



Eighth Grade ELA CCGPS Frameworks - Unit 1

Framework Title: Ever-changing Adolescent Identities
Informational reading focus

Grade Level: 8th Grade

Course: ELA

Approximate Duration: 6 weeks (This is only the first 3 weeks of the unit.)

Overview of the unit

As an adolescent, you may feel like you are the only person experiencing changes in your life. Be assured, you are not alone. Many authors and poets have explored the issue of ever-changing adolescent identities as they made this transition in their own lives. In this unit, you will read several accounts to gain a better understanding of what others experienced as they faced the issues that you may face.

During the first three weeks, target lessons will establish the expectations for annotating text, close reading, writing proficiently, and discussing collaboratively. As the unit progresses, students work on citing textual evidence that reveals theme, central ideas, characters' actions, motives, and traces the development throughout a text.

Learning targets

1. I can provide textual evidence for literary and informational texts that support analysis of what a text says explicitly and implicitly. (ELACC8RL1 and ELAC87RI1)
2. I can determine a theme for a literary text and central idea for an informative text and analyze its development over the course of the text. (ELACC8RL2 and ELACC8RI2)
3. I can provide an objective summary of a text. (ELACC8RL2 and ELACC8RI2)
4. I can write an argument supporting claims with reasons and relevant evidence. (ELACC8W1)
5. I can write an informative/explanatory text that examines a topic by conveying accurate ideas, concepts, and/or information. (ELACC8W2)

Summative (Performance-based) Assessment

Describe the assessment for determining if the unit standards are met.



1. After reading a selected (short text) and a selected (extended text section), write a multi-paragraph extended response that compares the main character/protagonist in the (short text) to the main character/protagonist in the (extended text). Be sure to support your comparison with evidence from the texts. (ELACC8RL1)
2. After reading (selected text), write an essay that addresses the (text specific question) and analyzes the theme/central idea and provide examples to clarify your analysis. (ELACC8RL2) (ELACC8RW1)
3. After reading (insert texts), write an essay that argues your position on _____. Support your position with evidence from the texts. Be sure to acknowledge counterclaims. Give examples to illustrate and clarify your position. (ELACC8RW2)
4. To assist with preparation for GMSWT: *There are many expectations placed on today's teens. Many of these expectations seem unfair and/or biased. Think about expectations your parents have for you. Write a letter to convince your parents/guardians that they are expecting too much of you. Support your position with specific reasons and details. (You are encouraged to use evidence from the texts read)* (ELACC9RW1)

Skill Building Instructional Tasks

Lesson 1

Lesson Overview:

This lesson serves as a general introduction and overview to the first unit and the overarching focus of “the Ever-Changing Adolescent Identity.” Students also receive background information about the chosen extended text. Two poem types are offered as options: “I Am” or “Where Am I From.” While neither poem activity is text-dependent, they do lay the groundwork for students to develop their future understanding of the theme and characters of the extended text and the unit focus. As this is one of the first activities in the beginning of the school year, sharing the poems also serves as an effective “getting to know you” activity.

Standards:

ELACC8RL2 & ELACC8RI2: Determine a theme or central idea of a text and analyze its development over the course of the text.

ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Learning Targets:

- I can develop a general understanding of the background and unit focus of the extended text. (ELACC8RL2& ELACC8RI2)



- I can be able to list similarities and differences between a memoir and an autobiography.(ELACC8RI5)
- I can produce a piece of writing which establishes a text-to-self connection to the unit focus/extended text. (ELACC8RI10)

Instruction:

1. Activator: The students will respond in a Quick Write: “Do you think that how you view yourself is the same as or different than how you think *others* view you?” Explain why or why not.

2. The teacher will lead the students through a guided discussion of the Unit 1 Introduction Prezi. (<http://prezi.com/leijndoxyzfct/bad-boy-intro-8th-grade-ccgps-ela-intro/>.) Memoirs and autobiographies are compared and contrasted. Embedded within the Prezi is a YouTube video of a *Bad Boy* book trailer, in which author Walter Dean Myers discusses the identity conflict he faced as an adolescent. Also embedded is the short “Where Am I From?” YouTube video, which prompts students to consider how they define their own identities and how that might change. The teacher will engage students in conversations about how their “internal” identities (how they view themselves) might be different than their “external” identities (how they think others view them). Teachers may choose to have their students complete either the “I Am” poem or the “Where I am From” poem activity.

3. The teacher will pass out and explain either the “I Am” poem or the “Where I am From?” poem guidelines. (see Appendix A or B) Students will have time to begin composing their poems.

4. Closure: Author's Chair –The students will have an opportunity to share progress on their poems. The teacher and classmates will give Glow (what students did well) and Grow (constructive criticism for improvement) feedback based on the rubric.

Formative assessments:

- teacher observation of the students’ participation during whole-class discussion and Author’s Chair
- rubric-based assessment of the “I Am” poem

Differentiation:

Provide print-outs of the Prezi for students



Lesson Resources

Texts (Extended/Short)

- *Bad Boy* (or chosen extended text)

Technology

- projector
- SmartBoard/screen/etc.
- computer
- YouTube clips
- Unit 1 Introduction Prezi: <http://prezi.com/lejndoxyzfct/bad-boy-intro-8th-grade-ccgps-ela-intro/>

Student materials

- “I Am” poem guidelines and rubric (Appendix A) or “Where I Am From” poem guidelines (Appendix B)
- writing utensils
- paper
- The “I Am” poem and “Where I am From” poem guidelines (Appendix B) can also be used as formative assessments for character analysis. Instead of asking students to write about themselves, have students write the poems from a certain character’s point of view. Their poems should include textual evidence that supports accurate information about the character.

Lesson 2

Lesson Overview: The goal of this three to four day exemplar is to give students the opportunity to explore the point of view of a man who survived slavery. By reading and rereading the passage closely, combined with classroom discussion about the work, students will explore the various beliefs and points of view Douglass experienced as he became increasingly aware of the unfairness of his life. Students will need to consider the emotional context of words and how diction (word choice) affects an author’s message. When combined with writing about the passage and teacher feedback, students will form a deeper understanding of how slavery affected those involved. As the lesson unfolds, students will be engaged in all aspects of a close read, including text based questions.

Actual Lesson from Achieve the Core

(http://www.achievethecore.org/index.php/download_file/275/219/)

Frederick Douglass, *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*



http://miblsi.cenmi.org/LinkClick.aspx?fileticket=TJ-uWZSW_AU%3D&tabid=2282

Standards:

ELACCRL1/ELACCR11: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACCRL2: 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.

ELACC8RL4/ELACCR14: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Learning Targets:

- I can apply concepts of a close read to a selected text. (ELACCRL1/ELACCR11)

Instruction:

Session 1 – Teacher Modeling

Teacher Reference: http://www.achievethecore.org/index.php/download_file/275/219/

1. Teacher introduces the day's passage (first paragraph) with minimal commentary and students read it independently.
2. Students are given a few moments to reflect and summarize what they have read (in writing).
3. After instructing students to pay close attention to details that they may have initially missed, teacher or a skillful reader then reads the first paragraph of the passage out loud to the class as students follow along in the text.
4. Teacher passes out the first set of text-dependent questions (for first paragraph only).
5. Teacher guides the class through discussion of the first set of text-dependent questions and explains expectations for targeted tasks about the passage (answers in the form of notes, annotations to the text, or more formal responses as appropriate).
6. Teacher provides student/teacher exemplars of #5 for student reference.
7. Teacher then guides students as they write an analysis of the first paragraph of Douglass's text.



Session 2 – Student Partner

1. Teacher introduces the day's passage (second paragraph) with minimal commentary and students read it independently.
2. Students are given a few moments to reflect and summarize what they have read (in writing).
3. After instructing students to pay close attention to details that they may have initially missed, teacher or a skillful reader then reads the second paragraph of the passage out loud to the class as students follow along in the text.
4. Teacher passes out the second set of text-dependent questions (for second paragraph only).
5. Teacher asks the class to discuss the second set of text-dependent questions and perform targeted tasks about the passage with answers in the form of notes, annotations to the text, or more formal responses as appropriate.
6. Teacher then instructs students to write an analysis of the second paragraph of Douglass' text.

Session 3 – Independent Attempt

1. Teacher introduces the day's passage (third paragraph) with minimal commentary and students read it independently.
2. Students are given a few moments to reflect and summarize what they have read (in writing).
3. After instructing students to pay close attention to details that they may have initially missed, teacher or a skillful reader then reads the first paragraph of the passage out loud to the class as students follow along in the text.
4. Teacher passes out the third set of text-dependent questions (for third paragraph only).
5. Teacher asks the class to discuss the third set of text-dependent questions and perform targeted tasks about the passage with answers in the form of notes, annotations to the text, or more formal responses as appropriate.
6. Teacher then instructs students to write an analysis of the third paragraph of Douglass's text



Formative Assessment:

Teacher will create and assign a culminating writing assignment that asks students to synthesize the entire reading.

(Suggested Task)

This question requires students to look at diction and connotation, i.e. how do words "feel." Students may have a variety of answers, but as long as they are correctly labeling some words as contributing to particular emotions, they are correct. A few examples are included below to give the teacher an idea of the possible groupings. If students are struggling, teachers may wish to choose one of the following words to use as a model. Teachers may also wish to have students write strong words or phrases on pieces of construction paper and then group them into emotion "families" together as a class. However, teachers should avoid giving students too many of the words from Douglass or from labeling all possible emotions. Students should be allowed to interact with the text on their own.

- happy: kindly; better off; gratitude; affection; dear little fellows;
- frustrated: have not I as good a right; wretched; horrible pit; it pressed upon me
- sad: console; bear heavily upon my heart, died away; painful; discontentment
- passionate: unabated interest
- angry: abhor; detest; robbers; loathed; meanest, most wicked;
- hurt: torment; sting; writhed; agony; unutterable anguish; agony; tormented; torment me
- jealous: envied my fellow slaves; wished myself a beast; meanest reptile
- hopeful: silver trump of freedom; it smiled in every calm

This is a complex task, but students have ample experience with understanding and labeling emotions in real life. With the scaffolding of the previous questions, students should be able to identify one of two possible patterns:

A. He feels negative when considering his own slavery; however, the thought of freedom brings calm and the image of the "silver trump."

B. As a child, he has this hopeful feeling with gratitude and affection; however, as he got older, the feelings turned more negative with despair and depression being more prominent.

Students can then use their research and their identification of patterns to help them answer the following prompt:



Student Prompt: How do Douglass's feelings change over the course of this text? What is Douglass trying to show about how slavery makes people feel? Write a paragraph in which you show how his feelings change and what you believe he is trying to show the reader

Differentiation:

Alternate Assignment:

An alternate assignment for students with more experience might include asking them to write about where in the text they see evidence that Douglass is consciously crafting his narrative to present a particular point of view. Students should choose passages they feel present evidence of intentional crafting in word choice.

Lesson Resources:

Texts (Extended/Short)

- Actual Lesson from Achieve the Core (http://www.achievethecore.org/index.php/download_file/275/219/)
- "Frederick Douglass, *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*" (http://miblsi.cenmi.org/LinkClick.aspx?fileticket=TJ-uWZSW_AU%3D&tabid=2282)

Technology

- Smart Board/Promethean Board/LCD Projector

Student materials

- Close read handout ("Frederick Douglass, *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*")

Lesson 3: Annotation Lesson

Lesson Overview: Students learn about the purposes and techniques of annotation by examining text closely and critically. They study sample annotations and identify the purposes annotation can serve. Students then practice annotation through a careful reading of a story excerpt, using specific guidelines and writing as many annotations as possible. Students then work in pairs to peer review their annotations, practice using footnotes and PowerPoint to present annotations, and reflect on how creating annotations help build deeper understanding

Lesson Links:

- ReadWriteThink: Annotation Lesson (<http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html>)



- “Eleven” excerpt from House on Mango Street by Sandra Cisneros (http://mcgrawlibrary.weebly.com/uploads/1/7/8/4/17841249/eleven_-_sandra_cisneros_-_narrative_example.pdf)
- Optional print-out materials and sample PowerPoint (All of these materials are available at <http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html?tab=3#tabs>)

Standards:

ELACCRL1/ELACCRI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RL4/ELACCRI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Learning Targets:

- I can examine and analyze text closely, critically, and carefully. (ELACCRL1/ELACCRI1)
- I can make personal, meaningful connections with text. (ELACCRL1/ELACCRI1) I can clearly communicate their ideas about a piece of text through writing, revision, and publication. (ELACC8RL4/ELACC8RI4)

Session 1

1. Begin the session by asking students if they are familiar with the word *annotation*. Point out the words *note* and *notation* as clues to the word's meaning. If students know the word, proceed with the next step. If students are unfamiliar, ask them to determine what the word means by seeing what the texts you pass out in the next step have in common.
2. Pass out a variety of sample texts that use annotations. If you are using Google Books, direct students to texts online to have them examine the annotations that are used.
3. Have the students skim the texts and carefully examine the annotations. Encourage students to begin to see the variety of ways that an editor of a text uses annotations.
4. Working with a small group of their peers, students should create a list that shows what effective annotations might do.



5. Once the small groups have created their lists, share these out in a whole group discussion, creating a list that shows all the ways a reader of a text can annotate that text. This list can be used as a rubric for evaluating/responding to student annotations later in the lesson. Students typically point out how annotations:

- a. give definitions to difficult and unfamiliar words.
- b. give background information, especially explaining customs, traditions, and ways of living that may be unfamiliar to the reader.
- c. help explain what is going on in the text.
- d. make connections to other texts.
- e. point out the use of literary techniques and how they add meaning to the text.
- f. can use humor (or other styles that might be quite different from the main text).
- g. reveal that the writer of these annotations knows his or her reader well.

6. The process of generating this list should move into a discussion about where these annotations came from, who wrote them and why. Guide students to think about the person who wrote these ideas, who looked at the text and did more than just read it, and who made a *connection* with the text. It is important here that students begin to realize that their understanding of what they have read comes from their interaction with what is on the page. You may wish to jumpstart the conversation by telling students about connections you make with watching films, as students may be more aware of doing so themselves.

7. Discuss ways that a text can affect readers and ways these effects can cause readers to connect with texts. Feel free to include visual texts in the conversation. Students begin to talk about how stories that they read can:

- a. touch them emotionally, making them feel happiness as well as sadness.
- b. remind them of childhood experiences.
- c. teach them something new.
- d. change their perspective on an issue.
- e. help them see how they can better relate to others around them.
- f. help them see the world through someone else's experiences.
- g. point out that these effects are also valid ideas for annotation and add them to the list from earlier in the session.

8. Before beginning the next lesson, create your Annotation Guide reflecting the different functions of annotation the class discussed today (or use the [Sample Annotation Guide](#)).



Session 2

1. Pass out "Eleven" by Sandra Cisneros or any other text appropriate for your students and this activity.
2. Read and discuss the story as needed, but resist spending too much time with the story since the goal of annotation is to get the *students* to connect with the text in their own ways.
3. Pass out the [Sample Annotation Guide](#) or the one the class created and review the various ideas that were generated during the previous session, helping students to begin to think of the various ways that they can begin to connect to the story "Eleven."
4. Pass out the [Annotation Sheet](#) and ask the students to choose a particularly memorable section of the story, a section large enough to fill up the lines given to them on the [Annotation Sheet](#). (NOTE: While you could have the students create annotations in the margins of the entire text, isolating a small portion of the text will make the students' first attempt at annotations less daunting and more manageable. You can also use ReadWriteThink interactives [Literary Graffiti](#) or [Webbing Tool](#) at this point in the instructional process, replacing or supplementing the [Annotation Sheet](#) handout.)
5. Share with students the [Student Sample Annotations from "Eleven"](#) and use the opportunity to review the various purposes of annotating and preview directions for the activity.
6. Pass out the colored pencils. Make sure that students can each use a variety of colors in their annotating. Sharing pencils among members of a small group works best.
7. Have the students find a word, phrase, or sentence on their [Annotation Sheet](#) that is meaningful or significant to them. Have them lightly color over that word, phrase, or sentence with one of their colored pencils.
8. Students should then draw a line out toward the margin from what they just highlighted on their [Annotation Sheet](#).
9. Now students annotate their selected text. Using the [Sample Annotation Guide](#), students should write an annotation for the highlighted text. They can talk about how they feel or discuss what images come to mind or share experiences that they have had. Any connection with that part of the text should be encouraged at this entry-level stage.



10. Repeat this process several times. Encourage students to use a variety of annotations from the [Sample Annotation Guide](#). But, most importantly, encourage them to make as many annotations as possible.

11. At this point, make sure that students reflect on this process. Ask them to write briefly in response to these questions:

- What did they get out of writing annotations?
- What did they learn about the text that they didn't see before?
- How might this make them better readers?

12. Students should take the time to share these reflections with each other and with the whole class. Collect responses to evaluate levels of engagement and to find any questions or concerns you may need to address.

Session 3

1. Return annotations from the previous session and address any questions or concerns.

2. Explain that, working in pairs, the students will examine each other's annotations and look for ideas that have the potential for further development and revision.

3. Distribute copies the [Annotation Peer Review Guide](#) and explain how it will help them work together to select the best ideas that they have presented in their annotations. Peer review partners should label each annotation, comment on it, and look for several annotations that would benefit from revision and continued thinking.

4. Have each pair narrow down their ideas to the four or five most significant annotations per student.

5. Once this is done, give the students time to start revising and developing their ideas. Encourage them to elaborate on their ideas by explaining connections more fully, doing basic research to answer questions or find necessary information, or providing whatever other development would be appropriate.

6. Circulate the room to look at what the students have chosen so that you can guide them with their development and writing. If you see the need to offer more guiding feedback, collecting the annotation revisions during this process may be helpful.



Session 4

1. Once students have revised and developed a few of their annotations on their own, students should begin work toward a final draft.
2. Have the students use a peer review process adapted from the work of Joseph Tsujimoto:
 - a. The students exchange their revised annotations.
 - b. They write three comments on the set of annotations in response to the following questions:
 - What is one thing that I really liked in this set of annotations?
 - What is one thing that I found confusing and in need of more explanation, etc.?
 - If this were my set of annotations, what is one thing that I would change?
3. Encourage students to rely heavily on the [Sample Annotation Guide](#) and the [Annotation Peer Review Guide](#) to make these comments during the peer review process. They should be looking to see that there are a variety of annotations and that the annotations dig deeper than just surface comments (e.g., definitions) and move toward meaningful personal connections and even literary analysis.
4. This work will have brought a students to the point at which they can create a final draft of their personal responses. Getting students to the point of revision and publication will add another level of authenticity to the student's work. Suggested formats for publication include:
 - a. Take the original format of the annotation sheet and have the students type their work using colored text.
 - b. Teach the students how to footnote, and then have them use this footnoting technique for the final draft of their annotations. See the [Sample Student Brainstorming for Annotation](#) and [Sample Revised and Published Annotations Using Footnotes](#) on *The Great Gatsby*. If using Microsoft Word, visit the resource [Insert a Footnote or Endnote](#) for information on how to use this feature in Word.
 - c. Create a PowerPoint in which the first slide is the original text. The phrases are then highlighted in different colors and hyperlinked to other slides in the presentation which contain the annotations. See the [Sample Annotation PowerPoint](#) on *The Pearl*, and visit [PowerPoint in the Classroom](#) for tutorials on how to make the best use of PowerPoint functions.
5. As a final step, have the students reflect on the process of creating these annotations.
 - a. What did they learn by doing this activity?
 - b. How did these annotations change their perspective on the text?



- c. In what ways did their thinking change as they worked through the drafting, rewriting, and revising of their annotations?

6. Make sure that students are given time to share these reflections with each other and with the whole class.

Formative Assessment:

Review and comment on student reflections after each step of the annotation drafting and revision process.

If you use this lesson as an introduction to the idea of annotation, the focus of the assessment should be on the variety of annotations a student makes. Even so, teachers should be able to observe if students were able to move beyond surface connections (defining words, summarizing the story, and so forth) to deeper connections with the text (personal feelings, relating events to past experiences, and so forth). Use an adaptation of the [Annotation Peer Review Guide](#) in this process.

For those who take this lesson to its completion by having students generate a final published draft, the focus should move from just looking for a variety of annotations to focusing on the quality of the annotations. By working through the writing process with these annotations, students should be able to comment meaningfully beyond what they began with in their “rough draft.” This should be most evident in the reflections students write in response to the process of creating annotations. Again, a modified version of the [Annotation Peer Review Guide](#) would be suitable for this evaluative purpose

Differentiation:

Extensions:

1. Once students are comfortable with annotating small sections of text, there are a number of ways that annotations can be used in the classroom. They could, for example:

- annotate a whole text, using the margins for annotating
- use sticky notes in textbooks or novels as a way to annotate larger works
- use annotations as part of a formal essay to provide personal comments to supplement the analysis they have written.

2. The following “ReadWriteThink” lessons could also be used as extensions:

(<http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html?tab=4#session1>)



- Assessing Cultural Relevance: Exploring Personal Connections to a Text
- Graffiti Wall: Discussing and Responding to Literature Using Graphics
- In Literature, Interpretation Is the Thing
- Literary Scrapbooks Online: An Electronic Reader-Response Project
- Reader Response in Hypertext: Making Personal Connections to Literature
- Creative Outlining—From Free writing to Formalizing
- Or you may find some of the YouTube videos helpful:
http://www.youtube.com/results?search_query=anotating+text or
Teaching channel videos and lessons:
<https://www.teachingchannel.org/search?utf8=%E2%9C%93&q=annotating+text&commit=Search>

Lesson Resources:

Texts (Extended/Short)

- ReadWriteThink Annotation Lesson (<http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html>)
- Copies of “*Eleven*” by Sandra Cisneros or other text appropriate for the activities in this lesson(http://mcgrawlibrary.weebly.com/uploads/1/7/8/4/17841249/eleven_-_sandra_cisneros_-_narrative_example.pdf)

Technology

- Projector, Smart Board, iPads, etc
- Literary Graffiti – optional (<http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-webbing-tool-30038.html>)
- ReadWriteThink Webbing Tool – optional (<http://www.readwritethink.org/classroom-resources/student-interactives/literary-graffiti-30023.html>)

Student materials

- Colored Pencils

Other

- Sample Annotation PowerPoint on *The Pearl* (<http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html?tab=3#tabs>)
- Printouts (*optional*):



- (Available via <http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html?tab=3#tabs>)
 - Making Annotations: A User's Guide
 - Annotation Sheet
 - Student Sample Annotations from "Eleven"
 - Annotation Peer Review Guide
 - Example Student Brainstorming for Annotation
 - Sample Revised and Published Annotations Using Footnotes

Lesson 4 - Punctuating and Citing Quotations

Lesson Overview:

This lesson will serve as an opportunity for students to read, annotate, and discuss the next section in the selected extended text. This lesson will also allow students to receive direct instruction in formatting, punctuating, and citing quotations, so they will be prepared to use quotations correctly as they move forward with producing essays that require them to cite evidence from the text. Finally, the lesson provides students with an opportunity for basic practice with this skill. (In earlier grades, students were introduced to punctuating quotations. Teachers may want to pre-assess to see if direct instruction on quotations is necessary. Using quotes to cite evidence from text is a higher order skill, so this lesson may be very appropriate and necessary even though introduced in earlier grades)

Standards:

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

a. Use punctuation Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Learning Targets:

- I can read and annotate sections of a text. (ELACC8RI1)
- I can correctly quote and cite pieces of evidence from a text. (ELACC8RI1)

Instruction:

1. Have the students read and annotate chapters 2-3 or section 2 and 3 in the extended text of your choice. This reading could be completed as an in class assignment or as a homework assignment the previous night depending on your resources.



2. Have students discuss the book as a whole group, in small groups, or in pairs. Teachers should focus the discussion with text dependent questions to gauge students' understanding of the text. (responses can serve as formative assessment)

3. Introduce a mini lesson on punctuating and citing direct and indirect quotations. The mini lesson could include a power point, key notes, or Prezi presentation to introduce the following concepts:

- Punctuating a direct quotation from a text (You might include various patterns or just focus on one pattern, depending on the readiness level of your students)
- Nested quotations (you might omit this depending on the readiness level of your students)
- Punctuating an indirect quotation from a text
- Citing a quotation with the author's last name and page number

*A resource for compiling the basic parts of this information can be found at:

<http://owl.english.purdue.edu/owl/resource/577/01/>

Note: There are a variety of links listed with additional information on punctuating quotations that you can use depending on the readiness level of your students.

4. After the direct instruction, have the students go back through the text and select three quotations that provide evidence describing the setting that the author has established (or some other element from the text that is pertinent to the chapter or section assigned). The students should copy the quotations and punctuate and cite them correctly.

5. Next, have the students make edits to their work by using one of these methods:

- Have the students work in groups to compare and edit the punctuation and citations in each other's quotations. Have them select a quotation to copy onto chart paper as an exemplar for the anchor chart for further reference. Each group will add one exemplar to the chart.
- Introduce a technology component by using "Today's Meet" to set up a chat room on your Smart Board or Promethean Board that allows students to use their iPads or Smart Phones to submit quotations to the entire class for editing and review. Have the students make corrections to their own work based on the class discussion. Have them save these examples for future reference as they complete assessment pieces that require them to include evidence from the text.

Use any other method you choose. Those listed above are suggestions.



Formative Assessment:

The students' self selected quotations will be used as a formative assessment

Differentiation:

Fill in as needed for adapting plans to the needs of individual students in your classroom

Lesson Resources:

Texts (Extended/Short)

- Extended Text Piece
- Powerpoint, Prezi, or Key Notes presentation

Technology

- Projector, SmartBoard/Promethean
- iPads, smart phones, Bring Your Own Technology items, etc.
- "Today's Meet" Access

Student materials

- Journals, Cornell notes, notebook paper, etc.
- Chart Paper
- Pens, Pencils, markers

Lesson 5 - Extended Text Practice Embedding Comma Practice

Lesson Overview:

This lesson serves as an opportunity for students to complete, annotate, and discuss a reading of the next section of the extended text. It also provides an opportunity for them to receive direct instruction on comma usage and sentence fluency with an opportunity for students to practice comma usage in the context of the extended text. (*Comma usage is addressed in Common Core in earlier grades, so if students are proficient, this mini lesson may be adapted to address the needs of your students. Teachers may want to give a pre assessment to determine this*).

Standards:

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.



Learning Targets

- I can read and annotate sections of a text. (ELACC8RI1)
- I can correctly use commas. (ELACC8L2)

Instruction

This mini lesson can be presented at one time, or it can be chunked into: simple, compound, and complex sentences and presented on separate days and used with different selections of the text if needed. *Teachers may want to administer a pre assessment to determine the degree of proficiency in comma usage.*

1. Have the students read and annotate chapters 4-5 or the next section of your chosen extended text. This reading could be completed in class or at home prior to class depending on the resources available in your school.

2. Lead a class discussion on the reading. Be sure to use text dependent questions to gage student understanding of the reading. This can be done whole group or small group.

3. Present the mini lesson using Power Point, Prezi, Key Notes Presentation, etc. on comma usage in simple, compound, complex, and compound-complex sentences.

The lesson presentation should include comma usage in various types of sentences with information on comma rules such as:

Commas with an appositive

- Commas with items in a series
- Commas with introductory elements
- Commas with contradictory elements
- Commas with adjectives
- Commas with Interjections
- Commas with direct addresses
- Commas within compound sentences
- Commas in a complex sentence with an introductory adverbial clause
- Commas in a complex sentence with a nonessential clause
- Utilizing combinations of comma patterns to create compound-complex sentences

The lesson should also include examples and non-examples of correct comma usage. Information could be deleted or added depending on the readiness level of your students.



Here is a sample presentation that can be used as is or adapted:

<http://owl.english.purdue.edu/owl/resource/692/1/>

4. Present mentor sentences from the extended text or from the short text that represent some or all of the patterns addressed in the presentation. Have the students explain why the author uses commas in each of the sentences. This task can be achieved through a whole, small group, or paired discussion.

5. Have the students mimic each of the selected mentor sentences. (Sentence mimicking is when students examine and analyze a mentor sentence from an author with a focus on the sentence's structure. Students then come up with their own sentence about a topic of their choosing that follows the author's original structure and punctuation patterns.)

6. Have the student's review today's section of the extended text with a particular emphasis on the author's use of sentence fluency.

The students should select 3-5 exemplar sentences where the author uses commas to build different types of sentences. Have the students copy these sentences into their reading/writing journals and provide a written explanation of why the author uses these commas.

7. Lead a closing class discussion over the author's use of commas in this chapter using either option based on technology resources:

- Have the students work together to come to a consensus and record the exemplar sentences that best represent the concept on chart paper for the class anchor wall.
- Use "Today's Meet" on the Smart Board or interactive white board and have each student submit a sentence for whole class discussion.

As a follow up assessment or homework activity, hand out a small selection of the extended text (about 3 paragraphs) with commas removed. Have the students edit the piece to add appropriate punctuation.

Formative Assessment:

The students' sentence mimicking task will be used as a formative assessment.

The students' sentence editing tasks can also be used as a formative assessment.

Differentiation:

Use this section to describe modifications you may need to make based on the needs of individual students in your classroom



Lesson Resources:

Texts (Extended/Short)

- Extended Text Piece
- Power Point, Prezi, or Key Notes presentation

Technology

- Projector, SmartBoard/Promethean
- iPads, Smart Phones, Bring Your Own Technology items, etc.
- “Today’s Meet” Access

Student materials

- Journals, Cornell Notes, notebook paper, etc.
- Chart paper
- Pens, pencils, markers

Lesson 6 - Compare and Contrast Text Beginnings

Lesson Overview: Students are guided through how to compare and contrast. This will scaffold their learning so they will be able to compare and contrast text beginnings and later compare and contrast main characters from texts they read. During the lesson, students will have the opportunity to apply annotation and close reading strategies by comparing and contrasting the beginnings of two different texts

Standards:

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories)

ELACC8RI5: 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.

LEARNING TARGETS

- I can draw inferences and cite textual evidence to support analysis of a text. (ELACC8RI1)
- I can make connections between and distinctions between texts through comparison. (ELACC8RI3)



- I can annotate and conduct a close reading of texts as a means to compare and contrast those texts. (ELACC8RI1)

Instruction:

(adapted from a lesson in:

http://712educators.about.com/cs/writingessays/a/comparecontrast_2.htm)

1. Discuss practical reasons for comparing and contrasting.
2. Discuss reasons for learning to write about similarities and differences. (Comment: Selecting subjects that matter to students is critical for this step. Suggestions include the following: Compare two models of cars and write a letter to a benefactor who might purchase one for recipient; Write to a buyer from the perspective of a store manager about two products. Academic topics such as comparing two organisms, two wars, or two approaches to solving a math problem are also options.)
3. Show a model compare/contrast essay (<http://www.sciencenewsforkids.org/2006/11/a-new-basketball-gets-slick-3/>)
4. Explain compare/contrast cue words (Comment: Explain that when comparing, students should mention differences but focus on similarities. Conversely, when contrasting they should mention similarities but focus on differences.) List and model cue words to show similarities and differences.
5. Teach students how to use some sort of compare/contrast chart (i.e., T-Chart, Double Bubble, Venn Diagram).
6. Have students reflect on their work with their “I Am” or “Where I’m From” poems and identify what they consider their ‘roots.’
7. Conduct a close read of the chapters entitled “Roots” in *Bad Boy* and *Soul Surfer* or (selected extended text beginning) and (selected excerpt beginning). As students read, direct them to consider characterization (similarities and differences), author’s purpose, style, tone, and structure. Students may want to jot down vocabulary words that are interesting, help define the characters, or ones they do not know.



8. Utilizing notes and annotations from close reading of texts to be compared, have students complete compare/contrast chart, graphic organizer, T chart, Double Bubble, etc reflecting comparisons and contrasts between the two texts.

9. After studying your comparisons, complete a Quick-Write—*Which author more effectively expresses their ‘roots’ to the audience?* Be sure to include textual evidence to support your opinion. (*If you do not use the texts mentioned, you may need to change the wording of the as it may not be “roots.*

Formative Assessment:

- As students read for lesson 7, they will demonstrate in their note taking similarities and differences in characters.
- Annotated close reading notes
- Compare/contrast chart

Differentiation:

- Some students may need to read with a partner and take partner notes.
- Teachers may add student-specific IEP, SST, RTI modifications as needed

Lesson Resources:

Texts (Extended/Short)

- compare/contrast essay or short paper to model
- Extended text (*Bad Boy*)(opening chapter, “Roots”) or other extended text beginning
- *Soul Surfer* (Chapter titled “Roots”) or other selected excerpt beginning

Technology

- Smart Board
- Projector
- ActivSlate

Student materials

- paper
- pencil
- writers journal
- Close Read annotations
- Compare/contrast chart (Venn Diagram, T-Chart, etc)



Other – Suggested activity for future lessons:

- Writing compare/contrast paragraphs if practice will be needed for summative assessment

Lesson 7: Organizational Structure (compare / contrast) mini-lesson

Lesson Overview: In order to prepare for the summative assessment, students will need to have instruction on how to write compare/contrast papers. Students will be at various places in the writing process, and your mini lessons should reflect the needs of your students. This is an example of one such mini lesson that may be necessary to prepare students to write their multi-paragraph paper comparing and contrasting two characters in the texts they have read.

STANDARDS:

ELACC8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELACC8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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 aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

e. Establish and maintain a formal style

Learning Targets:

- I can introduce a topic clearly(ELACC8W2a)
- I can compare and contrast characters (ELACC8W2b and ELACC8W2)
- I can develop a topic with relevant, well-chosen facts, definitions, details, quotations, etc.(ELACC8W2)

Instruction:

1. Introduce mini-lesson by reviewing transition words to write a compare/contrast essay.

<http://more.headroyce.org/research/writing/techniques/transitions.html> In context of writing:

<http://more.headroyce.org/research/writing/comparecontrast/ccintro.html>



2. Discuss the two different characters to compare/contrast while reviewing the terms such as however, on the other hand, etc.
3. Make two columns (or use graphic organizer) on the board or chart paper and invite students to brainstorm characteristics of a character in one of the texts. Then have them brainstorm characteristics of a character in another text.
4. Teacher models several ways how to start an introductory paragraph. Ex: “There are many similarities and differences between (character) in story and (character) in story. Character is _____ while character is _____. Students continue writing to finish introductory paragraph.
5. List the resources to support the instruction in this unit. Include the primary, extended text and the type (informational, literary). Extended Text Examples

Formative Assessment:

- Teacher observation and class discussion
- Students conclusions to paragraph

Differentiation:

Provide students with cloze model to fill in the blanks

Lesson Resources

Texts (Extended/Short)

- *Bad Boy or other extended text*
- Short Story Found Online – <http://fakelink.com> or short text students have already read

Technology

- projector, SmartBoard, iPads, etc

Student materials

- Venn diagram, journals, Cornell Notes, graphic organizers chart paper for carousel
- May choose to do more extensive lesson on writing a compare/contrast paper:
<http://more.headroyce.org/research/writing/comparecontrast/ccmainpage.html>

Other



- Chart paper and markers (optional)
- Dry erase board (optional)
- Other resources on writing an introductory paragraph:
<http://www.youtube.com/watch?v=tv2-IXHfAI>,
<http://grammar.ccc.commnet.edu/grammar/intros.htm>,
<http://more.headroyce.org/research/writing/comparecontrast/ccintro.html>

Lesson 8: Writing for Character Comparison (Summative Prompt)

Lesson Overview: This lesson will guide students through the steps of the writing process to produce a multi-paragraph extended response that utilizes textual evidence to compare and contrast the main characters from both the selected extended text and a selected short text.

Standards:

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.

ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.

Learning Targets:

- I can complete the steps of the writing process for the domains of the Georgia Middle School Writing Assessment. (ELACC8W4)
- I can produce a multi-paragraph extended response that utilizes textual evidence to compare and contrast the main characters from both the selected extended text and a selected short text. (ELACC8W2 and ELACC8W9)



Instruction:

NOTE: The instructions for this lesson should be modified to fit individual teacher, school, and/or system writing models.

1. Deconstruct the given assessment prompt using a teacher selected method. An example: <http://penningtonpublishing.com/blog/writing/how-to-dissect-a-writing-prompt/>
2. Direct instruction may be needed here to show students how to write a compare/contrast paper. (http://712educators.about.com/cs/writingessays/a/comparecontrast_2.htm) has detailed lesson how to write compare/contrast paragraph/essay. Teachers may want to use some of the materials to teach this.
3. Walk students through an exemplar using the rubric to highlight strengths and weaknesses.
4. Allow students to work in collaborative groups to begin pre-writing using their completed evidence-based character analyses and close reading annotations. Consider having students compare to charts completed earlier.
5. Provide time and teacher guidance as needed for a first draft.
6. Provide time for peer review and editing in collaborative pairs. Be sure to provide the teacher selected rubric for students to use as a checklist during peer review. **(APPENDIX C)**
7. Students will compose a final copy.

Summative Assessment:

After reading (a selected short text) and (selected extended text section), write a multi paragraph analysis that compares the main character/ protagonist in the (short text) to the main character/ protagonist in the (extended text). Be sure to support your comparison with evidence from the text.

Differentiation:

Student-specific IEP, SST, RTI modifications can be placed here

Lesson Resources:

Texts (Extended/Short)

- *Bad Boy* (opening chapters –through Ch. 5 to establish character traits) OR other selected extended text section that establishes character traits



- Selected Short text Options for this assessment include: “Thank You Ma’am” by Langston Hughes, “The Medicine Bag” by Virginia Driving Hawk Sneve, “Mrs. Flowers” excerpt from *I Know Why the Caged Bird Sings* OR other selected short text

Technology

- Projector, SmartBoard, ActivSlate

Student materials

- Close read annotations from texts previously read
- Completed Evidence-based Character Analysis assignment(s)

Resources

Bad Boy by Walter Dean Myers (970L)

House on Mango Street by Sandra Cisneros (870L)

Coming Home: From the Life of Langston Hughes by Floyd Cooper (770L)

Knots in My Yo Yo String by Jerry Spinelli (980)

We Beat the Street by Samson Davis, George Jenkins, and Rameck Hunt and Sharon Draper (860)

Soul Surfer by Bethany Hamilton (960L)

Death Be Not Proud by John Gunther (1060L)

The Oddballs by William Slator (1010L)

Through My Eyes by Tim Tebow (930L)

Informational Short Texts Examples:

Bob Marley, ” chapter from *Book of Rock* by Kathleen Krull

“Mrs. Flowers,” excerpt from *I Know Why the Caged Bird Sings* by Maya Angelou (1070L)

<http://www.nexuslearning.net/books/Holt-EOL2/Collection%201/flowers1.htm>

“The Jacket,” biographical short text by Gary Soto (700L)

http://www.natomas.k12.ca.us/152220814185937340/lib/152220814185937340/files/The_Jacket.doc

“The Great Rat Hunt” by Laurence Yep (890L)

http://teachers.henrico.k12.va.us/short_pump/douthit_c/Site/Rat_Hunt.html

“Little Rock Nine,” article from

<http://www.nytimes.com/learning/general/onthisday/big/0904.html#article> (paired with *Bad Boy*) (1180L)



“Narrative of the Life of Frederick Douglass, an American Slave,” biographical excerpt from the book <http://engageny.org> (1030L)

Fiction Short Text Examples:

“Eleven,” excerpt from *House on Mango Street* by Sandra Cisneros

<http://room503english2.wikispaces.com/file/view/Eleven.pdf>

“Raymond’s Run” short story by Toni Cade Bambara (1210L)

<http://www.nexuslearning.net/books/Holt-EOL2/Collection%201/raymond1.htm>

“Identity” poem by Julio Noboa Polanco <http://www.dellwyn.com/thoughts/identity.html>

“Medicine Bag,” short story by Virginia Hawk Sneve (910L)

<http://www.nexuslearning.net/books/Holt-EOL2/Collection%202/medicine%20bag.htm>

“Who are You” Caterpillar poem from *Alice Wonderland* by Lewis Carroll (Chapter 5)

“After Watching Peter Pan Again,” a poem by Marley Witham

<http://poetryappreciation.blogspot.com/2007/09/after-watching-peter-pan-again.html>

“Thank you Ma’am” by Langston Hughes (920L)

<http://acasiday.wiki.hoover.k12.al.us/file/view/Thank+You+Ma%27am+text.pdf>

“Ransom of Red Chief,” by O’ Henry (1270L)

<http://www.kelleytown.com/Shared%20Files/The%20Ransom%20of%20Red%20Chief.pdf>

“Where I’m From,” poem by George Ella Lyons <http://www.georgeellalyon.com/where.html>

Videos Clips and Other Resources:

1951 video clip “Who Are You?” Caterpillar speech from *Alice in Wonderland* directed by Clyde Geronimi <http://www.youtube.com/watch?v=QgbntWU7pG8>

Video clip moment of and immediately after the shark attack from *Soul Surfer* directed by Sean McNamara

www.engageny.org (examples of close reads)

<http://www.achievethecore.org/ela-literacy-common-core/sample-lessons/close-reading-exemplars>