

8th Grade ELA - Saavas Unit 1

Overview

In this unit, students will read about many experiences that are part of growing up.

Unit Goals

Students will be able to:

- Read selections that express different points of view about the challenges of growing up, and develop my own perspective.
- Understand and use academic vocabulary words related to narrative writing.
- Recognize elements of different genres, especially realistic fiction, poetry, and blogs.
- Read a selection of my choice independently and make meaningful connections to other texts.
- Write a focused, well- organized personal narrative.
- Complete Timed Writing tasks with confidence.
- Prepare and present a nonfiction narrative.

Novel Study Pairings:

The Outsiders

S. E. Hinton

Realistic Fiction

750L

Ghost

Jason Reynolds

Realistic Fiction

730L

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards: 8.V.1.1; 8.V.1.2; 8.V.1.3	B.E.S.T. Standards: 8.R.3; K12.EE.4.1	B.E.S.T. Standards: 8.R.1.1; K12.EE.2.1	B.E.S.T. Standards: 8.C.4.1; 8.R.1; 8.R.1.1; K12.EE.1.1; K12.EE.2.1	B.E.S.T. Standards: 8.C.3.1; 8.R.1.1; 8.V.1.3
Bell Work: What is the difference between a child and a teenager? Is it as simple as a person's age and physical appearance? Or is it more of a mental transformation, a change in how one looks at the world? Google Slides: Unit 1	Bell Work: Think of a time when someone else's behavior negatively affected you?	Bell Work:	Bell Work:	Bell Work:
Whole Group: <u>Unit 1 Introduction</u> Watch the Video/Discuss It Students will watch the video VIDEO (must be logged into Savvas) "Dear Graduates – A Message From Kid President" and discuss the question: <i>In what way is graduation a rite of passage, or significant milestone that indicates growth? What other rites of passage are you familiar with?</i> Icebreaker Students create a timeline. Academic Vocabulary attribute; gratifying; persistent;	Whole Group: Mentor Text Students will read "Red Roses." They will then be able to participate in discussions about rites of passage. Introduce genre with anchor chart (in Google Slides) Red Roses Graphic Organizer Read "Red Roses" (pages 6-7) Summary Students write a summary of the Mentor Text. QuickWrite	Whole Group: Essential Question What are some challenges of growing up? Introduce genre with anchor chart (in Google Slides) Genre/Text Elements: Character, Setting and Plot Comprehension Strategy: Make Connections Concept Vocabulary wearily; straggled; fatigue; frail; sheepishly *Pull from "Study Language and Craft" (page 26) & revisit	Whole Group: Begin reading "The Medicine Bag" pages 15-17 (paragraphs 1-28) See "REINFORCE" question / ask questions based on Differentiated Instruction on pages 15 and 16. Complete Close Read Task - Annotate, Question, Infer. I Do/We Do: paragraphs 12-13 You Do: paragraphs 18-21	Whole Group: Review P2P from the day before - remediate and reteach if necessary Introduce conflict and point of view. Continue and finish reading "The Medicine Bag" pages 20-22 (paragraphs 48-79). Revisit EQ "What are some challenges of growing up?" Students will record their observations and thoughts about "The Medicine Bag" and what they have learned about growing up from reading this story. (*could record in their own notebooks or on a working

induce; inspire	Introduce the Essential Question “What are some challenges of growing up?” and students will record their thoughts on page 9.			anchor chart that is added to after each story in the unit)
Teacher-Led Group: Reteach and Practice (RP): Character, Setting, and Plot	Teacher-Led Group: Reteach and Practice (RP): Character, Setting, and Plot		Teacher-Led Group: Remediation (REM): Character, Setting, and Plot	Teacher-Led Group: Remediation (REM): Character, Setting, and Plot
Peer/Independent Group: Vocabulary Packet (content and academic vocabulary for Unit 1)	Peer/Independent Group: Continue working on Vocabulary Packet.		Peer/Independent Group: Continue reading “Medicine Bag” pages 17-19 (paragraphs 29-47) Complete the Close Read task (annotate, question, conclude)	Peer/Independent Group: Complete page 23 - Build Insight (questions 1-7), page 25 - Genre/Text Elements (questions 1-4) ADV - Composition page 28
Technology Group: IXL: Identify Story Elements (SQV) Choose the antonym (LYH)			Technology Group: IXL: Use the pronoun that agrees with the antecedent (PB9) Media Connection: Apache Girl's Rite of Passage	

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards: 8.C.1.2; 8.R.3.1; K12.EE.4.1	B.E.S.T. Standards: 8.R.1.3; K12.EE.2.1	B.E.S.T. Standards: 8.C.4.1; K12.EE.1; K12.EE.2.1; K12.EE.3.1	B.E.S.T. Standards: 8.R.1.3; 8.R.3.1; 8.V.1.2; 8.V.1.3	B.E.S.T. Standards: 8.C.1.4; 8.C.2.1; 8.C.4.1
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:
<p>Whole Group: Introduce genre with anchor chart (in Google Slides)</p> <p>Genre/Text Elements: Perspective and Conflict</p> <p>Graphic Organizer: The Banana Tree</p> <p>Comprehension Strategy: Make Predictions</p> <p>Concept Vocabulary merciless; calamity; tormented; tempestuous; impeded; relentlessly</p> <p>*Pull from “Study Language and Craft” (page 44) & revisit</p>	<p>Whole Group: Review P2P from the day before - remediate and reteach if necessary.</p> <p>Finish “The Banana Tree” pages 39-40 (paragraphs 40-52)</p> <p>See “REINFORCE” question / ask questions based on Differentiated Instruction on page 39.</p>	<p>Whole Group: Review P2P from the day before - remediate and reteach if necessary.</p> <p>Revisit EQ “What are some challenges of growing up?” Students will record their observations and thoughts about “The Banana Tree” and what they have learned about growing up from reading this story. (*could record in their own notebooks or on a working anchor chart that is added to after each story in the unit)</p>	<p>Whole Group: Teach/Review Figurative Language, Symbol, and Mood Personification on page 45.</p> <p>Use RP Figurative Language and Mood.</p> <p>Word Study - page 44 Latin Root -ped-</p> <p>Use RP Latin Root -ped-</p>	<p>Whole Group: Unit 1 Test – Part 1</p> <p>Questions 1-7 only (Add “analyze the text” questions from the selection tests AND/OR exit ticket questions found online)</p>

<p>Start reading selection: pages 33-35 (paragraphs 1-19)</p> <p>See “REINFORCE” question / ask questions based on Differentiated Instruction on page 33.</p> <p>Complete Close Read Task - Annotate, Question, Infer.</p> <p>I Do/We Do: page 34 (paragraph 3 - silence)</p> <p>You Do: page 34 (paragraph 3 - darkness)</p> <p>See “REINFORCE” question / ask questions based on Differentiated Instruction on page 35.</p>				
<p>Teacher-Led Group: Reteach and Practice (RP): Perspective and Conflict</p>	<p>Teacher-Led Group: Reteach and Practice (RP): Perspective and Conflict</p>		<p>Teacher-Led Group: Remediation (REM): Perspective and Conflict</p>	<p>Teacher-Led Group: Remediation (REM): Perspective and Conflict</p>
<p>Peer/Independent Group: Continue reading “The Banana Tree” pages 36-38 (paragraphs 20-39)</p> <p>Complete the Close Read task on 36 and 38.</p>	<p>Peer/Independent Group: Complete page 41 - Build Insight (questions 1-7), page 43 - Genre/Text Elements (questions 1-4)</p> <p>ADV - Composition page 46</p>		<p>Peer/Independent Group: REM Figurative Language, Symbol, and Mood</p>	<p>Peer/Independent Group: Students will present their Storm Survival Guide.</p>

Technology Group: IXL: Describe the difference between related words (V9F) Speaking and Listening page 47 Students will create a Google Slides presentation to present on Friday (students can present in small groups or in front of the class).			Technology Group: IXL: Use personification (RTX) Use Greek and Latin roots as clues to the meanings of words (2NV) Continue working on Speaking and Listening activity and prepare for presentation on Friday.	
--	--	--	---	--

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards: 8.R.1.4; K12.EE.2.1	B.E.S.T. Standards: 8.C.4.1; 8.R.1.4; K12.EE.1.1; K12.E.2.1; K12.EE.3.1	B.E.S.T. Standards: 8.R.1.4; 8.V.1.3	B.E.S.T. Standards: 8.C.1.4; 8.R.3	B.E.S.T. Standards: 8.C.1.2; 8.C.1.5; K12.EE.5.1
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:

<p>Whole Group: Essential Question What are some challenges of growing up?</p> <p>Introduce genre with anchor chart (in Google Slides) Lyric Poetry. Students learn about the purpose, characteristics, and structure of lyric poetry.</p> <p>Genre/Text Elements: Poetic Structure - line, stanza</p> <p>Comprehension Strategy: Adjust Fluency</p> <p>Concept Vocabulary callousing; calcified; battered; thorny; tangled</p> <p>*Pull from "Study Language and Craft" (page 58) & revisit Concept Vocabulary.</p> <p>Figurative Language Review: Implied and Extended Metaphor (page 59)</p> <p>Word Study - Multiple Meaning Words (page 58)</p>	<p>Whole Group: Read "Bird" pages 52-53 (paragraphs 1-40)</p> <p>See "REINFORCE" question / ask questions based on Differentiated Instruction on page 53.</p> <p>Complete Close Read Task - Annotate, Question, Infer.</p> <p>I Do/We Do: Line 16</p> <p>Graphic Organizer: Bird and Ode to Teachers</p> <p>Read "Ode to Teachers" page 54.</p> <p>Complete Close Read Task - Annotate, Question, Infer.</p> <p>I Do/We Do: Lines 31-39</p>	<p>Whole Group: Ready Lesson 17: Comparing and Contrasting Structure</p> <p>Int/Std: Use Introduction explicitly. Then, Modeled and Guided Instruction.</p> <p>Adv: Use Modeled and Guided Instruction.</p> <p>Continue 8.R.3.1 & 8.R.1.4 with "Annabel Lee" by Edgar Allan Poe and "Remember" by Christina Rossetti</p> <p>& Create similar questions and/or GO</p>	<p>Whole Group: Short Response - page 61 Students analyze, interpret, and compare by answering questions about the poems.</p> <p>Timed Writing - page 61 Students write a comparison-and-contrast essay/short response.</p>	<p>Whole Group: Revisit EQ "What are some challenges of growing up?" Students will record any additional thoughts and observations they may have about "Bird" and "Ode to Teachers". (*could record in their own notebooks or on a working anchor chart that is added to after each story in the unit)</p> <p>Unit 1 Test – Section 4 Questions 20-21 Supplement with Exit ticket questions</p>
<p>Teacher-Led Group: Reteach and Practice (RP): Poetic Structure Implied and Extended Metaphor</p>	<p>Teacher-Led Group: Reteach and Practice (RP): Poetic Structure Implied and Extended Metaphor</p>		<p>Teacher-Led Group: Remediation (REM): Poetic Structure Implied and Extended Metaphor</p>	<p>Teacher-Led Group: Remediation (REM): Poetic Structure Implied and Extended Metaphor</p>

Peer/Independent Group: Complete Multiple Meaning Words (RP). Continue to work on Vocabulary Packet for Unit 1.	Peer/Independent Group: Complete Build Insight on page 55 (questions 1-8).		Peer/Independent Group: Ready Lesson 17: Practice “A Nation’s Strength” by Ralph Waldo Emerson and “I Hear America Singing” by Walt Whitman	Peer/Independent Group: Test Practice (page 60) Compare Poetry Continue working on Short Response and Timed Writing.
Technology Group: IXL: What does the punctuation suggest? (7H6) Interpret figures of speech (GPY) More practice with Implied and Extended Metaphor on a technology platform.			Technology Group: IXL: Which definition matches the sentence? (WWZ) More practice with Implied and Extended Metaphor on a technology platform.	

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards: 8.C.1.2	B.E.S.T. Standards: 8.C.1.5	B.E.S.T. Standards: 8.C.1.5	B.E.S.T. Standards: 8.R.1.4; 8.V.1.3; K12.EE.2.1	B.E.S.T. Standards: K12.EE.2.1
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:

<p>Whole Group: PERFORMANCE TASK Write a Personal Narrative Pages 62-71</p> <p>Students write a personal narrative stating an event that changed their understanding of themselves or someone they know.</p> <p>Review the anchor chart on page 62 - Elements of Personal Narratives</p> <p>Planning /PreWriting - page 64</p> <p>“What event changed your understanding of yourself, or that of someone you know?” Use Differentiated Instruction to explain the purpose of the freewriting.</p> <p>Students freewrite and structure their narrative.</p> <p>Drafting Students organize and write a first draft.</p>	<p>Whole Group: PERFORMANCE TASK Finish draft</p> <p>Use pages 66-67.</p>	<p>Whole Group: Focus on Sentences page 70-71</p> <p>Explicitly teach Active and Passive Voice / Homophones / Using Commas with Nonrestrictive Phrases and Clauses</p> <p>Editing and Proofreading Students edit for conventions and proofread for accuracies.</p> <p>Publishing and Presenting Students create a final version of their narrative and share with class or school community.</p>	<p>Whole Group: Essential Question What are some challenges of growing up?</p> <p>Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p>Introduce genre: Epic Poetry on pg 76.</p> <p>Students learn about the purpose, characteristics, and structure of epic poetry.</p> <p>Genre/Text Elements Epic Poetry: Imagery and Repetition</p> <p>Students analyze examples of imagery and repetition.</p> <p>Concept Vocabulary fleetness; prowess; indomitable</p> <p>Comprehension Strategy Create Mental Images</p> <p>Begin reading “from The Song of Hiawatha” pages 79-80 (lines 1-66)</p> <p>Use Graphic Organizer from The Song of Hiawatha</p> <p>See “REINFORCE”</p>	<p>Whole Group: Review P2P from the day before - remediate and reteach if necessary.</p> <p>Continue reading “from The Song of Hiawatha” on pages 83-84 (lines 150-238).</p> <p>Continue using Graphic Organizer from The Song of Hiawatha</p> <p>See “REINFORCE” question / ask questions based on Differentiated Instruction on page 83 and 84.</p>
--	--	---	---	--

			question / ask questions based on Differentiated Instruction on page 80.	
Teacher-Led Group: Use this time to meet with students about their writing.	Teacher-Led Group: Use this time to meet with students about their writing.		Teacher-Led Group: Reteach and Practice (RP): Epic Poetry: Imagery and Repetition	Teacher-Led Group: Use page 90 Study Language and Craft - Epic Poetry: Line and Meter and practice questions 1-4. Epic Poetry: Line and Meter (RP)
Peer/Independent Group: Personal Narrative (RP)	Peer/Independent Group: Revising Personal Narrative - page 68 Students evaluate and revise draft using the revision guide for narratives.		Peer/Independent Group: Continue reading "The Song of Hiawatha" pages 81-82 (lines 67-149)	Peer/Independent Group: Continue and finish reading "from The Song of Hiawatha" pages 85-86. Continue completing the graphic organizer.
Technology Group: Savvas Interactive Writing Lesson → Narrative Writing Level 1			Technology Group: IXL: Use the correct homophone (3C7) Identify sensory details (9JT)	

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards: 8.V.1.2; 8.V.1.3; K12.EE.1.1; K12.EE.2.1; K12.EE.3.1; K12.EE.4.1	B.E.S.T. Standards: 8.C.1; 8.C.5.2; 8.R.1.4; K12.EE.5.1	B.E.S.T. Standards: 8.R.2.3; 8.R.3.1; 8.V.1.3; K12.EE.2.1	B.E.S.T. Standards: 8.R.2.3; 8.R.3.1; 8.V.1.2; 8.V.1.3; K12.EE.1.1; K12.EE.2.1	B.E.S.T. Standards: 8.C.1.3; 8.C.2.1; 8.C.3.1; 8.R.2.3
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:
Whole Group: Review Peer2Peer from Friday - revisit and remediate if necessary. (short WG so that Essay Revisions can happen at Teacher Table.)	Whole Group: Revisit EQ and add observations and thoughts about “from The Song of Hiawatha”. (short WG so that Essay Revisions can happen at Teacher Table.)	Whole Group: Introduce Genre - Realistic Fiction (page 104) Students learn about the purpose, characteristics, and structure of realistic fiction. Genre/Text Elements (page 105): Settings, Values, and Beliefs Graphic Organizer The Setting Sun and the Rolling World Students explain whether settings act as a backdrop or as a key story element. Concept Vocabulary (page 106) patronized; obligations; psychological Comprehension Strategy (page 106) Make Inferences	Whole Group: Continue and finish reading “The Setting Sun and the Rolling World” - pages 109- 110 (paragraphs 18-35) Continue GO. See “REINFORCE” question / ask questions based on Differentiated Instruction on page 109. Media Connection: Stories of Zimbabwean Women Discussion Question: How does this video help you envision life in a rural village like Nhamo’s?	Whole Group: Revisit EQ and add observations and thoughts about “The Setting Sun and the Rolling World”. Unit 1, Part 4 Test (questions 12-19) plus Exit Ticket questions

		<p>Begin reading “The Setting Sun and the Rolling World” pages 107-108 (paragraphs 1-17).</p> <p>See “REINFORCE” question / ask questions based on Differentiated Instruction on page 107.</p> <p>Use GO while reading.</p>		
Teacher-Led Group: Essay Revisions	Teacher-Led Group: Essay Revisions	Students will type Final Draft Essay on Savvas.	Teacher-Led Group: Reteach and Practice (RP): Settings, Values, and Beliefs	Teacher-Led Group: Use Unit 1 Test Interpretation Guide to remediate Unit 1 with students, if necessary.
Peer/Independent Group: Complete Build Insight - page 87 (questions 1-7).	Peer/Independent Group: Complete Genre/Text Elements - page 89 (questions 1-3), Author’s Craft - page 90 (questions 1-4).		Peer/Independent Group: Build Insight - page 111 (questions 1-7) and Analyze and Interpret - page 112 (questions 1-2, 1-3).	Peer/Independent Group: Finish the assignment from the day before.
Technology Group: IXL: Transitions with conjunctive adverbs (6VK) Use the correct frequently confused word (XYZ)			Technology Group: IXL: Identify narrative point of view (XL9) Draw inferences from a text (JM2) Determine the meanings of Greek and Latin roots (SQ6)	

Unit 2

Overview

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

Unit Goals

Students will be able to:

- Read selections that offer multiple perspectives on historical events and develop their own perspective.
- Understand and use academic vocabulary words related to informational texts.
- Recognize elements of different genres, especially dramas, graphic novels, and nonfiction.
- Read a selection of my choice independently and make meaningful connections to other texts.
- Write a thoughtful, fact-based expository essay.
- Complete Timed Writing tasks with confidence.
- Prepare and deliver an oral report.

Selections & Media

Mentor Text

- Personal Narrative: The Grand Mosque of Paris (990L)

Whole-Class Learning

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

Novel Study Pairings:

“The Giver” by Lois Lowry 760L

“The Boys Who Challenged Hitler” by Phillip Hoose 970L

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards: 8.R.1, 8.R.1.1, K12.EE.2.1	B.E.S.T. Standards: 8.R.1, 8.R.1.1, K12.EE.2.1	B.E.S.T. Standards: 8.R.1, 8.R.1.1, K12.EE.2.1	B.E.S.T. Standards: 8.R.1, 8.R.1.1, K12.EE.2.1	B.E.S.T. Standards: 8.R.1, 8.R.1.1, K12.EE.2.1
Bell Work: Ask students to consider this quote: “Those who fail to learn from history are doomed to repeat it.” What lessons can history teach us? What connotation does the word <i>doomed</i> carry in the quote?	Bell Work:	Bell Work:	Bell Work:	Bell Work:
Whole Group: Hook: Watch the video “The Holocaust” and discuss the question: <i>How might the Nazis’ treatment of European Jews have affected other groups of people?</i> Academic Vocabulary Review Read “The Grand Mosque of Paris” keeping in mind the EQ:What can we learn from the past? Selection Overview & Historical Perspectives Learn about genre: Drama Dramatic Structure Concept Vocabulary Hook Video	Whole Group: Hook: Read article about Miep Preview Scene 2 Start reading Scene 3 Graphic Organizer - Scenes 3 - 5 The Diary of Anne Frank, Act 1 - Scenes 3 - 5	Whole Group:	Whole Group: Read scene 4	Whole Group: Finish scene 5 and discuss

<p>Graphic Organizer - Scenes 1 and 2</p> <p>The Diary of Anne Frank, Act 1 - Scenes 1 and 2.docx</p> <p>Read pages 141-144 Act 1, Scene 1</p> <p>Anti-Jewish Timeline</p>				
<p>Teacher-Led Group:</p> <p>Reteach and Practice (RP): Dramatic Speeches</p>	<p>Teacher-Led Group:</p> <p>Reteach and Practice (RP): Dramatic Speeches</p>		<p>Teacher-Led Group:</p> <p>Reteach and Practice (RP): Denotation and Connotation Language and Mood</p>	<p>Teacher-Led Group:</p> <p>Reteach and Practice (RP): Denotation and Connotation Language and Mood</p>
<p>Peer/Independent Group:</p> <p>Read Act 1, Scene 2</p> <p>Watch after scene 2</p>	<p>Peer/Independent Group:</p> <p>Finish Scene 3</p>		<p>Peer/Independent Group:</p> <p>Read scene 5 pages 178-182</p>	<p>Peer/Independent Group:</p> <p>Build insight 1-7, Genre/Text Elements 1-4, Author's Craft 1-3</p>
<p>Technology Group:</p> <p>History of Jewish identification badges</p> <p>IXL:</p> <p>Choose the synonym (AQ2)</p>			<p>Technology Group:</p> <p>IXL:</p> <p>Positive and negative connotation (XY6)</p>	

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:
Bell Work: What might it have felt like for the families in the attic to defiantly sing a Hanukkah song at the end of Act I.	Bell Work:	Bell Work:	Bell Work:	Bell Work:
Whole Group: Comprehension Strategy: Generating questions Hook: Art stolen by the Nazis video Dialogue analysis to show conflict. Graphic Organizer The Diary of Anne Frank, Act 2 Read Act 2, Scene 1	Whole Group: Hook: Video of girl who escaped the Nazis Review Scene 2 and read scene 3	Whole Group: Wrap up discussion for Act 2 Complete graphic organizer	Whole Group: Hook: Video 5th graders sharing the lessons they learned from reading Anne Frank's diary. Skill: Synthesis Frank Family and World War II Timeline	Whole Group: Performance Task: Expository Essay "In what ways do the experiences of Anne Frank and her family show the power of hope?" Elements of Expository Essays Take a closer look at the assignment Planning and Prewriting - Freewrite
Teacher-Led Group: Reteach and Practice (RP): Dramatic Structure Dramatic Irony	Teacher-Led Group: Reteach and Practice (RP): Dramatic Structure Dramatic Irony		Teacher-Led Group: Remediation (REM): Dramatic Structure Dramatic Irony	Teacher-Led Group: Remediation (REM): Dramatic Structure Dramatic Irony

Peer/Independent Group: Read Act 2, Scene 2	Peer/Independent Group: Read scene 4	Build Insight 1-6, Genre/Text Elements 1-2, Author's Craft 1-5	Peer/Independent Group: Build Insight 1-6, Analyze and Interpret Close Review, Compare Drama and Media 1-4, Short Response 1-3	Peer/Independent Group: Structure Ideas: Make a Plan
Technology Group: Identify supporting details in literary texts (XXH) Word pattern analogies (SRV)			Technology Group: Page 232 - Critical Review Assign a scene(s) from a production of The Diary of Anne Frank online. Students will write a critical review of the scene in which they take a position on the quality of the production.	

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
Bell Work:	Bell Work:	Bell Work:	Bell Work: Engage students in a discussion about the ways that people cope with extremely tense or dangerous situations. What do people do to make their lives more bearable under such conditions?	Bell Work:

Whole Group: Performance Task Drafting	Whole Group: Revising Read Like a Writer	Unit 2 Part 1 Assessment Questions 1-7	Whole Group: EQ: What can we learn from the past? Reading Diaries Author's Purpose and Central Idea Concept Vocabulary Comprehension Strategy: Establish Purpose for Reading Prepare to read Concept Vocabulary Comprehension Strategy Context Clues Author's Purpose GO The Diary of Anne Frank, Act 2 Read 259-260	Whole Group: Author's Craft Voice and perspective Composition Formal Letter
Teacher-Led Group: Reteach and Practice (RP):	Teacher-Led Group: Reteach and Practice (RP):		Teacher-Led Group: Remediation (REM):	Teacher-Led Group: Remediation (REM):
Peer/Independent Group: Create Coherence	Peer/Independent Group: Peer Revisions Final Drafts		Peer/Independent Group: Author's Purpose pages 261-262	Peer/Independent Group: Diary of a Young Girl Build Insight 1-7, Genre/Text Elements 1-4
Technology Group: Writing Interactive Lessons - Expository Writing - Level 1			Technology Group:	

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
Bell Work: Engage students in a discussion about the value of remembering the past. As students share their thoughts, have them explain the factors that influence their opinions.	Bell Work: Conventions Parallel Structures *See table on page 278	Bell Work: If you were living in danger, would you try to run far away or hide where you are? How would you make the decision?	Bell Work:	Bell Work:
Whole Group: Hook: Listenwise : Wiesel Story Reading Formal Speeches Genre/Text Elements: Rhetorical Appeals and Devices *Need anchor chart Concept Vocabulary Comprehension Strategy - Monitor Comprehension: Reread " <i>From Acceptance Speech for the Nobel Peace Prize</i> " Rhetorical Appeals GO From the Acceptance Speech for the Nobel Peace Prize Read pages 271-272	Whole Group: Hook - Video of Wiesel speech Read it - Identify the parallel elements used by Ellie Wiesel in these passages from the text. 1-3 Write it/Revise it - 1-2 Speaking and Listening Group discussion about one of the claims that Ellie Wiesel makes in his argument - that we must always take sides when we witness injustice. Pg 279	Whole Group: Review Media Vocabulary Comprehension Strategy - Make Connections (Text-to-text) Read "Maus" Whole Excerpt: Discuss the author's choice to depict Germans as cats and Jews as mice in this graphic novel. How does this choice help to differentiate the perspectives of the two groups? Panels 17-23: Discuss the conditions people were living in and what this suggests about events in society. Panels 31-36: Discuss the "unmasking" that happens both literally and figuratively in this episode.	Whole Group: Performance Task: Present an Oral Report "How do the texts you've read contribute to your understanding of the ways in which we remember the past?" Model plan and expectations	Whole Group: Unit 2 Part 2 Assessment Oral presentations

Teacher-Led Group: Reteach and Practice (RP):	Teacher-Led Group: Reteach and Practice (RP):		Teacher-Led Group: Remediation (REM):	Teacher-Led Group: Remediation (REM):
Peer/Independent Group: Pages 273-274 finish graphic organizer Close Read 1-2	Peer/Independent Group: Build Insight 1-7, Genre/Text Elements 1-4	Peer/Independent Group: “Maus” Build Insight 1-7,	Peer/Independent Group: Plan the project Gather evidence Organize Presentation	Peer/Independent Group:
Technology Group: Hook and Inspire:	Technology Group: Hook and Inspire:		Technology Group:	Technology Group:

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:

Whole Group: Performance-Based Assessment - Pgs 298-299 Expository Essay Write an expository essay in which you explain how the selections in this unit help you answer the Essential Question: What can we learn from the past?	Whole Group: Essay Revisions Expository essay checklist Peer Revisions Revising and Editing Pg 300	Whole Group:	Whole Group:	Whole Group:
Teacher-Led Group:	Teacher-Led Group:		Teacher-Led Group:	Teacher-Led Group:
Peer/Independent Group: Draft	Peer/Independent Group:		Peer/Independent Group:	Peer/Independent Group:
Technology Group:			Technology Group:	

Week 1 Unit 3

Unit Tests broken into 3 parts

Unit 3 Overview

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

Unit Goals

Students will be able to:

Read selections that express different points of view about taking a stand and develop their own perspective.

Understand and use academic vocabulary words related to argument.

Recognize elements of different genres, especially arguments, fantasy, and short stories.

Read a selection of my choice independently and make meaningful connections to other texts.

Write a focused, well organized editorial.

Complete Timed Writing tasks with confidence.

Prepare and deliver an oral argument.

Week of:

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards: 8.V.1.1; 8.V.1.2; 8.V.1.3	B.E.S.T. Standards: 8.R.1.2; K12.EE.2.1	B.E.S.T. Standards: 8.R.1.2; K12.EE.2.1	B.E.S.T. Standards: 8.R.3.3; K12.EE.2.1; K12.EE.4.1	B.E.S.T. Standards: 8.R.3.3; K12.EE.2.1; K12.EE.4.1
Bell Work: Grammar workbook activity A	Bell Work: Grammar workbook activity B	Bell Work: Grammar workbook activity C	Bell Work: Grammar workbook activity D	Bell Work: Grammar workbook activity (coice)

<p>Whole Group:</p> <p>Introduce Unit 3 - Students engage in a discussion about whether people should expect to make sacrifices to achieve what matters most to them.</p> <p>Watch the Video/Discuss It: Students will watch the video "14-Year-Old Teaches Family the "Power of Half" and discuss the question: <i>When is it fair to convince others to take difficult stands?</i></p> <p>Genre intro pg. 312 Take a minute pg. 312</p>	<p>Whole Group:</p> <p>Theme - Genre/Text Elements pg. 313</p> <p>Notes on theme - INB *Students re-create chart from p. 313 in NB's</p> <p>Practice pg. 313</p> <p>Begin reading "The Horned Toad" pg. 315-316</p> <p>*create graphic organizer on theme</p>	<p>Whole Group:</p> <p>Review Peer 2 Peer reading and graphic organizer.</p> <p>Continue reading Horned Toad pg. 320-322</p> <p>Graphic Organizer & close reads</p> <p>Jigsaw questions 2-6 pg. 323</p> <p>"The Horned Toad" checkpoint (checking for understanding of theme)</p>	<p>Whole Group:</p> <p>EQ: When is it right to take a stand?</p> <p>Introduce Fairy Tale genre</p> <p>genre/text elements pg. 369 - archetypes</p> <p>Notes in INB - Chart from p.369</p> <p>Practice pg. 369</p> <p>Begin reading "Briar Rose" pg. 371-372</p> <p>*Create graphic organizer for archetypes</p> <p>Content Vocabulary handout and Archetype handout</p> <p>*Create close read questions</p>	<p>Whole Group:</p> <p>Review peer activity from previous day</p> <p>Finish reading Briar Rose</p> <p>Close reads, graphic organizer</p>
<p>Teacher-Led Group:</p> <p>SAVAAS: Theme RP</p>	<p>Teacher-Led Group:</p> <p>SAVAAS: Theme RP</p>		<p>Teacher-Led Group:</p> <p>The Gift of Magi WS</p>	<p>Teacher-Led Group:</p> <p>The Gift of Magi WS</p>
<p>Peer/Independent Group:</p> <p>Concept Vocabulary p. 326</p> <p>Content Vocabulary handout and Archetype handout</p>	<p>Peer/Independent Group:</p> <p>Pg. 325 Genre/ Text Elements</p> <p>Graphic organizer p. 313</p> <p>Vocabulary packet</p>	<p>Pg. 325 Genre/ Text Elements #1-4</p> <p>Graphic organizer p.313</p> <p>Vocabulary packet</p>	<p>Peer/Independent Group:</p> <p>My perspectives + Theme</p> <p>Vocabulary packet</p>	<p>Peer/Independent Group:</p>

Technology Group:			Technology Group:	
-------------------	--	--	-------------------	--

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:

8.R.3.3; 8.V.1.3	8.R.3.3; 8.V.1.3	8.V.1; K12.EE.2.1; K12.EE.4.1	8.C.5.1; 8.C.5.2; 8.R.1; 8.R.1.4; K12.EE.4.1	8.C.5.1; 8.C.5.2; 8.R.1; 8.R.1.4; K12.EE.4.1
Bell Work: Grammar workbook activity A	Bell Work: Grammar workbook activity B	Bell Work: Grammar workbook activity C	Bell Work: Grammar workbook activity D	Bell Work: Grammar workbook activity
Whole Group: Notes on Situational Irony - INB (P.393) Begin reading "Awake" pg. 380-383 *Create graphic organizer for archetypes *Create close reads focusing on situational irony	Whole Group: Review what was read in peer 2 peer and graphic organizer. Situational Irony Examples through TED-ed video Finish reading "Awake" 387-389 Graphic Organizer for situational irony & Close Reads	Whole Group: Test Review - Theme, Irony Myperspectives+ Irony "The Scholarship Jacket" Graphic Organizer	Whole Group: Test Review - Archetypes Character Archetype Game	Whole Group: Unit 3 Part 1 Test (theme, archetypes, irony)
Teacher-Led Group: RP or REM Situational Irony	Teacher-Led Group: RP or REM Situational Irony		Teacher-Led Group: RP Literary Elements: Sound and Structure	Teacher-Led Group: RP Literary Elements: Sound and Structure
Peer/Independent Group: My perspectives + Theme Graphic organizer Vocabulary packet	Independent Group: P.392 #1-4 P.393 #1-3	My perspectives + situational irony	Independent Group: P.415 # 1-5 P. 416 # 1-4	Peer/Independent Group:

Technology Group: CommonLit: One Friday Morning CommonLit: Home CommonLit: Rules of the Game IXL: B2 Determine the Theme of a short stories			Technology Group: CommonLit: One Friday Morning CommonLit: Home CommonLit: Rules of the Game IXL: B2 Determine the Theme of a short stories	
--	--	--	--	--

Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards: 8.R.1.4	B.E.S.T. Standards: 8.R.1.4	B.E.S.T. Standards: 8.R.1.4, 8.R.1.2	B.E.S.T. Standards: 8.R.1.4	B.E.S.T. Standards: 8.R.1.4

Bell Work: Grammar workbook activity A	Bell Work: Grammar workbook activity B	Bell Work: Grammar workbook activity C	Bell Work: Grammar workbook activity D	Bell Work: Grammar workbook activity
Whole Group: Genre/Text Elements notes p. 405, 415 - poetry elements Practice p.405 Intro genre Literary Ballad “The Creation of Sam McGee” Poetic Structure Google Slides Begin reading “Cremation of Sam McGee” p. Graphic Organizer for Poetic elements with Checkpoint questions	Whole Group: Finish reading “Cremation of Sam McGee” Complete graphic organizer Jigsaw ques. P. 413 #3-6 P. 415 #1-5	Whole Group: Review Sam McGee - discuss theme (on test) P.417 #1-4	Whole Group: Paul Revere’s Ride - poetic structure, rhyme *Lovin Lit Create graphic organizer/close read questions	Whole Group: Paul Revere’s Ride - poetic structure, rhyme *Lovin Lit Create graphic organizer/close read questions
Teacher-Led Group: Literary Elements: Sound and Structure REM	Teacher-Led Group: Literary Elements: Sound and Structure REM		Teacher-Led Group: Literary Elements: Sound and Structure REM	Teacher-Led Group: Literary Elements: Sound and Structure REM
Peer/Independent Group: Spiral: Character Archetype WS Spiral: SAVAAS: Archetype RP Vocabulary Packets	Peer/Independent Group: Character Archetype WS SAVAAS: Archetype RP Focus: P. 415 #1-5 Vocabulary Packets		Peer/Independent Group: Character Archetype WS SAVAAS: Archetype RP Focus: P.416 #1-4	Peer/Independent Group: Character Archetype WS SAVAAS: Archetype RP Focus: P.416 #1-4 Share Archetype Slides with

			Share Archetype Slides with a partner Vocabulary Packets	a partner
Technology Group: Spiral: Create a google slide choosing 5 archetypes. Describe the archetype and give an example using a Disney Characters Nearpod Archetypes	Technology Group: Spiral: Create a google slide choosing 5 archetypes. Describe the archetype and give an example using a Disney Characters Nearpod Archetypes		Technology Group: Spiral: Create a google slide choosing 5 archetypes. Describe the archetype and give an example using a Disney Characters Nearpod Archetypes	Technology Group: Spiral: Create a google slide choosing 5 archetypes. Describe the archetype and give an example using a Disney Characters Nearpod Archetypes

Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
BEST Standards: 8.R.1.4	BEST Standards: 8.R.1.4	BEST Standards: 8.R.1.4	BEST Standards: 8.R.2.4	BEST Standards: 8.R.2.4

Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:
Whole Group: Translating Grandfather's House - test review	Whole Group: Translating Grandfather's House - test review	Whole Group: Unit 3 part 2 assessment (poetry)	Whole Group: Intro. Characteristics and structures of argument - notes p. 331 Practice p.331 Notes Author's Craft - Rhetorical Devices (analogy, antithesis, irony) p. 341 Rhetorical Devices Slides	Whole Group: Claim/Counterclaim practice, rhetorical devices - use SCOPE debate
Teacher-Led Group: Test Prep	Teacher-Led Group: Test Prep		Teacher-Led Group: Remediation (REM):	Teacher-Led Group: Remediation (REM):
Peer/Independent Group: Translating Grandfather's House Build Insight Vocabulary Packet	Peer/Independent Group: Translating Grandfather's House Build Insight Translating Grandfather's House: Analysis Vocabulary Packet		Peer/Independent Group:	Peer/Independent Group:

Technology Group: CommonLit: Wildness is Everywhere	Technology Group: CommonLit: Wildness is Everywhere		Technology Group: CommonLit: Wildness is Everywhere	Technology Group: CommonLit: Wildness is Everywhere
---	---	--	---	---

Monday	Tuesday	Wednesday	Thursday	Friday
BEST Standards: 8.R.2.4, 8.R.2.3	BEST Standards: 8.R.2.4, 8.R.2.3	BEST Standards: 8.R.2.4	BEST Standards: 8.R.2.4	BEST Standards: 8.R.2.4
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:
Whole Group: “Three Cheers for the Nanny State” *create graphic organizer for rhetorical devices and claim/reasoning Complete close reads P. 339 #1-5	Whole Group: Review “Three Cheers for the Nanny State” P. 341 #1-4	Whole Group: Notes on Logical reasoning & fallacies (p.351) Logical reasoning & fallacies activity Begin “Ban the Ban” & “Soda’s a Problem but...” Create graphic organizer for logical fallacies & reasoning	Whole Group: Finish “Ban the Ban” & “Soda’s a Problem” p. 349 #1-5 P. 351 #1-3	Whole Group: Notes on Characteristics of Arguments: Emotional Appeals p. 397, p.403 Practice p.397 Hook & Inspire “into” portion (savvas online) Listen to Chief Justice give his speech “Words Do Not Pay”
Teacher-Led Group: Reteach and Practice (REM): Logical Fallacies	Teacher-Led Group: Reteach and Practice (REM): Logical Fallacies		Teacher-Led Group: SAVVAS Test Practice p. 352 - 353	Teacher-Led Group: SAVVAS Test Practice p. 352 - 353

Peer/Independent Group: Rhetorical Devices and Fallacies Packet Vocabulary Packet	Peer/Independent Group: Rhetorical Devices and Fallacies Packet Vocabulary Packet		Peer/Independent Group: Rhetorical Devices and Fallacies Packet Vocabulary Packet	Peer/Independent Group: Rhetorical Devices and Fallacies Packet Vocabulary Packet
Technology Group:	Technology Group: Quizizz- Ban the Ban Quizizz- Three Cheers for Nanny State		Technology Group: Quizizz- Ban the Ban Quizizz- Three Cheers for Nanny State	Technology Group:

Monday	Tuesday	Wednesday	Thursday	Friday
BEST Standards: 8.R.2.4	BEST Standards: 8.R.2.4, 8.R.2.3	BEST Standards: 8.R.2.4, 8.R.2.3	BEST Standards: 8.C.1.3	BEST Standards: 8.C.1.3
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:
Whole Group: Review Notes on Characteristics of Arguments: Emotional Appeals p. 397, p.403 Read & analyze "Words Do Not Pay" *graphic organizer on appeals	Whole Group: Test Review	Whole Group: Unit 3 part 3 test	Whole Group: Intro to argumentative writing Read and analyze sources Savvas Test Prep Book - prompt & sources p. 165 - 167	Whole Group: Argumentative Writing Introductions - identify your claim & supporting ideas
Teacher-Led Group:	Teacher-Led Group:		Teacher-Led Group: Essay Writing	Teacher-Led Group: Essay Writing
Peer/Independent Group:	Peer/Independent Group:		Peer/Independent Group:	Peer/Independent Group:

Technology Group:	Technology Group:		Technology Group:	Technology Group:
-------------------	-------------------	--	-------------------	-------------------

Monday	Tuesday	Wednesday	Thursday	Friday
BEST Standards: 8.C.1.3	BEST Standards: 8.C.1.3	BEST Standards: 8.C.1.3		
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:
Whole Group: Argumentative Writing - writing your counterclaim	Whole Group: Independent Argumentative Essay P. 145 - 148	Whole Group: Argumentative Essay	Whole Group:	Whole Group:
Teacher-Led Group: Argumentative Essay Practice	Teacher-Led Group: Argumentative Essay Practice		Teacher-Led Group: Essay Writing	Teacher-Led Group: Essay Writing
Peer/Independent Group: Peer to Peer Editing	Peer/Independent Group: Peer to Peer Editing		Peer/Independent Group: Peer to Peer Editing	Peer/Independent Group: Peer to Peer Editing

Technology Group:	Technology Group:		Technology Group:	Technology Group:
-------------------	-------------------	--	-------------------	-------------------

Unit 4 Unit Tests Broken Into 2 Parts: Part 1: Questions 1-11; Part 2 Questions 12-24**Overview**

In this unit, students will read about many experiences that are part of human intelligence.

Week of: _1____

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards: 8.R.1.3; K12.EE.2.1	B.E.S.T. Standards: 8.R.1; 8.R.1.3; 8.V.1.2; 8.V.1.3	B.E.S.T. Standards: 8.R.1.3; K12.EE.2.1	B.E.S.T. Standards: 8.R.1; 8.R.1.3; 8.V.1.2; 8.V.1.3	B.E.S.T. Standards: 8.R.1.3; K12.EE.2.1
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:
<p>Whole Group:</p> <p>Watch in savvas “Amazing Man Draws NYC From Memory” and discuss the question:</p> <p>What limits might there be on the capacity of human Memory?</p> <p>Attention grabber</p> <p>Introduce Allusions</p> <p>Canvas Commons: Warmup 4: Analyzing Allusions</p>	<p>Whole Group:</p> <ul style="list-style-type: none"> Pg. 436 Read progress reports 1-3 of “Flowers for Algernon” by Daniel Keyes Use STEAL graphic organizer to analyze Charlie’s character TOTD: Chose 2 pieces of evidence from PRs 1-3 and explain what each quote reveals about his character 	<p>Whole Group:</p> <ul style="list-style-type: none"> Read Progress Reports 4-8 Introduce before and after surgery chart, add to chart based on PRs 1-8 	<p>Whole Group:</p> <ul style="list-style-type: none"> Read Progress Report 9 Revisit PR 8-9 for irony <ul style="list-style-type: none"> Irony Tracker; students will only find examples of dramatic and situational because it is a diary and he says what he means 	<p>Whole Group:</p> <ul style="list-style-type: none"> Read Progress Report 11 Add to before and after surgery chart Extension option for Advanced: Socratic Seminar question - Is Charlie better off as a result of the surgery? To extend further, have students collect evidence for both

	<p>Sentence Frames for Intensive:</p> <ul style="list-style-type: none"> Progress Reports 1-3 reveal... about Charlie's character. The text states, "...". This shows that Charlie is... because... The text also says, "...." This quote shows that Charlie is... because... 		<ul style="list-style-type: none"> TOTD: Charlie has surgery to be like others around him. What happens as a result of the surgery? How is this ironic? Use at least one example from the text to support your response. 	<p>sides of the argument and randomly assign them to defend a side during discussion (this would replace the lesson, pushing them a day back, but they can catch up either before this lesson or after)</p>
<p>Teacher-Led Group: Analogies vs. allusions</p>	<p>Teacher-Led Group:</p>		<p>Teacher-Led Group:</p> <p>RP Multiple points of view and Irony</p>	<p>Teacher-Led Group:</p>
<p>Peer/Independent Group:</p> <p>Vocabulary Packet</p>	<p>Peer/Independent Group:</p> <p>Vocabulary Packet</p>		<p>Peer/Independent Group:</p> <p>Lovin Lit' activities</p> <p>Lovin Lit' answer key</p> <p>Vocabulary Packet</p>	<p>Peer/Independent Group:</p>

Technology Group: Trace an Argument I.1			Technology Group: Trace an Argument I.1	
Support Facilitation				

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards: 8.R.1.3; K12.EE.2.1	B.E.S.T. Standards: 8.R.1.3; K12.EE.2.1	B.E.S.T. Standards: 8.R.1.3; K12.EE.2.1	B.E.S.T. Standards: 8.R.1.3; K12.EE.2.1	B.E.S.T. Standards:
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:
Whole Group: <ul style="list-style-type: none"> Read Progress Report 12, teach allusion to Adam and Eve and the Garden of Eden Spend time on paragraph 153 until the end for analysis <ul style="list-style-type: none"> This part is great for theme and for determining if Charlie is ultimately better off for having the surgery 	Whole Group: <ul style="list-style-type: none"> Progress Report 13 Determine the theme (usually related to knowledge, science, experiments, learning, etc.) Two theme strategies: <ul style="list-style-type: none"> Topic to Theme Statement Theme Graphic Organizer 	Whole Group: Flowers for Algernon	Whole Group: Flowers for Algernon	Whole Group: Flowers for Algernon
Teacher-Led Group: RP Character Development: Perspective	Teacher-Led Group:		Teacher-Led Group:	Teacher-Led Group:

Peer/Independent Group:	Peer/Independent Group:		Peer/Independent Group:	Peer/Independent Group:
Technology Group: Classifying Figures of Speech F.5			Technology Group: Classifying Figures of Speech F.5	
Support Facilitation				

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards: 8.R.2.2; K12.EE.2.1	B.E.S.T. Standards: 8.V.1.3; 8.R.3.2; K12.EE.2.1	B.E.S.T. Standards:	B.E.S.T. Standards: 8.R.2.1; K12.EE.2.1	B.E.S.T. Standards: 8.C.3.1; 8.R.2.1; 8.R.2.3; 8.V.1.2; 8.V.1.3
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:
Whole Group: <i>From</i> Blue Nines and Red Words pg.507 Practice p.517 Practice #1-4 Read to pg. 510	Whole Group: <i>From</i> Blue Nines and Red Words pg. 513-514	Whole Group: Unit 4 Test part 1	Whole Group: PG. 477 Genre/Text Element Practice Read”A Computer in Your Head?” pg. 479-482	Whole Group: RP Latin Root -circ- Pg. 485 #1-4
Teacher-Led Group: RP Development of Central Idea OR RP Figurative Language	Teacher-Led Group:		Teacher-Led Group:	Teacher-Led Group:
Peer/Independent Group: Read pg. 511- 512	Peer/Independent Group: Pg. 517 # 1-4 Pg. 518 #1-3		Peer/Independent Group:	Peer/Independent Group: Pg. 483 #4-7

Technology Group:			Technology Group:	
Support Facilitation				

Week of: _4__

Monday	Tuesday	Wednesday	Thursday	Friday
--------	---------	-----------	----------	--------

B.E.S.T. Standards: 8.R.2.1; 8.R.3; 8.V.1.3; K12.EE.2.1	B.E.S.T. Standards: 8.R.2.1; 8.R.3; 8.V.1.3; K12.EE.2.1	B.E.S.T. Standards: 8.R.2.1; 8.V.1.2; 8.V.1.3; K12.EE.1.1; K12.EE.2.1; K12.EE.4.1	B.E.S.T. Standards: 8.C.4.1; 8.R.2.1; K12.EE.1.1; K12.EE.2.1;	B.E.S.T. Standards:
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:
Whole Group: Genre/Text Elements Informational Text Feature Students look at features such as citations, footnotes, endnotes, and sidebars. Practice pg. 521	Whole Group: Read “Gut Math” pg. 523- 525	Whole Group: RP Word Study Latin Root -nat- Complete “Read it” on pg. 531	Whole Group: Look at Media Vocabulary pg. 532 Read “The Theory of Multiple Intelligences” pg. 533	Whole Group:
Teacher-Led Group: RP Information Text Features RP punctuation: parenthesis	Teacher-Led Group:		Teacher-Led Group:	Teacher-Led Group:
Peer/Independent Group:	Peer/Independent Group: Read “Gut Math” pg. 526-527	Pg. 528 #4,5,6 Pg. 530 # 1,2,3	Peer/Independent Group: Pg. 534 #4,5,6 Pg. 536 #1-4	Peer/Independent Group:

Technology Group:			Technology Group:	
Support Facilitation				

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
--------	---------	-----------	----------	--------

B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:
Whole Group:	Whole Group:	Whole Group:	Whole Group:	Whole Group:
Teacher-Led Group:	Teacher-Led Group:		Teacher-Led Group:	Teacher-Led Group:
Peer/Independent Group:	Peer/Independent Group:		Peer/Independent Group:	Peer/Independent Group:

Technology Group:			Technology Group:	
Support Facilitation				

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:

Whole Group:	Whole Group:	Whole Group:	Whole Group:	Whole Group:
Teacher-Led Group:	Teacher-Led Group:		Teacher-Led Group:	Teacher-Led Group:
Peer/Independent Group:	Peer/Independent Group:		Peer/Independent Group:	Peer/Independent Group:
Technology Group:			Technology Group:	

Support Facilitation				
----------------------	--	--	--	--

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:
Whole Group:	Whole Group:	Whole Group:	Whole Group:	Whole Group:

Teacher-Led Group:	Teacher-Led Group:		Teacher-Led Group:	Teacher-Led Group:
Peer/Independent Group:	Peer/Independent Group:		Peer/Independent Group:	Peer/Independent Group:
Technology Group:			Technology Group:	
Support Facilitation				

Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
--------	---------	-----------	----------	--------

B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:	B.E.S.T. Standards:
Bell Work:	Bell Work:	Bell Work:	Bell Work:	Bell Work:
Whole Group:	Whole Group:	Whole Group:	Whole Group:	Whole Group:
Teacher-Led Group:	Teacher-Led Group:		Teacher-Led Group:	Teacher-Led Group:
Peer/Independent Group:	Peer/Independent Group:		Peer/Independent Group:	Peer/Independent Group:

Technology Group:			Technology Group:	
Support Facilitation				