WA-NEE Community Schools

Grade Level: 8 Subject: Language Arts

Unit: Short Story

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 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.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.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.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 on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)

Lesson	Objective	Materials/Activities
"My Favorite Chaperone" (estimated 12 periods)	8.RC.8**:** Use context to determine or clarify the meaning of words and phrases. 8.RC.2 Readers can identify elements of the plot and can document those events on a graphic organizer. (E)	• Vocabulary guess the meaning of the words using context clues • Aspects of Literature Notes • "My Favorite Chaperone" text • Traditional plot diagram • NYT Article

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Lesson	Objective	Materials/Activities
	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) 8.RC.11 Reader's identify and interpret figures of speech (imagery, metaphor, allusion, symbolism). 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)	• Figurative Language Notes • Figurative Language in "Chaperone" • Journal • Supermarket Superhero Discussions • Assessment: Using your plot diagram to reflect on the story, identify a central idea of the story and use textual evidence to support your thoughts.
"Thank you, Ma'am" (estimated 2 periods)	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.RC.11:** Interpret figures of speech (e.g. *verbal irony, puns*) in context.	• "Thank You, Ma'am" text • Journal • "Thank You, Ma'am" Annotate the figurative language as you read (guide on PPT) • Eye Chart -Analyze the boy and the woman at the beginning of the story and end of story
"Cream Puff" (estimated 4 periods)	8.RC.1 Readers 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: a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, b. Develop the topic with relevant, well-chosen facts, 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, e. Establish and maintain a style appropriate for the purpose and audience. f. Provide**	• "Cream Puff" text • RACE Review/Assignment • Figurative Language in "Ma'am" and "Cream" • *Mind Gyms* Activity • Journal

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Lesson	Objective	Materials/Activities
	a concluding statement or section that follows and supports the information or explanation presented. (E) 8.RC.11 Reader's identify and interpret figures of speech (imagery, metaphor, allusion, symbolism).	

Unit: Narrative Writing- Personal Narrative

Standards:

- **8.RC.10:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- **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 –
  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.
  Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
- **8.W.6:** Verbs- Explaining the function of verbals (e.g., *gerunds, participles, infinitives*) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)
- **8.W.7:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on punctuation—using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)

Lesson	Objective	Materials/Activities
Lesson 1	8.W.4.a Writers brainstorm and prewrite a list of ideas using a graphic organizer.	• Narrative timeline

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Lesson	Objective	Materials/Activities
(estimated 1 period)		
Lesson 2 (estimated 3 period)	8.W.3.b Writers 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 (E). 8.W.4.a Writers brainstorm and prewrite a list of ideas using a graphic organizer.	• Plot diagram • Exemplar Essays • Rubric
Lesson 3 (estimated 2 periods)	8.W.3..a Writers engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters 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 (E). 8.W.4 Writers use prewriting to begin writing a rough draft that unfolds logically.	• Introduction Mini-Lesson
Lesson 4 (estimated 2 periods)	8.W.3.c Writers 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 Writers use prewriting to begin writing a rough draft that unfolds logically.	• Dialogue Mini-Lesson • Dialogue Practice Activity • Rough Draft
Lesson 5 (estimated 2 periods)		• September 11 Memoirs • Rough Draft
Lesson 6 (estimated 2 periods)	8.W.3.c Writers 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	• Show, Don't Tell Mini-Lesson • Show, Don't Tell Activity • Rough Draft

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Lesson	Objective	Materials/Activities
	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 Writers use prewriting to begin writing a rough draft that unfolds logically.	
Lesson 7 (estimated 2 periods)	8.W.3.d-e Writers 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 Writers use prewriting to begin writing a rough draft that unfolds logically.	• Imagery Discussion • Dialogue Tags • Rough Draft
Lesson 8 (estimated 2 periods)	8.W.3.e Writers provide an ending that follows and reflects on the narrated experiences or events. (E) 8.W.6 Writers use verbals and active voice to create sentence variety. (E) 8.W.6 Writers demonstrate a command of English grammar, using pronouns, verbs, adjectives, adverbs, phrases, clauses, compound, and complex sentences. (E) 8.W.7 Writers demonstrate a command of English conventions including capitalizations, spelling, and punctuation. (E)	• Reflective Conclusion • Title Activity • Self-Editing Checklist
Lesson 9 (estimated 2 periods)	8.W.4.a Writers 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.	• Peer Editing

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Unit: *The True Confessions of Charlotte Doyle*

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.
- **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 (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.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.

Lesson	Objective	Materials/Activities
Lesson 1 (estimated 3 periods)	**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.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)	• PowerPoint—Ship Construction • Word Doc—Ship Feelings Paragraph • Word Doc—Anticipation Guide • Word Doc—Vocab • Ship Construction (with response paragraph) • Anticipation Guide • Read W-2 • Word Doc –Reader's Response • Vocab

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Lesson	Objective	Materials/Activities
	8.RC.8: Use context to determine or clarify the meaning of words and phrases.	
Lesson 2 (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.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)	• Introduction to Character Sketch • Read 3
Lesson 3 (estimated 1 period)	8.RC.2 Readers identify and examine elements of plot. (E) **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)	• Word Doc – Reader's Response • Read 4-6
Lesson 4 (estimated 3 periods)	**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)	• Vocab • Word Doc - Characterization Clock Partners • Read 7 • Word Doc – Reader's Response
Lesson 5 (estimated 3 periods)	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	• Read 8 • Word Doc - Literary Analysis Stations
Lesson 6 (estimated 3 periods)	8.RC.2 Readers can identify and analyze conflict that occurs in a piece of literature (contribution to plot, impact on characters, etc.). (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	• Read 9-12 • Zachariah's Eulogy

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Lesson	Objective	Materials/Activities
	and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	
Lesson 7 (estimated 3 periods)	**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.	• Read 13-14 • Journal
Lesson 8 (estimated 1 period)	8.RC.2 Readers identify and analyze the theme of a piece of literature (including tracing the development through the plot and analyzing the impact on characters). (E)	• Read 15 • Conflict
Lesson 9 (estimated 3 periods)	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) **8.RC.11:** Interpret figures of speech (e.g. *verbal irony, puns*) in context.	• Read 16-17 • Word Doc- Similes
Lesson 10	**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)	• Read 18 • PPT – Trial Explanation and Discussion
Lesson 11	**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)	• Read 20-22 • Word Doc - Theme
Unit Assessment	**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)	• Review Session (estimated 1 period) • Test (2 parts) (estimated 2 periods) • Body Biographies –present to instructor with explanation of chosen quotes

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Lesson	Objective	Materials/Activities

Unit: The Thrill of Suspense

Standards:

- **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.
- **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.8:** Use context to determine or clarify the meaning of words and phrases.
- **8.W.1:** Write arguments in a variety of forms that: 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. (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)
- **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.
  Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
- **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.7:** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest. (E)

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Lesson	Objective	Materials/Activities
Introduction to Unit (estimated 2 periods)	8.RC.2 Readers analyze the development of a theme or central idea over the course of a work of literature (E) 8.RC.3 Readers 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)	• "Why We Like to be Scared" article • Movie Trailers PPT/Chart • Intro to Genre PPT • Two-Sentence Story Activity
Intro to Poe "The Tell Tale Heart" (estimated 6 periods)	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 identify and analyze aspects of the plot (conflict and point of view). (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)	• Video Clip/PPT • "The Tell-Tale Heart" text • Reader's Response • "Tell Tale Heart" Film • Film Analysis • Criterion: Tell Tale Heart from perspective of old man
"Lamb to Slaughter" (estimated 6 periods)	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 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)	• "Lamb to Slaughter" text • "Lamb to Slaughter" film (Alfred Hitchcock version) • Venn Diagram • Irony Stations • "Women Who Kill" article

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Lesson	Objective	Materials/Activities
	8. RC.3 Readers 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 Readers 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 Readers 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.11 Readers interpret figures of speech (e.g., verbal irony, puns) in context. 8.W.3 Writers compose 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)	• Women in the 1950s clips • Mary's Journal Writing Assignment
"The Landlady" (estimated 4 periods)	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 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 Landlady" text • Pause and Jot Journal Activity • Journal
"Monkey's Paw" (estimated 8 periods)	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive	• "Monkey's Paw" text • Foreshadowing response sheet

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Lesson	Objective	Materials/Activities
	textual evidence. (E) 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. (E) 8.RC.2 Readers identify and analyze uses of foreshadowing and understand how it moves the plot forward (E).	• "Monkey's Paw" play (Scholastic) • Mood assignment • Symbolism Discussion • Video clip from Textbook • Media Analysis • Compare/Contrast worksheet (with video from the textbook) • Technique chart and questions
Assessment		• 1 review period • 1 period for the assessment

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)

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- **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 (estimated 1 period)	8.RC.2 Readers explore a theme common to the mystery genre (justice). (E)	• Agatha Christie biography (David Suchet video)
Lesson 2 (estimated 2 periods)	8.RC.2 Readers analyze characters throughout a text (E). 8.RC.11 Readers interpret figures of speech	• Idiom Activity • Character Chart • *ATTWN* Chapter 1
Lesson 3 (estimated 2 periods)	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)	• Continue *ATTWN* Chapter 1 • Reader's Response • Character Chart
Lesson 4 (estimated 2 periods)	8.RC.2 Readers analyze characters throughout a text. (E)	• *ATTWN* Chapter 2 • Reader's Response • Prediction Chart

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Lesson	Objective	Materials/Activities
	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)	
Lesson 5 (estimated 1 period)	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 • Reader's Response • Character Chart
Lesson 6 (estimated 2 periods)	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 4 • Reader's Response • Observation Activity
Lesson 7 (estimated 2 periods)	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 5 • Reader's Response
Lesson 8 (estimated 2 periods)	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* Chapter 6 • Reader's Response • Character Emotions Chart
Lesson 9 (estimated 2 periods)	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 7 • Reader's Response • Journal
Lesson 10	8.RC.2 Readers analyze characters throughout a text. (E)	• *ATTWN* Chapter 8

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Lesson	Objective	Materials/Activities
(estimated 2 periods)	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. 8.CC.1 Students engage effectively in a range of collaborative discussions (E)	• Reader's Response • Love Triangle Activity
Lesson 11 (estimated 3 periods)	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 9 • Reader's Response • Photo Collage
Lesson 12 (estimated 2 periods)	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	• *ATTWN* Chapter 10 • Reader's Response • Journal
Lesson 13 (estimated 2 periods)	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 11-12 • Reader's Response
Lesson 14 (estimated 2 periods)	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 13 • Reader's Response • Playlist

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Lesson	Objective	Materials/Activities
	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	
Lesson 15 (estimated 2 periods)	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 14 • Reader's Response • Playlist
Lesson 16 (estimated 2 periods)	8.RC.2 Readers analyze characters. (E)	• Journal • Mystery Activity • Playlist
Lesson 17 (estimated 2 periods)	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 15 • Reader's Response • Criterion: Imposter Prompt Brainstorm
Lesson 18 (estimated 2 periods)	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 16 • Reader's Response • Criterion: Imposter Prompt
Lesson 19 (estimated 2 periods)	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* Epilogue • Reader's Response • Criterion: Imposter Prompt Editing
Lesson 20	8.RC.2 Readers analyze characters throughout a text. (E)	• *ATTWN* Manuscript

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Lesson	Objective	Materials/Activities
(estimated 2 periods)	8.RC.2 Readers can determine the central idea of a selection (chapter) throughout a text. (E)	• Reader's Response
Lesson 21 (estimated 2 periods)	8.RC.4: Readers analyze the central idea of a nonfiction text and the connections it makes to the novel 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.	• Vigilante Justice article • Character Chart
Lesson 22 (estimated 2 periods)	8.RC.5 Readers determine an author's perspective or purpose in a text	• Writing Style of Agatha Christie • Sequence Activity • Crossword Puzzle
Lesson 23 (estimated 3 periods)	8.CC.4 Students analyze the purpose of information presented and evaluate the motives behind its presentation	• *And Then There Were None* film • Compare/Contrast Chart
Assessment		• Review (.5 period) • Test (2 periods)

Unit: Argument

Standards:

- **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.
- **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 clarity the meanings of words and phrases.
- **8.W.1:** Write arguments in a variety of forms that: 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

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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. (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.
  Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently
- **8.W.6:** Demonstrate command of English grammar and usage, focusing on: a. Verbs—Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)
- **8.W.7:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: a. Punctuation—Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)

Lesson	Objective	Materials/Activities
Lesson 1 (estimated 2 periods)	8.RC.8 Readers use context to determine or clarify the meaning of words and phrases. 8.W.6 Writers demonstrate command of English grammar and usage, focusing on verbals (E)	• Content Vocabulary • Wildebeest Video • Four Corners Activity • Verbals
Lesson 2 (estimated 2 periods)	8.RC.6 Readers examine argumentative pieces while identifying key elements. (E) 8.RC.6 Readers examine argumentative pieces while identifying key elements. (E) 8.RC.6 Readers examine argumentative pieces while identifying key elements. (E)	• "I Spy" Scavenger Hunt Activity • Identifying Parts of an Argument • Tone Activity
Lesson 3 (estimated 2 periods)	8.RC.6 Readers examine argumentative pieces while identifying key elements. (E)	• Teens and Work Articles and Response
Lesson 4 (estimated 2 periods)	8.RC.6: Readers examine argumentative pieces while identifying key elements. (E)	• Caught on Tape Video (Teen Crashes) • BMV Website/Questions • Teen Driving Article • Exemplar Essays • Exemplar Essay Rubric

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Lesson	Objective	Materials/Activities
	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	
Lesson 5 (estimated 2 periods)	8.W.1 Write arguments in a variety of forms that: 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. (E)	• Argument Topic Introduction • Read/annotate sources • Thesis Mini-Lesson
Lesson 6 (estimated 2 periods)	8.W.1 Write arguments in a variety of forms that: 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. (E)	• Write thesis • Topic Sentences on Planning Guide • Evidence
Lesson 7 (estimated 2 periods)	8.W.1 Write arguments in a variety of forms that: 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),	• Citation mini lesson • Explaining evidence

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Lesson	Objective	Materials/Activities
	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. (E)	
Lesson 8 (estimated 2 periods)	8.W.1 Write arguments in a variety of forms that: 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. (E)	• Transition mini lesson
Lesson 9 (estimated 2 periods)	8.W.1 Write arguments in a variety of forms that: 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. (E)	• Ethos, pathos, logos lesson • Introduction and conclusion
Lesson 10 (estimated 2 periods)	8.W.1 Write arguments in a variety of forms that: 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	• Editing checklist • Peer editing

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Lesson	Objective	Materials/Activities
	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. (E) 8.W.7 Writers demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	

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)

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- **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 iits presentation

Lesson	Objective	Materials/Activities
Anticipatory WebQuest KWL – Reader's list what they know so far and what they want to know during this unit (estimated 2 periods)	**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 • Response sheet for Web Quest • Word Doc - KWL Chart
One Day in Auschwitz (estimated 2 periods)	**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
Nothing Left Annex Tour (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.3** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.	• PPT - Nothing Left • Journal • Annex Tour Explanation -Word doc with web links and videos

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Lesson	Objective	Materials/Activities
	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.	
Act 1: 1&2 (estimated 3 periods)	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.	• Drama Notes and Clip (PPT) • Close Reader (Act 1 Scene 1 & 2) • Word Doc –Character Chart • Guiding PPT
Act 1: 3 (estimated 2 periods)	**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) **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.	• Vocab: Determine word mean from guesses of the context sentence • Act 1 Scene 3 • Word Doc - Text Comprehension questions
Criterion Expository Writing: Forever Young (estimated 3 periods)	**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	• Criterion • Graphic organizer for Planning • Writing Prompt

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Lesson	Objective	Materials/Activities
	and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	
Act 1:4 (estimated 1 period)	**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.	• Memorial Quilt Explanation • Quilt Patch Materials • Topic Selection • Act 1 Scene 4
Act 1:5 (estimated 1 period)	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.	• Hannukah Video • Act 1 Scene 5 • Questions at the end in textbook
Memorial Quilt Patch Discussion Film 1 (estimated 3 periods)	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 • Canvas Discussion
Act 2:1 (estimated 1 period)	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	• Act 2 Scene 1

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Lesson	Objective	Materials/Activities
	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 2:2 (estimated 1 period)	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 • Word Doc - Anne/Peter Letter
Act 2:3 Character Foil (estimated 1 period)	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 • Character Foil
Act 2: 4 & 5 (estimated 1 period)	**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 4 & 5 • Theme worksheet • PPT – What Happened Next • Word Doc - Niemöller Poem Study
Film 2 (estimated 1 period)	**8.CC.4** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively,	• Film version of Anne Frank • Response questions- discussion

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Lesson	Objective	Materials/Activities
	orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	
"Remember Auschwitz" (estimated 1 period)	8.RC.5 Students read a speech and discuss whether the message was ideal for the situation. 8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)	• "Remember Auschwitz"
Diary Entry Analysis (estimated 2 periods)	**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)	Stations PPT and Word Doc

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 information and examples from various sources and texts.	• Quiz Chapters 1-3 • Name Activity—Parts 1-2
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	• *The Giver* Chapters 7-8 • See Yourself Discussion • Reader's Response

	grade appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly (E).	
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

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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

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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.	• Quiz • Criterion: Chapter 24

	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 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, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	• *The Truman Show* • Movie Analysis

Unit: Civil War

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)

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- **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.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.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 e 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)
- **8.W.5:** Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively, and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. (E)
- **8.W.7:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: a. Punctuation—Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)
- **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

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- **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. (E)
- **8.CC.7:** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.
- **8.CC.8:** Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media, and identify false or misleading information. (E)

Lesson	Objective	Materials/Activities
Douglass House Virtual Tour (estimated 1 period)	8.CC.2: Students pose questions and respond to others' questions and comments (E)	• Douglass House Guest Speaker • Reflection
Frederick Douglass (estimated 1 period)	8.RC.1: Readers draw inferences through supportive textual evidence (E) 8.RC.4: Readers analyze the development of a central idea over the course of a text 8.RC.5 Readers identify the author's purpose.	• Excerpt from *The Narrative of the Life of Frederick Douglass, an American Slave* • Questions w/cause and effect chart
"My Friend Frederick Douglass" (estimated 2 periods)	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 (E)	• "My Friend Frederick Douglass" (Close Reader)
Intro to Propaganda (2 periods)	8.RC.7: Readers identify where texts disagree on matters of fact or interpretation 8.CC.8: Readers identity and analyze propaganda techniques used in visual messages and identify false or misleading information (E)	• Civil War WebQuest • Propaganda Lesson
Lincoln's Second Inaugural Address (estimated 5 periods)	8.RC.1: Readers analyze what a text says and draw inferences (E) 8.RC.2: Readers analyze the development of a theme and provide a detailed summary (E)	• Inaugural Address Video • Lincoln Video • PPT of mood of day • Copy of speech • Discussion questions

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Lesson	Objective	Materials/Activities
	8.RC.3: Readers compare and contrast the structure of two or more related works of literature (E) 8.RC.5: Readers determine an author's perspective or purpose in a text 8.CC.1: Students engage in a range of collaborative discussions (E) 8.CC.3: Students qualify or justify personal views when evidence is presented	• *Eloquent President* text
"O Captain! My Captain!" (estimated 2 periods)	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 determine the theme of a poem and use textual evidence to support their claim. (E) 8.RC.11 Readers identify and analyze the author's use of figures of speech. 8.W.7: Writers demonstrate command of the conventions of standard English (E)	• "O Captain! My Captain!" poem • Annotation Guidelines • Analysis questions • Poem Mimic Assignment
Drummer Boy (estimated 1-2 periods)	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.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),	• "The Drummer Boy of Shiloh" by Ray Bradbury • Guiding PowerPoint • Civil War letters (primary documents)

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Lesson	Objective	Materials/Activities
	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 e information or explanation presented. (E)	
Harriet Tubman (estimated 8 periods)	8.RC.1 Readers analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E) 8.RC.4 Readers 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: Readers determine an author's perspective or purpose in a text 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	• Excerpt from *Harriet Tubman: Conductor on the Underground Railroad* • Underground Railroad Secret Songs/Code • Author's Craft doc • "Canines and Slavery" articles and reflection • Thomas Garrett and William Still article and reflection • *Harriet* film • *Harriet* movie Fact v. Fiction article and discussion

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Lesson	Objective	Materials/Activities
	action and convey experiences and events. e. Provide an ending that follows and reflects on the narrated experiences or events. (E)	
Historical Figure Project (several class periods throughout the unit)	8.W.5 Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question. b. Gather relevant information from multiple sources, using search terms effectively, and annotate sources. c. Assess the credibility and accuracy of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and follow a standard format for citation. f. Present information, choosing from a variety of formats. (E) 8.CC.6: Students present findings in a focused, coherent manner with relevant evidence and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation 8.CC.7: Students create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest. (E)	• Guiding PowerPoint with requirements • List of historical Civil War figures • Notecard and Presentation guidelines PowerPoint • Evaluation sheet for audience during presentations • Research and create a presentation on a Civil War historical figure.
Assessment (estimated 1 period)		• Unit Test

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)

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- **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) 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	• Novel • Word Doc- Reader's Response
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

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Lesson	Objective	Materials/Activities
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
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

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Lesson	Objective	Materials/Activities
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.