.3:** Write narrative compositions in a variety of forms that: a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide an ending that follows and reflects on the narrated experiences or events. (E)
- **8.W.4:** Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative: a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults. b. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
- **8.CC.1:** Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- **8.CC.4:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- **8.CC.6:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **8.CC.7:** Develop engaging presentations that integrate multimedia components and visual displays to clarity information, strengthen claims and evidence, and add interest.

Lesson	Objective	Materials/Activities
Lesson 1	8.RC.2 Readers explore a theme common to the mystery genre (justice). (E) • I can analyze information found in electronic media used to inform. 8.ML.1	• Agatha Christie biography (David Suchet video)

Lesson	Objective	Materials/Activities
	• I can analyze how dialogue reveals character traits and moves the plot along. 8.RL.2.3	
Lesson 2	8.RC.2 Readers analyze characters throughout a text (E). • Cite textual evidence that supports an analysis with both explicit text, as well as from that which is inferred (8.RL.2.1). • Analyze the development of a theme, including its relationship to the characters, setting, and plot (8.RL.2.2). • Analyze how particular lines of dialogue reveal aspects of a character (8.RL.2.3).	• *ATTWN* Chapter 1 • Character Chart • Podcast Overview • True Crime Podcast Listening 1
Lesson 3	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. 8.RC.2 Readers analyze characters throughout a text 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. Analyze how dialogue reveals character traits and moves the plot along. **8.RL.2.3**	• Begin *ATTWN* Chapter 2 • Character Chart • True Crime Podcast Listening 2
Lesson 4	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E) 8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	• Finish *ATTWN* Chapter 2 • Character Chart • Podcast Topics/Sources
Lesson 5	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E)	• *ATTWN* Chapter 3 • Character Chart • Podcast Sources/Notes

Lesson	Objective	Materials/Activities
Lesson 6	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) 8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E)	• *ATTWN* Chapters 4-5 • Character Chart • Podcast Sources/Notes
Lesson 7	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E)	• *ATTWN* Chapter 6 • Character Chart • Podcast Notes
Lesson 8	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) 8.RC.2 Readers analyze characters throughout a text. 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E)	• *ATTWN* Emotions Padlet • *ATTWN* Chapter 7 • Character Chart • Podcast Research
Lesson 9	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) 8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E)	• *ATTWN* chapter 8 • Love Triangle Tweets • Journal • Podcast Format
Lesson 10	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E) 8.RC.4 Readers analyze the development of a central idea over the course of a text 8.W.4 Writers apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.	• *ATTWN* Chapter 8 • Reader's Response • Love Triangle Activity

Lesson	Objective	Materials/Activities
	8.CC.1 Students engage effectively in a range of collaborative discussions (E)	
Lesson 11	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E) 8.CC.6 Students present claims and findings in a coherent manner. 8.CC.7 Students develop engaging presentations that integrate multimedia components and visual displays	• Begin *ATTWN* Chapter 9 • Character Chart • Begin Photo Collage
Lesson 12	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E) 8.W.4 Writers apply the writing process to all formal writing	• Finish *ATTWN* Chapter 9 • Finish Photo Collage
Lesson 13	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E)	• Character Matching Review • *ATTWN* Chapter 10, parts I-IV • Podcast Script
Lesson 14	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E) 8.CC.6 Students present claims and findings in a coherent manner. 8.CC.7 Students develop engaging presentations that integrate multimedia components and visual displays	• *ATTWN* Chapter 10, parts V-VII and Chapter 11, parts I-III • Podcast Script • Journal
Lesson 15	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E) 8.CC.6 Students present claims and findings in a coherent manner.	• Finish Chapter 11 • Podcast Script • Criterion Imposter prompt based on *ATTWN*

Lesson	Objective	Materials/Activities
	8.CC.7 Students develop engaging presentations that integrate multimedia components and visual displays	
Lesson 16	8.RC.2 Readers analyze characters. (E)	• *ATTWN* Chapter 12 • Podcast Script • Compose Imposter Essay
Lesson 17	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E) 8.W.3 Students write narrative compositions in a variety of forms (E)	• Mystery Activity • Podcast Script
Lesson 18	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E) 8.W.3 Students write narrative compositions in a variety of forms (E)	• *ATTWN* Chapter 13 • Podcast Script • Criterion: Imposter Prompt based on *ATTWN*
Lesson 19	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E)	• *ATTWN* Chapter 14 • Podcast Script • Criterion: Imposter Prompt
Lesson 20	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E)	• *ATTWN* Chapter 15 • Criterion Imposter Editing • Podcast Script
Lesson 21	8.RC.2 Readers analyze characters throughout a text. (E) 8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E)	• *ATTWN* Chapter 16-Epilogue • Podcast Script
Lesson 22	8.RC.5 Readers determine an author's perspective or purpose in a text	• *ATTWN* Manuscript • Writing Style of Agatha Christie • Finish Podcast Script
Lesson 23	8.RC.4: Readers analyze the central idea of a nonfiction text and the connections it makes to the novel	• Vigilante Justice: PPT and Padlet • Events Sequence Review • Crossword Review

Lesson	Objective	Materials/Activities
	8.RC.7: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	• Rehearse Podcast Script
Lesson 24		• Test Part 1 • Character Stocking • Record Podcast
Lesson 25	8.CC.4 Students analyze the purpose of information presented and evaluate the motives behind its presentation	• Test Part 2 • Podcast Recording • Begin *And Then There None* Film
Lesson 26		• *And Then There Were None* film • Podcast Recording

Unit: Pre-AP Unit 3

Standards:

- Closely read and analyze an autobiographical essay and identify rhetorical effects of contrast by analyzing individual paragraphs and writing analytical sentences.
  - Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence (8.RC.1)
  - Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text. (8.RC.4).
  - Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (8.RC.5).
  - Use context to determine or clarify the meaning of words and phrases (8.RC.8).
  - Distinguish among the connotations of words with similar denotations (8.RC.9).
  - Demonstrate command of English grammar and usage, focusing on:
    a. Verbs – Explaining the function of verbals (e.g., gerunds and infinitives) in general and their function in particular sentences (8.W.6).
  - Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (8.CC.1).

- **Explain how two texts convey perspectives on a common theme by selecting and organizing textual evidence with Venn diagrams and outlines. Plan and compose an analytical essay.**
  - Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style (8.RC.3).
  - Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text (8.RC.4).
  - Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (8.RC.5).
  - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (8.RC.7).
  - Write arguments in a variety of forms that: (8.W.1)
    a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
    b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
    c. Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    d. Establish and maintain a consistent style and tone appropriate for the purpose and audience.
    e. Provide a concluding statement or section that follows and supports the argument presented

Lesson	Objective	Materials/Activities
Lesson: "The Work You Do, The Person You Are"	• **Closely read and analyze an autobiographical essay and identify rhetorical effects of contrast by analyzing individual paragraphs and writing analytical sentences.**	• Instructional PPT • Text • Graphic Organizer • Padlet • Analytical Sentences

Lesson	Objective	Materials/Activities
	○ Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence (8.RC.1) ○ Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text. (8.RC.4). ○ Demonstrate command of English grammar and usage, focusing on: a. Verbs – Explaining the function of verbals (e.g., gerunds and infinitives) in general and their function in particular sentences (8.W.6). ○ Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (8.CC.1).	
Lesson: "Drowning in Dishes, but Finding a Home"	• **Closely read and analyze the structure of an autobiographical essay and understand how visual elements of a text contribute to meaning; explain how two text convey different meanings of a common theme by sketching and annotating a storyboard and responding to a writing prompt.** ○ Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence (8.RC.1) ○ Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style (8.RC.3). ○ Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text. (8.RC.4).	• Instructional PPT • Text • Graphic Organizer • Storyboard Assignment • Analytical Paragraph

Lesson	Objective	Materials/Activities
	○ Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (8.RC.5). ○ Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (8.RC.7). ○ Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (8.CC.1).	
Lesson: Compare/Contrast Morrison and Adkison	• Write arguments in a variety of forms that: (8.W.1) a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a consistent style and tone appropriate for the purpose and audience. e. Provide a concluding statement or section that follows and supports the argument presented • Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative: (8.W.4) a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support	• Instructional PPT • Texts • Graphic Organizer

Lesson	Objective	Materials/Activities
	from peers and adults. b. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. • Demonstrate command of English grammar and usage, focusing on: a. Verbs – Explaining the function of verbals (e.g., gerunds and infinitives) in general and their function in particular sentences (8.W.6).	
Lesson: "What to Do With Kids…"	Read closely and analyze the development of an argument; explain how rhetorical features contribute to effect and meaning; explain how a writer uses narration to accomplish a purpose through the composition of descriptive outlines and a public service announcement script. • Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence (8.RC.1). • Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (8.RC.5). • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced (8.RC.6). • Use context to determine or clarify the meaning of words and phrases (8.RC.8). • Distinguish among the connotations of words with similar denotations (8. RC.9). • Demonstrate command of English grammar and usage, focusing on: a. Verbs – Explaining the function of verbals (e.g., gerunds, participles, infinitives) in	• Instructional PPT • Text • Descriptive Outline • PSA Assignment and Presentation

Lesson	Objective	Materials/Activities
	general and their function in particular sentences (8. W. 6).	
Lesson: "What do Kids Have to Say…"	Select and organize relevant evidence; plan and compose an argumentative essay; create evidence charts, multi-paragraph outlines • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced (8.RC.6). • Write arguments in a variety of forms that (8.W.1): a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a consistent style and tone appropriate for the purpose and audience. e. Provide a concluding statement or section that follows and supports the argument presented. • Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative: Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults (8.W.4a).	• Instructional PPT • Text • Compose Analysis of Sasse's Argument

Lesson	Objective	Materials/Activities
Lesson: "Decline of Teenage Job"	Read closely and analyze the development of an argument; explain how rhetorical features contribute to effect and meaning; identify stated and implied claims and supporting evidence through descriptive outlines, paraphrasing, and analytical paragraphs. • Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence (8.RC.1). • Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text (8.RC.4). • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced (8.RC.6). • Write arguments in a variety of forms that (8.W.1). a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a consistent style and tone appropriate for the purpose and audience. e. Provide a concluding statement or section that follows and supports the argument presented. • Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative: Plan and develop, draft,	• Instructional PPT • Text • Handout

Lesson	Objective	Materials/Activities
	and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults (8.W.4a).	
Lesson: "Let Data Do the Talking"	Identify key elements of an analytical writing prompt, cite textual evidence, reasoning, and stylistic elements; generate ideas and gather relevant evidence with evidence charts. • Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence (8.RC.1). • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced 8.RC.6). • Plan and develop, draft (8.W.4).	• Instructional PPT • Text • Claims Handout • Textbox Entry
Lesson: "Changing the Conversation"	Identify key elements of an analytical writing prompt, cite textual evidence, reasoning, and stylistic elements; generate ideas and gather relevant evidence with evidence charts. • Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence (8.RC.1). • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced 8.RC.6). • Plan and develop, draft (8.W.4).	• Instructional PPT • Text • Handout

Lesson	Objective	Materials/Activities
Lesson: Parsing the Prompt	Identify key elements of an analytical writing prompt, cite textual evidence, reasoning, and stylistic elements; generate ideas and gather relevant evidence with evidence charts. • Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence (8.RC.1). • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced 8.RC.6). • Plan and develop, draft (8.W.4).	• Instructional PPT • Prompt • Compose Analysis of Argument
Lesson: Assessments		• Unit 3 Checkpoint and Performance Task

Unit: Anne Frank

Standards:

- **8.RC.1** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
- **8.RC.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)
- 8.RC.3Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style. (E)
- **8.RC.4:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- **8.RC.5:** Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **8.RC.6:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (E)
- **8.RC.7:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- **8.RC.8:** Use context to determine or clarify the meaning of words and phrases.
- **8.RC.11:** Interpret figures of speech (e.g. *verbal irony, puns*) in context.
- **8.W.4:** Apply the writing process to –
  Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
- **8.CC.1** Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
- **8.CC.2** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
- **8.CC.3** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.
- **8.CC.4** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Lesson	Objective	Materials/Activities
Anticipatory WebQuest	**8.RC.8:** Use context to determine or clarify the meaning of words and phrases. **8.CC.3** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented. **8.CC.4** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	• Vocab: Guess the meaning using context clues • Web Quest • Secret Annex Tour
One Day in Auschwitz	**8.RC.8:** Use context to determine or clarify the meaning of words and phrases. **8.CC.3** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented. **8.CC.4** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	• Vocab Definitions • *One Day in Auschwitz* video • Guiding Questions

8th Grade Pre-AP English/Language Arts

Lesson	Objective	Materials/Activities
Nothing Left	**8.RC.4:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text. **8.CC.3** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented. **8.CC.4** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	• PPT - Nothing Left • Handout • Journal
Act 1: Scenes 1&2	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.RC.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E) **8.RC.4:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	• Intro to Characters PPT • Close Reader Text/Assignment
Act 1: Scene 3	**8.RC.8:** Use context to determine or clarify the meaning of words and phrases. 8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.RC.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)	• Vocab: Determine word mean from guesses of the context sentence • Act 1 Scene 3 Text • Word Doc - Text Comprehension questions

Lesson	Objective	Materials/Activities
	8.RC.4: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	
Act 1: Scene 4	**8.CC.3** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented. **8.RC.4:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	• Act 1 Scene 4 Text • Journal • Hanukkah History Video/Questions
Act 1: Scene 5	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.RC.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E) **8.RC.4:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	• Act 1 Scene 5 Text • Reader's Response Questions
Act 1 Film	8.CC.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E) 8.CC.2 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)	• Film • Analysis Handout
Act 2: Scene 1	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.RC.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)	• Act 2 Scene 1 Text • Dating Through the Decades Article

Lesson	Objective	Materials/Activities
	8.RC.4: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	
Act 2: Scene 2	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.W.4:** Apply the writing process to – Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	• Act 2 Scene 2 Text • Act 2 Scene 2 Analysis • Compose Alternate Endings • Presentations
Act 2: Scene 3	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.RC.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E) **8.RC.4:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	• Act 2 Scene 3 Text • Character Foil
Act 2: Scenes 4 & 5	**8.RC.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E) **8.RC.4:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text. **8.RC.3** Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style. (E)	• Act 2 Scene 4 & 5 Theme • Theme worksheet • PPT – What Happened Next • Word Doc - Niemöller Poem Study • Diary Entries Analysis
Film 2	**8.CC.4** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	• Film version of Anne Frank • Response questions- discussion

Unit: Pre-AP Unit 4

Standards:

-

Lesson	Objective	Materials/Activities
Lesson: A Film's Opening	• Identify techniques used by filmmakers to introduce settings and characters • Recognize similarities among techniques used in films and novels • Demonstrate understanding through academic conversations and written responses	• Instructional PPT • Graphic Organizer
Lesson: A Novel's First Lines	• Understand the significance of novel beginnings • Generate questions and make text-based inferences • Understand the function of narrative point of view • Demonstrate understanding through academic conversations and analytical sentences	• Instructional PPT • Text • Graphic Organizer
Lesson: Where Am I?	• Identify and interpret telling details that establish setting • explain the function of specific words and phrases in a novel opening • Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence • Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis	• Instructional PPT • Mapping Visual Clues • Evidence Document

Lesson	Objective	Materials/Activities
	• Write informative compositions in a variety of forms that Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts	
Lesson: Creating a Fictional World	• 8.RC.1 Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. • Write narrative compositions in a variety of forms that: • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	• Instructional PPT • Text • Handout • Descriptive Writing Discussion
Lesson: Look Who's Talking	• 8.RC.5 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. • 8.W.3 Write narrative compositions that: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	• Instructional PPT • Text • Handout • Observing Melody and Montag Discussion
Lesson: Word Study	• 8.RC.8 Use context to determine or clarify the meaning of words and phrases.	• Instructional PPT • Text • Handout • Putting It in Writing Paragraph
Lesson: The Power of the Omniscient Narrator	• Analyze the function of an omniscient narrator • Analyze the characterization in the opening of a novel.	• Instructional PPT • *All the Light We Cannot See* excerpt • Handout

Lesson	Objective	Materials/Activities
	• Cite and evaluate textual evidence in an academic conversation.	
Lesson: The Omniscient Narrator as Mind Reader	• Read closely the opening of a novel. • Analyze the details that reveal setting and historical context. • Explain the function of narrative point of view.	• Instructional PPT • Note-Catcher • "Cheat Sheet"
Lesson: Composing Paragraphs on Characterization	• Plan and draft an analytical paragraph on characterization. • Incorporate direct quotations smoothly and effectively.	• Instructional PPT • Response Form
Lesson: The Bias of the First-Person Narrator	• Read closely the opening paragraphs of a novel. • Explain the function of first-person narrative perspective. • Cite and evaluate textual evidence in an academic conversation.	• Instructional PPT • Academic Conversation Protocol Sheet
Lesson: The Voice of Scout Finch	• Read closely and analyze the opening paragraphs of a complex novel. • Explain the function of first-person narrative perspective. • Identify the function of chronology in a work of fiction.	• Instructional PPT • *To Kill a Mockingbird* excerpt • Handout
Lesson: The Layers of Scout's World	• Analyze the function of the first-person narrative perspective • Analyze the relationship between a character and setting • Explain how specific words and phrases reveal setting • Demonstrate understanding through written responses, setting webs, and analytical paragraphs	• Instructional PPT • *To Kill a Mockingbird* excerpt • Handout
Lesson: Preparing to Write a Literary Analysis	• Develop a thesis for a literary analysis essay • Gather and organize textual evidence • Demonstrate understanding through thesis statements and quote logs	• Handout • Quote Log Chart
Lesson: Writing a Literary Analysis	• Select an organizational structure for a literary analysis essay • Plan and draft a literary analysis essay	• Instructional PPT • Outline Handout • Compose Analysis Essay

Lesson	Objective	Materials/Activities
	• Demonstrate understanding through multi-paragraph outlines and literary analysis essays	
Lesson: Assessments		• Unit 4 Checkpoint and Performance Task

Unit: *The Giver*

Standards:

- **8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
- **8.RC.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)
- **8.RC.3:** Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style. (E)
- **8.RC.4:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
- **8.RC.8:** Use context to determine or clarify the meaning of words and phrases.
- **9.RC.9:** Distinguish among the connotations of words with similar denotations.
- **8.RC.11:** Interpret figures of speech (e.g. *verbal irony, puns*) in context.
- **8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E).
- **8.CC.4** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- **8.CC.7** Develop engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.
- **8.W.2** Write informative compositions in a variety of forms that:
  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  d. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  e. Establish and maintain a style appropriate for the purpose and audience.
  f. Provide a concluding statement or section that follows and supports the information or explanation presented. (E)
- **8.W.3** Write narrative compositions in a variety of forms that:
  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide an ending that follows and reflects on the narrated experiences or events. (E)

Lesson	Objective	Materials/Activities
Lesson 1 (Estimated 2 periods)	**8.RC.2:** Readers analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. **8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E). **8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	• Dystopian PowerPoint • *The Giver* novel Chapter 1 • Family Dinner Survey • Family Dinner Article/Infographic • Reader's Response
Lesson 2 (Estimated 2 periods)	**8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E).	• *The Giver* Novel Chapters 2-3 • Reader's Response • Comfort Objects Discussion • Precision of Language Activity • 9.RC.9: Distinguish among the connotations of words with similar denotations.
Lesson 3 (Estimated 2 periods)	**8.W.2** Write informative compositions in a variety of forms that: a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other	• Quiz Chapters 1-3 • Name Activity—Parts 1-2

	information and examples from various sources and texts.	
Lesson 4 Estimated 2 periods)	**8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E). **8.RC.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E)	• *The Giver* Chapter 4 • Grandparents Discussion • House of Old Activity • Reader's Response
Lesson 5 (Estimated 2 periods)	**8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	• *The Giver* Chapters 5-6 • Dream Activity • Name Sharing • Reader's Response
Lesson 6 (Estimated 2 periods)	**8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.RC.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E) **8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E).	• *The Giver* Chapters 7-8 • See Yourself Discussion • Reader's Response
Lesson 7 (Estimated 2 periods)	**8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E). **8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.RC.4:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	• Ceremony of Twelve Activity • *The Giver* Chapter 9 • Rules of Jonas Discussion • Reader's Response

Lesson 8 (Estimated 2 periods)	**8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E).	• Quiz Chapters 7-9 • *The Giver* Chapters 10-11 • Snow Discussion • Reader's Response
Lesson 9 (Estimated 2 periods)	**8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E). **8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.RC.4:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	• Memory Transmission Activity • *The Giver* Chapter 12 • Reader's Response • Seeing Beyond Step 1
Lesson 10 (Estimated 2 periods)	**8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E). **8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.RC.4:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	• Seeing Beyond Steps 2-5 • *The Giver* Chapter 13 • Reader's Response
Lesson 11 (Estimated 2 periods)	**8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E).	• Quiz Chapters 10-13 • *The Giver* Chapter 14 • Reader's Response • Broken Bones Discussion
Lesson 12 (Estimated 2 periods)	**8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.RC.11: Identify, i**nterpret and analyze the imagery in context.	• *The Giver* Chapter 15 • Reader's Response • Imagery Analysis • Journal: Memory with sensory details

Lesson 13 (Estimated 2 periods)	**8.RC.4:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text. **8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E).	• World Without Pain Activity • *The Giver* Chapter 16 • Reader's Response • Love Discussion
Lesson 14 (Estimated 2 periods)	**8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.RC.8:** Use context to determine or clarify the meaning of words and phrases. **8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E).	• *The Giver* Chapters 17-18 • Reader's Response • Question Trail Activity
Lesson 15 (Estimated 2 periods)	**8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.W.2** Write informative compositions in a variety of forms that: b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	• *The Giver* Chapter 19 • Reader's Response • Quiz • Release Reflection
Lesson 16 (Estimated 3 periods)	**8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.CC.7** Develop engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.	• *The Giver* Chapter 20 • Reader's Response • Song Playlist
Lesson 17 (Estimated 2 periods)	**8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E).	• *The Giver* Chapters 21-22 • Reader's Response • Newfound Freedom Discussion

Lesson 18 (Estimated 2 periods)	**8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) 8.RR.11 Interpret and analyze symbolism. **8.CC.1** Engage effectively in a range of collaborative discussions (eg. one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E).	• *The Giver* Chapter 23 • Reader's Response • Symbolism Stations
Lesson 19 (Estimated 2 Periods)	**8.W.3** Write narrative compositions in a variety of forms that: a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide an ending that follows and reflects on the narrated experiences or events. (E)	• Quiz • Criterion: Chapter 24
Lesson 20	**8.RC.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E) 8.RC.11 Interpret two figures of speech found in the text.	• One-Pager Activity
Lesson 21 (Estimated 2 periods)	**8.CC.4** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively,	• *The Truman Show* • Movie Analysis

	orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	

Unit: The Outsiders Literature Circle

Standards:

- **8.RC.1:** Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)
- **8.RC.2:** Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. (E).
- **8.RC.4:** Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary that supports the analysis.
- **8.RC.5:** Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **8.W.4:** Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative: a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support form peers and adults. b. Use technology to interact and collaborate with others to generate, produce, and prublish writing and present information and ideas efficiently.
- **8.CC.1:** Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas expressing personal ideas clearly. (E)
- **8.CC.2:** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
- **8.CC.3:** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.
- **8.CC.4:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Lesson	Objective	Materials/Activities
Anticipatory (estimated 1 period)		• Anticipatory: See, Think, Wonder with images
Novel Work: Reader's Response (continued throughout unit)	8.RC.1: Readers analyze what a text says explicitly as well as draw inferences (E) 8.RC.2: Readers analyze the development of a theme over the course of a work of literature, including its relationship to the characters, setting, and plot (E)	• Novel • Word Doc- Reader's Response

Lesson	Objective	Materials/Activities
	8.RC.4: Readers analyze the development of a central idea over the course of a text 8.RC.5: Readers determine an author's perspective or purpose in a text	
Character Chart	8.RC.2 Readers analyze characters throughout a text. (E)	• Word Doc –Students study two characters each, in their group to cover all major characters
Social Science	8.CC.1: Students engage effectively in a range of collaborative discussions (E) 8.CC.2: Students pose questions and respond to others' questions and comments (E) 8.CC.3: Students acknowledge new information expressed by others and justify personal views	• Guiding Packet • Worksheet
Poem	8.RC.1: Readers analyze what a text says explicitly as well as draw inferences (E) 8.RC.2: Readers analyze the development of a theme over the course of a work of literature, including its relationship to the characters, setting, and plot (E)	• Guiding Packet • Poem
Hero	8.RC.2 Readers analyze a subtheme within the novel. (E)	• Guiding Packet • Hero
Advice	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) 8.CC.1: Students engage effectively in a range of collaborative discussions (E) 8.CC.2: Students pose questions and respond to others' questions and comments (E) 8.CC.3: Students acknowledge new information expressed by others and justify personal views	• Guiding Packet • Advice

Lesson	Objective	Materials/Activities
Eye Analysis	8.RC.1: Readers analyze what a text says explicitly as well as draw inferences (E) 8.RC.2: Readers analyze the development of a theme over the course of a work of literature, including its relationship to the characters, setting, and plot (E)	• Guiding Packet • Chart
Brainstorming	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	• Guiding Packet • Today's Problems Brainstorming
Novel vs. Movie	8.CC.4: Students analyze the purpose of information presented	• Guiding Packet • Movie
Assessment		• 4 quizzes
Discussions:	8.CC.1 Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)	• Canvas: Eye Identify, Slang in the Outsiders, If You Give... The Outsider's Version
Video Journals Ch 1-2, 3-4, 5-6. 7-8. 9-10. 11-12	8.W.4 Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.	• Canvas Prompts with You Tube Links –all available on saved PPTs in OneDrive

Unit: LTM

Standards:

- **8.W.4:** Apply the writing process to –
  Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.