

Grade 8

Unit 2: Thinking About Stories

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|--------------------------|---|---|--|---|---|
| Read Aloud | Select one: Bang! By Sharon Flake | Miracle Boys by Jacqueline Woodson | | During RA, discuss literary elements, make connections that contribute to meaning,. | Share questions and visualizations, and make inferences about the story. |
| Readers' Workshop | <p>Analyze Plot</p> <ul style="list-style-type: none"> - use excerpts from read aloud or begin reading “Flowers for Algernon (ML pg. 220) - analyze point of view: <ul style="list-style-type: none"> o 1st vs. 3rd person o limited vs. omniscient o connections between point of view and understanding (how does knowing point of view help us understand?) - identify the exposition, rising action, climax, and resolution - recognize and describe any subplots - summarize/paraphrase the text (text or a portion of it) <ul style="list-style-type: none"> - provide text support - IR/conferring - Share - VSC: 8.3.A. | <p>Analyze Plot</p> <ul style="list-style-type: none"> - use excerpts from read aloud or begin reading “Flowers for Algernon (ML pg. 220) - analyze point of view: <ul style="list-style-type: none"> o 1st vs. 3rd person o limited vs. omniscient o connections between point of view and understanding (how does knowing point of view help us understand?) - identify the exposition, rising action, climax, and resolution - recognize and describe any subplots - summarize/paraphrase the text (text or a portion of it) <ul style="list-style-type: none"> - provide text support - IR/conferring - Share - VSC: 8.3.A. | <p>Analyze Plot</p> <ul style="list-style-type: none"> - use excerpts from read aloud or begin reading “Flowers for Algernon (ML pg. 220) - analyze point of view: <ul style="list-style-type: none"> o 1st vs. 3rd person o limited vs. omniscient o connections between point of view and understanding (how does knowing point of view help us understand?) - identify the exposition, rising action, climax, and resolution - recognize and describe any subplots - summarize/paraphrase the text (text or a portion of it) <ul style="list-style-type: none"> - provide text support - IR/conferring - Share - *Teacher created/selected assessment - VSC: 8.3.A. | | |
| Word Study | Roots and Word Families ML Lesson # 14 | Roots and Word Families ML Lesson # 15 | Roots and Word Families WTW Lesson 8.8 *Collect student product | Roots and Word Families WTW Lesson 8.9 | Roots and Word Families * Teacher created/se,lected assessment |
| Writers' Workshop | | | | | |
| Notes | Setting, point of view, approach to time, and elements of plot should be identified at the start of any new piece of text, even as a review if the piece of text was previously used for another purpose. | Read Aloud happens each day! | | | |

| | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
|--------------------------|--|--|--|---|---|
| Read Aloud | During RA, discuss literary elements, make connections that contribute to meaning.. | share questions and visualizations, and make inferences about the story. | | | |
| Readers' Workshop | <p>Analyzing Character Impact</p> <ul style="list-style-type: none"> - use excerpts from read aloud or begin reading “Treasures of Lemon Brown” (ML pg. 334) - analyze and describe characters (stated and implied) based on <ul style="list-style-type: none"> o characters’ traits o characters’ motivations o characters’ personal growth and development - identify conflicts between or within characters <ul style="list-style-type: none"> o Man vs. man o Man vs. self o Man vs. nature/other - how does conflict influence the story? <ul style="list-style-type: none"> o Conflicts that influence characters’ actions o Conflicts that advance the action of the plot - provide text support - IR - Groups begin - Share <p>VSC: 8.3.A.</p> | <p>Analyzing Character Impact</p> <ul style="list-style-type: none"> - use excerpts from read aloud or continue reading “Treasures of Lemon Brown” (ML pg. 334) - analyze the relationship between characters - analyze the relationship between events (cause and effect) - analyze the relationship between character actions and the events that follow (cause and effect) - analyze the actions of characters and how they impact the plot - provide text support - modeled response/BCR - IR - Groups begin • Share <p>VSC: 8.3.A.</p> | <p>Analyzing Character Impact</p> <ul style="list-style-type: none"> - use excerpts from read aloud or continue reading Treasures of Lemon Brown” (ML pg. 33) - connections among all narrative elements -how does setting influence events/character/conflict? - how do character’s actions effect mood/conflict/events? - how do these elements help create meaning/help us understand? - provide text support - independent response/BCR - IR - Groups begin • Share <p>VSC: 8.3.A.</p> <p>*Teacher created/selected assessment</p> | | |
| Word Study | <p>Analyzing Roots, Base Words, and Affixes</p> <ul style="list-style-type: none"> - ML Lesson # 18-20 - WTW Lesson 8.4 - WTW Lesson 8.10 | <p>Analyzing Roots, Base Words, and Affixes</p> <ul style="list-style-type: none"> - ML Lesson # 18-20 - WTW Lesson 8.4 - WTW Lesson 8.10 <p>*Collect student product</p> | <p>Analyzing Roots, Base Words, and Affixes</p> <ul style="list-style-type: none"> - ML Lesson # 18-20 - WTW Lesson 8.4 - WTW Lesson 8.10 | <p>Analyzing Roots, Base Words, and Affixes</p> <ul style="list-style-type: none"> - ML Lesson # 18-20 - WTW Lesson 8.4 - WTW Lesson 8.10 | <p>Analyzing Roots, Base Words, and Affixes</p> <ul style="list-style-type: none"> - ML Lesson # 18-20 - WTW Lesson 8.4 - WTW Lesson 8.10 <p>* Teacher created/selected assessment</p> |
| Writers' Workshop | | | *Uncovering life topics | *writing small about big topics | * Expecting depth from our writing |

| | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 |
|--------------------------|---|---|--|---|--|
| Read Aloud | During RA, discuss literary elements, make connections that contribute to meaning,. | share questions and visualizations, and make inferences about the story. | | | |
| Readers' Workshop | <p>Analyze Theme</p> <ul style="list-style-type: none"> - use excerpts from read aloud or begin reading “The Ransom of Red Chief” (ML pg. 69) - identify main idea/theme in text or portion of it (implied or stated) - what experiences, emotions, issues, and ideas support/lead to the theme - what implications for the reader/society are created by the issues/ideas/themes in the text - IR - Groups meet - Share <p>VSC: 8.3.A.</p> | <p>Analyze Theme</p> <ul style="list-style-type: none"> - use excerpts from read aloud or continue reading “The Ransom of Red Chief” (ML pg. 69) - identify main idea/theme in text or portion of it (implied or stated) - what experiences, emotions, issues, and ideas support/lead to the theme - what implications for the reader/society are created by the issues/ideas/themes in the text -compare themes across texts - IR - Groups meet - Share <p>*Teacher created/selected assessment</p> <p>VSC: 8.3.A.</p> | <p>Analyzing Author’s Use of Language</p> <ul style="list-style-type: none"> - use excerpts from previous texts or continue reading “The Ransom of Red Chief” (ML pg. 69) - identify language choices and explain how they contribute to meaning - identify language choices that create tone (humorous, mysterious, serious, etc.) -identify language choices that create style → significant words or phrases → figurative language (including idioms) → dialect → understatement →hyperbole → rhetorical questions - use text support - shared response/BCR - IR - Groups meet - share <p>VSC: 8.3.A.</p> | | |
| Word Study | <p>Analyzing Roots, Base Words, and Affixes</p> <ul style="list-style-type: none"> - WTW Lesson 8.5 - WTW Lesson 8.6 - WTW Lesson 8.7 | <p>Analyzing Roots, Base Words, and Affixes</p> <ul style="list-style-type: none"> - WTW Lesson 8.5 - WTW Lesson 8.6 - WTW Lesson 8.7 | <p>Analyzing Roots, Base Words, and Affixes</p> <p>* Teacher created/selected assessment</p> | Middle English Words ML Lesson # 16 | Middle English Words ML Lesson # 16 *Collect student product |
| Writers' Workshop | * Reading literature to inspire writing | | | | |

Fund for Educational Excellence: Scope and Sequence

| | Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 |
|--------------------------|---|---|--|---|---|
| Read Aloud | During RA, discuss literary elements, make connections that contribute to meaning.. | share questions and visualizations, and make inferences about the story. | | | |
| Readers' Workshop | <p>Analyzing Author's Use of Language</p> <ul style="list-style-type: none"> - use excerpts from previous text or begin reading "Raymond's Run" (ML pg. 32) - identify language choices and explain how they contribute to meaning - identify language choices that create tone (humorous, mysterious, serious, etc.) - identify language choices that create style <ul style="list-style-type: none"> → significant words or phrases → figurative language (including idioms) → dialect → understatement → hyperbole → rhetorical questions - use text support - shared response/BCR - IR - Groups meet - share <p>*Teacher created/selected assessment</p> <p>VSC: 8.3.A.</p> | <p>Plausibility</p> <ul style="list-style-type: none"> - use excerpts from previously read text or continue reading "Raymond's Run" (ML pg. 32) - are the events believable? - are the characters' actions believable? - is the conflict believable? - is the solution plausible? - is the characterization realistic? - what if the text continued: <ul style="list-style-type: none"> ○ questions and predictions about events ○ situations and conflicts that might occur - questions about the characters/events not fully developed - use text support - modeled response/BCR - IR - Groups meet - Share <p>VSC: 8.3.A.</p> | <p>Plausibility</p> <ul style="list-style-type: none"> - use excerpts from previously read text or continue reading "Raymond's Run" (ML pg. 32) - are the events believable? - are the characters' actions believable? - is the conflict believable? - is the solution plausible? - is the characterization realistic? - what if the text continued: <ul style="list-style-type: none"> ○ questions and predictions about events ○ situations and conflicts that might occur - questions about the characters/events not fully developed - use text support - modeled response/BCR - IR - Groups meet - Share <p>*Teacher created/selected assessment</p> <p>VSC: 8.3.A.</p> | | |
| Word Study | Modern English Words ML Lesson # 17 | Modern English Words ML Lesson # 17 *Collect Student Product | Middle and Modern English Words * Teacher created/selected assessment | Multiple Meaning Words ML Lesson # 24 | Multiple Meaning Words ML Lesson # 24 |
| Writers' Workshop | | | | | |