

8th Grade ELA Unit 1 (Aug.-Sept.)

Student Name: _____ **Teacher:** _____

NOTE: You will conference with the teacher after you have completed your Pretest Analysis form and begin working on your choice board.

Academic Goal: _____ Career Goal: _____

Graduation Competency C1 Read closely to analyze and evaluate all forms of (*i.e. complex literary and informational*) texts.
 Pre-Test Score : _____ Post-Test Score: _____
 ATTACH your pre-test analysis sheet
 DOK Level to begin on for Performance Indicator a _____ Performance Indicator b _____ Teacher Initials: _____

Performance Indicator:	DOK 1	DOK 2	DOK 3	DOK 4
<p>ELEMENT</p> <p>a. 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>b. 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>Learning Target: I can: K1a. Define textual evidence, support, explicit/implicit, analysis, and inference K2a. Identify textual evidence and inferences K3b. Define central idea, theme, objective, and summary K4b. Recognize a theme or central idea</p> <p>Learning Path: Odysseyware Unit 1 DOK1</p> <p>Direct instruction/Note-taking activities:</p> <ul style="list-style-type: none"> • Theme with kids' book • Review of RACE ("A Bad Robot" in Readworks) • _____ • _____ • _____ <p>Evidence of mastery <u>Assignment # 1 -</u> DOK 1 Quiz</p>	<p>Learning Target: I can: R1a. Differentiate between explicit and implicit/inferred textual evidence R2a. Locate from my own sources textual evidence (explicit or implicit/inferred) that supports an analysis R3b. Summarize text by determining theme and central ideas</p> <p>Learning Path: Odysseyware Unit 1 DOK2</p> <p>Take notes and complete activities in Ladders to Success Lesson 6</p> <p>Direct Instruction/group activities:</p> <ul style="list-style-type: none"> • Theme and central idea practice using a short story (possibly "Ms. Flowers" p. 19) • Dialectic journal <p>Evidence of mastery <u>Assignment # 1 -</u> Uses RACE strategy to identify and support the theme of a short story <u>Assignment # 2-</u> Locates and effectively explains quotations from <i>Monster</i> for dialectic journal. <u>Assignment # 3-</u> DOK 2 Quiz (inferences)</p>	<p>Learning Target: I can: R4a. Analyze a text and support analysis explicitly and implicitly through the text. R5b. Summarize text by analyzing theme and central ideas</p> <p>Learning Path: Odysseyware Unit 1 DOK3</p> <p>Direct instruction/group activities:</p> <ul style="list-style-type: none"> • Modeling of analysis • _____ • _____ • _____ <p>Evidence of mastery <u>Assignment # 1 -</u> Using completed Monster dialectic journal, completes theme assignment.</p>	<p>EQ: How can I take a stand to effect positive change in society?</p> <p>Incorporating effective narrative techniques, write a narrative essay that makes connections:</p> <ul style="list-style-type: none"> • text to self • text to text • text to world. <p>Show evidence of learning from DOKs 1, 2, and 3 for ALL unit 1 standards.</p> <p>Find a current event story that relates to <i>Monster</i> or "Monkey's Paw:" (This assignment must be at least 5 paragraphs long.)</p> <ul style="list-style-type: none"> • write it from 2 different points of view • write story (prequel or sequel) based on the event • pretend you are Steve or Mr. White and give a person in the story advice

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Graduation Competency
 C2 Construct task-appropriate writing for diverse purposes and audiences.
 C6: Employ the components of language (including conventions and word choice) effectively in written or spoken form.
 Pre-Test Score : _____ Post-Test Score: _____
 DOK Level to begin on for Performance Indicator C2c _____ Performance Indicator C6b _____ Teacher Initials: _____

Performance Indicator:	DOK 1	DOK 2	DOK 3	DOK 4
<p>Ultimate ELEMENT C2 Writing- c. Write narratives to develop real or imagined experiences or events using effective technique, vivid details, and purposeful event sequences.</p> <p>C6: Language- (Ellipses, dash) b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Learning Target: I can: K1c. Define narrative (real or imagined), effective technique, vivid details, purposeful event sequence K2c. Identify effective (and ineffective) narrative techniques.</p> <p>K3b. Identify purpose and appropriate use of ellipses and dash K4b. Identify conventions and appropriate use of conventions (capitalization, punctuation, and spelling)</p> <p><u>Learning Path:</u> • Odysseyware DOK 1 • Triumph Common Core Clinics: Lesson 7 Learn About It: Punctuation • Triumph Common Core Clinics: Lesson 8: Spelling</p> <p><u>Evidence of mastery</u> <u>Assignment # 1 -</u> Odysseyware quiz</p> <p><u>Assignment # 2 -</u> Quiz (Triumph Common Core Clinics Lessons 7 and 8)</p>	<p>Learning Target: I can: R1c. Use narrative techniques to effectively develop experiences or events in writing. R2b. Use ellipses and dash appropriately in writing. R3b. Apply conventions in writing (capitalization, punctuation, and spelling) in writing.</p> <p><u>Learning Path:</u> • Odysseyware DOK 2 • Individual writing conference • _____</p> <p><u>Evidence of mastery</u> <u>Assignment # 1 –</u> You MUST meet learning targets listed above- Option 1- Write a different ending to “Monkey’s Paw.” Option 2- Rewrite a scene from <i>Monster</i>.</p> <p><i>For either option, consider changing the point of view and be sure to include dialogue.</i></p>	<p>Learning Target: I can: R4a. Show that I understand narratives better through explaining how the author uses narrative techniques and conventions to help communicate his/her ideas.</p> <p><u>Learning Path:</u> • Odysseyware DOK 3 • Writing conferences as necessary • _____ • _____</p> <p><u>Evidence of mastery</u> <u>Assignment # 1 -</u> Odysseyware “Monkey’s Paw” text analysis essay assignment in DOK3 lesson.</p>	<p>EQ: How can understanding narrative technique help me become a better reader and writer?</p> <p>Incorporating effective narrative techniques, write a narrative essay that makes connections:</p> <ul style="list-style-type: none"> • text to self • text to text • text to world. <p>Show evidence of learning from DOKs 1, 2, and 3 for ALL unit 1 standards.</p> <p>Find a current event story that relates to <i>Monster</i> or “Monkey’s Paw:” (This assignment must be at least 5 paragraphs long.)</p> <ul style="list-style-type: none"> • write it from 2 different points of view • write story (prequel or sequel) based on the event • pretend you are Steve or Mr. White and give a person in the story advice

