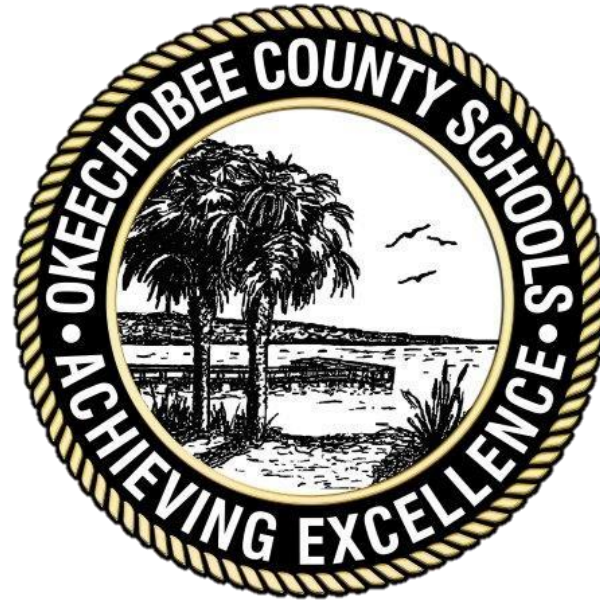


Grade 8 ELA Curriculum Map



2018 - 2019

Grade 8 ELA Curriculum Map

Quarter 1: “Culture and Belonging” Collection One

Quarter 1 Pacing Guide		Big Ideas - Guiding Questions
<i>Ongoing: The Call of the Wild (Suggested: The Pearl)</i> <i>As ready: Edmentum Standard Assessment Benchmarks</i> <i>When instructed: Edmentum Benchmark 1</i>		
August, Part 1	Edmentum Benchmark 1 (wait for window) ”The Powwow at the End of the World”	<ul style="list-style-type: none"> - What challenges do immigrants face in a new country? - How do authors use imagery to show their feelings? - What ideas must be included in a complete summary of the text? - What ideas should NOT be included in a summary of the text?
August, Part 2	”The Latehomecomer” ”What to Bring”	
September, Part 1	Writing Workshop (give this a specific week date/due date- <i>Interim Writing Assessment, part 3, PA</i>) ”My Favorite Chaperone”, mid-quarter	
September, Part 2	”My Favorite Chaperone” ”Bonne Annee”	
October, Part 1 (to 13th)	Optional Texts, Collection Performance Task, and End of Quarter	
Special notes and considerations:	End of collection performance tasks have been modified from those in the textbook. Please see your reading coach for further clarification.	

Novel - <i>The Call of the Wild</i> , Jack London	
Use as an anchor text, modeling skills and standards <ul style="list-style-type: none"> - Novel study guidelines: <ul style="list-style-type: none"> - Small group/stations - Students read independently (outside of modeled Read Aloud) - Activities should include short responses, discussion, and other standards-based activities - Check-in with teacher-led group discussions 	Correspondence to <u>RL 2.4</u> -Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>RL 1.3</u> -Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). <u>RL 1.1</u> -Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Required Assessments: Edmentum Benchmarks	Required District Writing Prompt: Informative Essay
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Mid-Quarter (before Progress Reports) - RL.2.4, RI.2.4, RL 1.1 End of Quarter - RI.1.2, RL.1.3, RI.1.1			From Achieve the Core District Prompt: 8th Grade Interim Writing Assessment #2 <i>Do not give this assessment until instructed to do so.</i> (2 days to assess)	
Text	Standard/Objective	Vocabulary/ Language Focus	Academic Vocabulary	Q1 Writing Focus: Informative Writing <i>*You will choose an option for teaching informative writing. You can teach using Option 1: Performance Assessment Booklet, or Option 2: Modified Collection Performance Task</i>
				(Optional) Independent Research: Have students research their particular culture, whether online, in books, or family interviews. Students put together a project (digital presentation, physical presentation, video, etc) reflecting their particular culture. Details and rubric would be teacher's choice.
"The Powwow at the End of the World" p. 75	RL 2.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Vocabulary: None Language: None	Contribute Shifting Immigrate Reaction Relocate	Performance Task: Speaking activity: Discussion on allusions pg 78
Museum Indians (Close Reading workbook pgs. 13-18)				
"The Latehomecomer" p. 53-66	RI 2.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Vocabulary: Using Latin Prefixes Language: Active and Passive Voice	Contribute Shifting Immigrate Reaction Relocate	Informative Writing Workshop Choose between the following options to teach a writing workshop on informational writing (required): Option 1: Performance Assessment Booklet, Unit Two. This option does not use texts from the collection. If choosing option 1, ignore the writing focus in the map from this point. Refer to what is in the Performance Assessment booklet. Note about writing using this option: <ul style="list-style-type: none"> The student writing models provided in the booklet do not contain proper citation, and should not be used as a good model of writing for students. For examples of informative writing at varying score points for 8th grade, please click the following link: FSA 8th Grade Informative Writing Samples

				<p>Option 2: This workshop is based off of page 79, and is a modified version of the Collection Performance Task. Students will learn the process of writing an informative essay based on the following texts:</p> <ol style="list-style-type: none"> 1. "My Favorite Chaperone" pg 3-26 2. "The Latehomecomer" pg 53-66 3. Teacher's choice: all texts in this collection can be utilized. Choose one more texts for students to pull evidence for their essay. * You may pull an excerpt from the text or optional texts ("A Place to Call Home," p. 41a). <p>Step #1: As students read the texts, have them <u>gather text evidence</u> surrounding the following question (to later be used in an essay).</p> <p>Focus/Prompt: Write a short expository essay on the best ways for people from other countries to adjust to living in the United States. <i>(Teachers may alter or focus this question as a collaborative team).</i></p>
What to Bring (Close Reading workbook pgs 9-12)				
<p>"My Favorite Chaperone" p. 3-26</p>	<p>RI 1.3-Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RL 1.1-Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Vocabulary: Context clues</p> <p>Language: Imperative Mood</p>	<p>Contribute Shifting Immigrate Reaction Relocate</p>	<p>Step #2 - Informative Writing Workshop</p> <p>Now that students have <u>read</u> all three texts and have gathered evidence, have students choose the evidence that best supports the prompt.</p> <p>Please click the link below to access detailed resources for this writing workshop:</p> <p>Click Here: Informative Writing Workshop Resource</p> <p>Other Resources:</p> <p>FSA Writing Rubric (Informative)</p>

<p>"Bonne Annee" p. 31-36</p>	<p>RI 1.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>Vocabulary: Using a glossary</p> <p>Language: Participles</p>	<p>Contribute Shifting Immigrate Reaction Relocate</p>	
<p>Optional Texts:</p> <ul style="list-style-type: none"> • "A Place to Call Home," p. 41a (RI 1.1) • Media Analysis- Documentary: "New Immigrants Tell Their Story" p.71a (RI 3.7, SL 1.2) • Golden Glass (Close Reading workbook pgs 3-8) (RL 1.3, RL 1.1) 				

Grade 8 ELA Curriculum Map

Quarter 2A: “The Thrill of Horror” Collection Two

Quarter 2 Pacing Guide		Big Ideas - Guiding Questions
As ready: Edmentum Standard Assessment Benchmarks When instructed: Edmentum Benchmark 2		
October, Part 2 (15th to 31st)	“What is the Horror Genre?” “The Outsider” “The Tell-Tale Heart”	What is the Horror Genre? What is fear?
November, Part 1	“Scary Tales” “The Monkey’s Paw”	How do differences in the points of view of the characters and the audience or reader create effects like suspense or humor?
November, Part 2	“Frankenstein” <i>Mid-quarter</i> “The Monkey’s Paw: Media Analysis”	How do I determine the central idea or theme of a text? How do I trace the development of the idea/theme and its relationship to supporting ideas over the course of the text?
December, Part 1	From <i>Narrative of the Life of Frederick Douglass an American Slave</i> My Friend Douglass From <i>Harriet Tubman Conductor on the Underground Railroad</i> Collection Performance Task, and End of Quarter Assessment	How do particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision?
December, Part 2	“The Drummer Boy of Shiloh” A Mystery of Heroism <i>O Captain, My Captain!</i>	How does the film stay true to or depart from the original text? Why might the author make these changes? How do certain words or phrases impact the overall meaning of the text?
Special notes and considerations:	End of collection performance tasks have been modified from those in the textbook. Please see your reading coach for further clarification.	How does the structure of a specific paragraph in a text, including particular sentences, develop and refine a key concept?

Novel - Chasing Lincoln’s Killer (optional)	
Use as an anchor text, modeling skills and standards - Novel study guidelines: <ul style="list-style-type: none"> - Small group/stations - Students read independently (outside of modeled Read Aloud) - Activities should include short responses, discussion, and other standards-based activities - Check-in with teacher-led group discussions - Resource Guide - Scholastic 	Correspondence to <u>RI 1.2</u> - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. <u>RI 2.6</u> - Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Required Assessments: Mid-Quarter (before Progress Reports) - RI.2.6, RL.2.6, RL.3.9			Required Performance Task:	
Text	Standard/Objective	Vocabulary / Language Focus	Academic Vocabulary	Q 2 Writing Focus Argumentative Writing *You will choose an option for teaching argumentative writing. You can teach using Option 1: Performance Assessment Booklet, or Option 2: Modified Collection Performance Task
“What is the Horror Genre?” p. 125a	RI 1.2-Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Vocabulary: Using Suffixes Language: Commas	Convention Predict Psychology Summary Technique	Performance Task (Optional): Speaking Activity: Discussion pg 130
The Outsider (Close Reading workbook pgs 21-30)				
“The Tell-Tale Heart,” p. 89-94	RL 2.6-Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. RL 1.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Vocabulary: Using a Thesaurus Language: Using Dashes	Convention Predict Psychology Summary Technique	Argumentative Writing Workshop Choose between the following options to teach a writing workshop on argumentative writing (required): Option 1: Performance Assessment Booklet, Unit One This option does not use texts from the collection. If choosing option 1, ignore the writing focus in the map from this point. Refer to what is in the Performance Assessment booklet. Note about writing using this option: <ul style="list-style-type: none"> The student writing models provided in the booklet do not contain proper citation, and should not be used as a good model of writing for students. For examples of argumentative writing at varying score points for 8th grade, please click the link: FSA Argumentative Writing Samplers Option 2: This workshop is based off of page 133, and is a modified version of the Collection Performance Task. Students will learn the process of writing an argumentative essay based on the following texts: Step #1: As students read the following texts, have them <u>gather text evidence</u> surrounding the following question (to later be used in an essay). <ol style="list-style-type: none"> “Tell Tale Heart” pg 89-94 Teacher’s Choice of text(s) found here: HRW FYI Articles Focus/Prompt: Is a classic of the horror genre like, “The Tell-Tale Heart,” appropriate for your age group to read? <i>(Teachers may alter or focus this question as a collaborative team).</i>

<p>“Scary Tales,” p. 99</p>	<p>RI 2.6- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Vocabulary: None</p> <p>Language: Subject-Verb Agreement</p>	<p>Convention Predict Psychology Summary Technique</p>	<p>Step #2 - Argumentative Writing Workshop</p> <p>After students have <u>read</u> and annotated the texts and <i>gathered evidence</i>, have students choose the evidence that best supports the prompt.</p> <p>Please click the link below to access detailed resources for this writing workshop:</p> <p>Click below: Argumentative Writing Workshop Guide/Resources</p> <p>FSA ELA Argumentative Writing Samplers: Argumentative Writing Samplers</p>
<p>“The Monkey’s Paw,” p. 105 (RL.1.2)</p>	<p>RL 1.2- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL 3.9- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>Vocabulary: Using Latin Roots</p> <p>Language: Subjunctive Mood</p>	<p>Convention Predict Psychology Summary Technique</p>	<p>Performance Task (Optional): Writing Activity: Report pg 118</p>
<p>Frankenstein (Close Reading workbook pgs 31-34)</p>				
<p>“The Monkey’s Paw: Media Analysis,” p. 121a</p>	<p>RL 3.7-Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the</p>	<p>Vocabulary: None</p> <p>Language: None</p>	<p>Convention Predict Psychology Summary Technique</p>	<p>Performance Task: Media Activity: Storyboard pg 124</p>

	<p>choices made by the director or actors.</p> <p>SL 1.2- 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.</p>			
<p>Optional Texts:</p> <ul style="list-style-type: none"> • Man Made Monster (Close Reading workbook pgs 35-40) 				

Grade 8 ELA Curriculum Map
Quarter 2B: “The Move Towards Freedom” Collection Three

Required Assessments: End of Quarter (before progress reports) - RI.1.3, RI.2.5, RL.3.7			Required District Writing Prompt: Argumentative Essay <i>From Achieve the Core</i> District Prompt: 8th Grade Interim Writing Assessment #1 <i>Do not give this assessment until instructed to do so.</i> (2 days to assess)	
Text	Standard/Objective	Vocabulary/ Language Focus	Academic Vocabulary	Writing Focus Argumentative Cont.
From <i>Narrative of the Life of Frederick Douglass an American Slave</i> , p. 143	RI 2.6- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Vocabulary: Using context clues Language:	Access Civil Demonstrate Document Symbolize	Performance Task (Optional): Writing Activity: Literary Analysis pg 149
My Friend Douglass (Close Reading workbook pgs 43-47)				
From <i>Harriet Tubman Conductor on the Underground Railroad</i> , p. 151	RI 1.3-Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI 2.5-Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Vocabulary: Use word relationships Language: Conditional Mood	Access Civil Demonstrate Document Symbolize	Performance Task (Optional): Speaking Activity: Speech pg 164

“The Drummer Boy of Shiloh,” p. 167	RL 2.4 (mood)- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Vocabulary: Interpret figures of speech Language: Indicative Mood	Access Civil Demonstrate Document Symbolize	Performance Task (Optional): Respond by Speaking pg 174
A Mystery of Heroism (Close Reading workbook pgs 49-61)				
O Captain, My Captain! p. 199	RL 2.4 (irony)- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RL 2.5- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Vocabulary: None Language: None	Access Civil Demonstrate Document Symbolize	Performance Task (Optional): Speaking Activity: Choral Reading pg 202
Optional Texts: <ul style="list-style-type: none"> From <i>Bloody Times: The Funeral of Abraham Lincoln and The Manhunt for Jefferson Davis</i>, p. 177 Civil War Journal (Close Reading workbook pgs) 				

Grade 8 ELA Curriculum Map

Quarter 3 (continuing into Quarter 4): “Approaching Adulthood” Collection Four

Quarter 3 Pacing Guide		Big Ideas - Guiding Questions
As ready: Edmentum Standard Assessment Benchmarks When instructed: Edmentum Benchmark 3		
January, Part 1	Diagnostic “Marigolds” The Whistle	<p>How does a writer organize and present an argument in a text?</p> <p>How can you trace the development of a writer’s argument and specific claims?</p> <p>How can a reader effectively evaluate a writer’s argument for sound reasoning and sufficient evidence?</p> <p>How does the author establish point of view within the text? How does the author address other viewpoints and acknowledge them?</p> <p>How do I determine the theme of a text?</p> <p>How do I trace the development of the idea/theme and its relationship to supporting ideas over the course of the text?</p> <p>How do particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision?</p>
January, Part 2	Performance Task: Writing Activity: Essay pg 226 “Hanging Fire Teenagers” Poems About Growing Up	
February, Part 1	Arguments from “Room for Debate” in the New York Times, “When Do Kids Become Adults?” Much Too Young to Work So Hard Mid-quarter	
February, Part 2	Articles: “Is Sixteen Too Young to Drive a Car Fatal Car Crashes Drop for 16 Year Olds and Rise for Older Teens”	
March, Part 1 (to 15th)	Media: Public Service Announcements: “Your Phone Can Wait & Poster: Driving Distracted” Collection Performance Task End of Quarter	
Special Notes and Considerations:	End of collection performance tasks have been modified from those in the textbook. Please see your reading coach for further clarification.	

Novel - Continue Chasing Lincoln’s Killer (optional) *Possibly start Night	
Use as an anchor text, modeling skills and standards <ul style="list-style-type: none"> - Novel study guidelines: - Small group/stations - Students read independently (outside of modeled Read Aloud) - Activities should include short responses, discussion, and other 	Correspondence to RI 1.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI 2.6 - Determine an author’s point of view or purpose in a text and analyze

standards-based activities - Check-in with teacher-led group discussions	how the author acknowledges and responds to conflicting evidence or viewpoints.
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Required Assessments: Mid-Quarter - RL.1.2, RI.3.8 (If there) End of Quarter - RI.3.8, RI.3.9, RI.3.7			Required Performance Task:	
Text	Standard/Objective	Vocabulary / Language Focus	Academic Vocabulary	Writing Focus Informative & Argumentative Practice
“Marigolds,” p. 213	RL 1.2- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL 1.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 8L.3.4B- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	Vocabulary: Language:	Debate Deduce License Sufficient Trend	Performance Task: Writing Activity: Essay pg 226
The Whistle (Close Reading workbook pgs 71-77)				
Poems:	RL 1.2- Determine a theme or	Vocabulary:	Debate	Performance Task (Optional): Writing Activity: Comparison pg

<p>“Hanging Fire Teenagers,” p. 229</p>	<p>central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL 2.4- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL 1.1-Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Language:</p>	<p>Deduce License Sufficient Trend</p>	<p>233</p>
<p>Poems About Growing Up (Close Reading workbook pgs 79-82)</p>				
<p>Arguments from “Room for Debate” in the New York Times, “When Do Kids Become Adults?” p. 247</p>	<p>RI.3.8- 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.</p> <ul style="list-style-type: none"> - supporting RI.2.6- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 	<p>Vocabulary:</p> <p>Language:</p>	<p>Debate Deduce License Sufficient Trend</p>	<p>Performance Task: Speaking Activity: Debate pg 244</p>
<p>Much Too Young to Work So Hard (Close Reading workbook pgs 83-88)</p>				
<p>Articles:</p>	<p>RI 1.2-Determine a central idea of a text and analyze its</p>	<p>Vocabulary:</p>	<p>Debate Deduce</p>	<p>Performance Task: Writing Activity: Opinion pg 260</p>

<p>“Is Sixteen Too Young to Drive a Car Fatal Car Crashes Drop for 16 Year Olds and Rise for Older Teens,” p. 247</p>	<p>development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI 1.3-Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI 3.9* (P. 259)- 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.</p>	<p>Language:</p>	<p>License Sufficient Trend</p>	
<p>Media: Public Service Announcements: “Your Phone Can Wait & Poster: Driving Distracted,” p. 263</p>	<p>RI 3.7-Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. SL.1.2- 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.W3.7- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. with SL2.5- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>Vocabulary: Language:</p>	<p>Debate Deduce License Sufficient Trend</p>	<p>Performance Task: Media Activity: Public Service Announcement pg 268</p>

Grade 8 ELA Curriculum Map

Quarter 4: “Anne Frank’s Legacy” Collection Five

Quarter 4 Pacing Guide		Big Ideas - Guiding Questions
As ready: Edmentum Standard Assessment Benchmarks When instructed: Edmentum Benchmark 4		
March, Part 2 (15th to 23rd)	The Diary of Anne Frank Act I, Scenes 1 and 2 Drama: <i>The Diary of Anne Frank</i> , p.279 *Continue on page 292 for Scene 3	<p>How does an author make connections between people, ideas, and events throughout a text?</p> <p>How do specific word choices impact meaning and tone in a text?</p> <p>How does an author establish a point of view?</p> <p>How does an author acknowledge and respond to conflicting evidence or viewpoints?</p> <p>How do differing structures in texts contribute to contribute to the meaning and style of each piece?</p> <p>How does the film stay true to or depart from the original text? Why might the author make these changes?</p> <p>How do certain words or phrases impact the overall meaning of the text?</p> <p>How does the structure of a specific paragraph in a text, including particular sentences, develop and refine a key concept?</p> <p>How do particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision?</p>
April, Part 1	(Continued) Drama: <i>The Diary of Anne Frank</i> , p.279 *Continue on page 292 for Scene 3 Diary by Anne Frank, <i>The Diary of a Young Girl</i> , p.355	
April, Part 2	Speech by Elie Wiesel, “After Auschwitz,” <i>Mid-quarter</i>	
May	FSA CCE NOVEL STUDY	
Special notes and considerations:	End of collection performance tasks have been modified from those in the textbook. Please see your reading coach for further clarification.	

Novel - Night by Elie Wiesel	
Use as an anchor text, modeling skills and standards - Novel study guidelines:	Correspondence to RI.1.3 Analyze how a text makes connections among and distinctions between

<ul style="list-style-type: none"> - Small group/stations - Students read independently (outside of modeled Read Aloud) - Activities should include short responses, discussion, and other standards-based activities - Check-in with teacher-led group discussions 	<p>individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions</p> <p>RI.2.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
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Required Assessments: FSA assessments, EOC Exams			Required Performance Task:	
Text	Standard/Objective	Vocabulary/ Language Focus	Academic Vocabulary	Writing Focus Reviewing for FSA Essay Writing <ul style="list-style-type: none"> - Argumentative Writing Workshop Guide/Resources - Argumentative Writing Samplers - FSA Writing Rubric (Informative) - Click Here: Informative Writing Workshop Resource
The Diary of Anne Frank Act I, Scenes 1 and 2 (Close Reading workbook pgs 91-108)				
Drama: <i>The Diary of Anne Frank</i> , p.279 <u><i>*Continue on page 292 for Scene 3</i></u>	RL 1.3- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.2.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style	Connotation and Denotation	Communicate Draft Liberation Philosophy Publish	Performance Task: Writing Activity: Character Sketch pg 354
Diary by Anne Frank, <i>The Diary of a Young</i>	RI.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Latin Suffixes Use Ellipses	Communicate Draft Liberation Philosophy Publish	Performance Task (Optional): Speaking Activity: Performance pg 367

<i>Girl</i> , p.355	RI.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.2.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.			
Speech by Elie Wiesel , " After Auschwitz ," p.379	RI.2.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions		Communicate Draft Liberation Philosophy Publish	Performance Task: Speaking Activity: Discussion pg 384
Optional Texts: <ul style="list-style-type: none"> • Literary Criticism: from <i>Anne Frank: The Book, The Life, The Afterlife</i>, p. 369 (RI.2.6, RI.2.4) • Poem "There but for the Grace," p. 385 (RL.2.4) 				