

5-7 WEEKS



8th Grade: Unit Three

BROWN GIRL DREAMING

Unit at a Glance

Grade Level: 8th

Essential Question: What makes up our identity? What parts of our identity do we choose for ourselves?

Length: 5-7 weeks (see [Pacing Guide](#))

Unit Texts: (see [full list of texts](#))

- *Brown Girl Dreaming* by Jacqueline Woodson, Puffin Books, 2016 Edition (Novel)
- Supplemental Texts Included (English + Spanish)

Focus Skills: (see [Reading and Writing Skill Arcs](#))

Reading:

- Theme development [RL.8.2]
- Plot and character development [RL.8.3]
- Figurative language and word choice [RL.8.4]
- Analyzing structure [RL.8.5]

Writing:

- Expository writing [W.8.2]
- Active and passive voice [L.8.1.B]

Language:

- Domain-specific vocabulary words [L.8.6]

Speaking and Listening:

- Referring to evidence in discussion [SL.8.1.A]
- Rules for discussion [SL.8.1.B]

Unit Overview

This 360 Unit is anchored around the novel *Brown Girl Dreaming* by Jacqueline Woodson (Puffin Books, 2016 Edition). Through their study of this autobiographical novel in verse, students examine a young woman's early life and her journey to understand her own identity. The novel begins with the narrator Jacqueline's birth during the Civil Rights Movement and follows her as she lives with her grandparents in Greenville, South Carolina and moves with her mother and siblings to Brooklyn, New York as part of The Great Migration. Set against the backdrop of these historical events, Jacqueline explores her family and cultural history, embraces new experiences, and reaches toward her own dreams.

To help students further engage with the themes of the unit, they will engage in two unit discussions about the greatest influences on the narrator's identity and the author's message about the relationship between history and identity.

By the end of this unit, students will be able to analyze how poems contribute to the development of complex characters; analyze how figurative language and word choice contribute to mood, tone, and meaning; and analyze the impact of the author's structural choices. To demonstrate this skill, students will write a literary analysis essay about how the arrangement of poems in one of the five parts of the novel develops its theme.

WHAT'S INCLUDED

- ✓ 13 Reading Lessons
- ✓ A Set of Supplemental Texts
- ✓ A Writing Baseline Assessment
- ✓ 2 Vocabulary Activity Sets
- ✓ 2 Vocabulary Quizzes
- ✓ 1 Grammar and Usage Activity Set
- ✓ 1 Grammar Quiz
- ✓ 2 Discussion Lessons
- ✓ 1 Set of Narrative Writing Guided Practice Activities
- ✓ 1 Narrative Essay
- ✓ 1 Literary Analysis Essay

Skill Focus:

By the end of 7th grade, students should be able to determine a text's theme and analyze its development over the course of a text [RL.7.2] as well as analyze how particular elements of a story or drama interact [RL.7.3]. In addition, students should be able to determine the meaning of figurative and connotative language and analyze the impact of rhymes and repetition of sounds [RL.7.4]. They should also be able to analyze how a drama or poem's form or structure contributes to its meaning [RL.7.5].

In this 8th grade unit, students will take these skills to the next level. In 8th grade, students should analyze the relationship of the theme to character and setting [RL.8.2] and how particular lines in a poem reveal aspects of a character [RL.8.3]. In addition, students should analyze the impact of specific word choices on meaning and tone [RL.8.4] and compare and contrast structures across texts [RL.8.5]. Within this novel, students will analyze how the author's structural choices both within individual poems and across multiple poems develop meaning.

Reading lessons in this unit include scaffolded questions to help students meet these grade level reading standards. Independent practice for each chapter includes multiple choice questions as well as short answer prompts that are aligned to the unit standards RL.8.2, RL.8.3, RL.8.4, and RL.8.5.

Writing in this unit is focused on helping students write an end-of-unit literary analysis essay that analyzes how the author's structural choices develop the theme.

How does RL.2 shift?

7th Grade: Determine a theme or central idea of a text and **analyze its development over the course of the text**; provide an objective summary of the text.



8th Grade: 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.

How does RL.3 shift?

7th Grade: Analyze how particular **elements of a story or drama interact** (e.g., how setting shapes the characters or plot).



8th Grade: 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.

How does RL.4 shift?

7th Grade: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; **analyze the impact of rhymes and other repetitions of sounds** (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.



8th Grade: 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.

How does RL.5 shift?

7th Grade: Analyze how a **drama's or poem's form or structure** (e.g., soliloquy, sonnet) contributes to its meaning.



8th Grade: 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**.

ARC OF READING INSTRUCTION

Brown Girl Dreaming (Novel) by Jacqueline Woodson Puffin Books, 2016 Edition				
Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Reading Lesson 5
Chapter 1 (Pages 1-20)	Chapter 2 (Pages 21-41)	Chapter 3 (Pages 45-82)	Chapter 4 (Pages 83-106)	Chapter 5 (Pages 107-138)
Students read to analyze how particular lines in a poem contribute to an understanding of setting and character [RL.8.3].	Students read to analyze how particular lines in a poem contribute to an understanding of setting and character [RL.8.3, RL.8.4].	Students read to analyze how particular lines in a poem contribute to an understanding of character relationships [RL.8.3, RL.8.4].	Students read to analyze how particular lines in a poem contribute to an understanding of setting and character [RL.8.3].	Students read to analyze how particular lines in a poem contribute to an understanding of character [RL.8.3, RL.8.4].

***Brown Girl Dreaming* (Novel) by Jacqueline Woodson**
Puffin Books, 2016 Edition

Reading Lesson 6	Reading Lesson 7	Reading Lesson 8	Reading Lesson 9	Reading Lesson 10
Chapter 6 (Pages 143-169)	Chapter 7 (Pages 170-182)	Chapter 8 (Pages 183-202)	Chapter 9 (Pages 207-229)	Chapter 10 (Pages 230-252)
Students read to analyze how particular lines in a poem contribute to an understanding of character [RL.8.3, RL.8.4].	Students read to analyze how particular lines in a poem contribute to an understanding of character [RL.8.3].	Students read to analyze how the arrangement of multiple poems develops a theme in the text [RL.8.2, RL.8.5].	Students read to analyze how particular lines in a poem contribute to an understanding of character [RL.8.3, RL.8.4].	Students read to analyze how figurative language and word choice in a poem contribute to an understanding of character and how a text's structure contributes to its meaning [RL.8.4, RL.8.5].

***Brown Girl Dreaming* (Novel) by Jacqueline Woodson**
Puffin Books, 2016 Edition

Reading Lesson 11	Reading Lesson 12	Reading Lesson 13
Chapter 11 (Pages 253-278)	Chapter 12 (Pages 283-299)	Chapter 13 (Pages 300-320)
Students read to analyze how a text's structure contributes to its meaning [RL.8.3, RL.8.5].	Students read to analyze how an author develops a theme over the course of a text [RL.8.2].	Students read to analyze how an author develops a theme over the course of a text [RL.8.2].

This unit also includes:

- Optional supplemental texts in English and Spanish that support students in developing reading volume and stamina.

Unit Test

Coming Soon: Unit Tests will be available for SY 2022-2023 as part of the CommonLit 360 for Schools package of services. For more information, encourage your administrator to email 360@commonlit.org.



ARC OF WRITING INSTRUCTION

Writing Baseline Assessment (Optional): In your opinion, which has the biggest influence on a person's identity: their family and community or their individual interests and choices?

Literary Analysis Essay:	Narrative Essay (Optional):
<p>Prompt: In Part IV of <i>Brown Girl Dreaming</i>, Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer.</p> <p>How does the author use this structure to develop a theme about identity? Use evidence from the Part IV poems in the list provided or any others you choose to support your ideas. [RL.8.2, RL.8.5, W.8.2]</p>	<p>Prompt: In the poem "a writer," Jacqueline describes a moment in which she receives recognition from her teacher for a poem she wrote, "the first four lines" of the poem "stolen" from her sister Dell (311).</p> <p>Imagine that Jaqueline returns home from school and tells Odella the story of receiving praise from Ms. Vivo for her poem. Write a narrative from Odella's point of view about this moment.</p> <p>Odella has influenced Jacqueline's identity as a storyteller in many ways. Consider Odella's perspective of her sister's love and skill for storytelling over the years. Describe Odella's thoughts, words, and actions as she reacts to Jacqueline's news. You may use the poems in the list provided and any others to help you develop Odella's perspective and the relationship between the two sisters. [W.8.3]</p>

VOCABULARY, DISCUSSION, AND GRAMMAR INSTRUCTION



Vocabulary

This unit includes **explicit vocabulary instruction** on 15 academic words. Students complete 5 activities for each set of words. Consistent with research, students encounter these words in context. Word usage is reinforced in reading, writing, and discussion activities **[L.8.6]**. [Learn more here.](#)



Discussion

In all CommonLit units, students discuss the texts they are reading daily. In addition to multiple opportunities for **informal discussion**, there are **two formal whole class discussions** on the greatest influences on the narrator's identity and the relationship between history and identity in the novel. **[SL.8.1]**.



Grammar Instruction

This unit includes a short lesson and 4 practice activities on forming and using verbs in the active and passive voice **[L.8.1.B]**. This skill helps students express more sophisticated ideas in writing.



Lessons & Materials

Below, you will find all of the materials needed to teach this unit. To better help you understand the choices and flexibility within the unit materials, individual lessons are tagged as Essential, Recommended, or Optional.

A sample Pacing Guide is available [here](#).

Unit Introduction

ESSENTIAL

ABOUT THIS ASSIGNMENT:

Kick off the unit with this ready-made, editable slide deck to introduce students to this 360 Unit's themes.

HOW TO FACILITATE:

- Lead students through this slide deck whole-class (10 min)

ASSIGNMENT MATERIALS:

- [Slide Deck](#)

Writing Baseline Assessment

OPTIONAL

ABOUT THIS ASSIGNMENT:

Assigning a writing baseline assessment at the beginning of the year is a great way to get to know your class and assess student strengths and weaknesses. This argumentative prompt connects to the major unit themes. It asks students to argue whether family and community or interest and choices influence a person's identity more, using evidence from stories, movies, real world events, or experiences from their own lives.

HOW TO FACILITATE:

Distribute the Writing Baseline Assessment on paper or through Google Docs. Set aside one class period for students to compose the essay, ideally in a silent testing environment. Students may use blank paper or a digital notebook to plan their essay. Use the Grade 6-10 Argumentative Writing Rubric to score student essays. Provide direct feedback to students on their essay using the Student Feedback Form. Have students reflect on their writing and set writing goals using the Writing Baseline Assessment Goal-Setting Tool. You may use this tool to kick off 1:1 conferences with students.

ASSIGNMENT MATERIALS:

- [Student Copy: Writing Baseline Assessment](#)
- [Grade 6-10 Argumentative Writing Rubric and Student Feedback Form](#)
- [Writing Baseline Assessment Goal Setting Tool](#)



Vocabulary Activity Set List 1

ESSENTIAL


ABOUT THIS ASSIGNMENT:

This vocabulary activity set will help students master 7 high-impact academic vocabulary words they will see in the text they read. These 5 activities are great for a quick warm-up activity or homework.

HOW TO FACILITATE:

- Use the Slide Deck to facilitate Vocabulary Activity 1 whole-class (20 min)
- Flexibly assign the remaining activities as warm-ups, homework, or practice to prepare students for the Vocabulary Quiz.

ASSIGNMENT MATERIALS:

- [Student Vocabulary Activity Set](#)
- Teacher Answer Key*
- [Activity 1 Slide Deck](#)
- [Word Wall](#)

*Not available in PDF. Coming soon in digital form!

Supplemental Texts

OPTIONAL


ABOUT THIS ASSIGNMENT:

Each CommonLit 360 Unit is accompanied by a set of supplemental texts that connect to the unit's themes. Texts can be printed or assigned digitally and include questions and activities.

HOW TO FACILITATE:

Review the [Guidance for Supplemental Text Sets](#) for ideas on how to implement supplemental texts across the unit.

ASSIGNMENT MATERIALS:

- [East 149th Street \(Symphony for A Black Girl\)](#) (poem): *The speaker of this poem shares the experience of having her hair braided by her mother. Use it to help students reflect on the theme of family relationships and the symbolism of small moments in the novel.*
- [The Sit-In Movement](#) (informational): *This text explains how civil rights activists used this form of nonviolent protest in the South in the early 1960s. Use this text to provide historical context for several characters' participation in civil rights protests in Greenville.*
- [Fifth Grade Autobiography](#) (poem): *The speaker of this poem revisits early memories inspired by an old family photo. Use this poem to encourage students to reflect on the significance of Jacqueline's relationship with her grandparents in the novel and the role of memory in our own lives. In addition, consider using the poem to illustrate how authors use imagery to create meaning.*
- [Marley Dias: the 13 Year-Old Author Who Made A Difference](#) (informational): *This text highlights the work of young activist Marley Dias, who has campaigned to collect books that center the experiences of Black girls. Use this text to encourage students to think about Jacqueline's relationship with reading in the novel and to discuss why diverse representation in the texts we read is important.*

Reading Lesson: Chapter 1 (Pages 1-20) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In this chapter, Woodson recounts the story of her birth at the height of the Civil Rights Movement and her family's legacy of strength and achievement. As students read, they will analyze how the poems develop an understanding of setting and character.

HOW TO FACILITATE

- Lead students through the reading of pages 1 - 20 and questions (30 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 2 (Pages 21-41) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In this chapter, Woodson highlights her mother's conflicted experience in her hometown of Greenville, SC: it is where Jacqueline's mother feels most connected to her family, but it is also where the family experiences the racism of the Jim Crow South. As students read, they will analyze how the poems develop an understanding of setting and character.

HOW TO FACILITATE

- Lead students through the reading of pages 21 - 41 and questions (30 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 3 (Pages 45-82) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In this chapter, Jacqueline's grandparents are depicted as people of dignity, pride, and devotion to family; at the same time, the poems reveal how they are affected by racism and segregation. As students read, they will analyze character relationships.

HOW TO FACILITATE

- Lead students through the reading of pages 45 - 82 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Vocabulary Quiz 1

ESSENTIAL

ABOUT THIS ASSIGNMENT:

This vocabulary quiz assesses students' knowledge of the vocabulary words in Vocabulary List 1.

HOW TO FACILITATE:

To assign this quiz digitally, click "Assign" and schedule the quiz. Set aside 15 minutes for students to complete the vocabulary quiz.

To have students complete the quiz on paper, download the quiz [as a Google doc or PDF] and distribute to students.

ASSIGNMENT MATERIALS:

- [Student Vocabulary Quiz](#)
- Teacher Answer Key*

**Quizzes assigned digitally will be scored automatically. To ensure assessment security, a printable answer key is not available at this time.*

Vocabulary Activity Set List 2

ESSENTIAL

ABOUT THIS ASSIGNMENT:

This vocabulary activity set will help students master the 8 high-impact academic vocabulary words they will see in the text they read. These 5 activities are great for a quick warm-up activity or homework.

HOW TO FACILITATE:

- Use the Slide Deck to facilitate Vocabulary Activity 1 whole-class (20 min)
- Flexibly assign the remaining activities as warm-ups, homework, or practice to prepare students for the Vocabulary Quiz.

ASSIGNMENT MATERIALS:

- [Student Vocabulary Activity Set](#)
- Teacher Answer Key*
- [Activity 1 Slide Deck](#)
- [Word Wall](#)

**Not available in PDF. Coming soon in digital form!*

Reading Lesson: Chapter 4 (Pages 83-106) (Novel)

ESSENTIAL

ABOUT THIS ASSIGNMENT

In this chapter, Woodson continues to paint a conflicted portrait of Greenville and the South, where Jacqueline and her family find deep community but also continue to experience racism and discrimination. As students read, they will analyze how the poems develop and understanding of setting and character.

HOW TO FACILITATE

- Lead students through the reading of pages 83-106 and questions (35 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 5 (Pages 107-138) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In this chapter, the narrator Jacqueline is hesitant about the change in her family's life and feels caught "between two worlds." As students read, they will analyze the development of a complex character.

HOW TO FACILITATE

- Lead students through the reading of pages 107-138 and questions (40 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Vocabulary Quiz 2**ESSENTIAL****ABOUT THIS ASSIGNMENT:**

This vocabulary quiz assesses students' knowledge of the vocabulary words in Vocabulary List 2.

HOW TO FACILITATE:

To assign this quiz digitally, click "Assign" and schedule the quiz. Set aside 15 minutes for students to complete the vocabulary quiz.

To have students complete the quiz on paper, download the quiz [as a Google doc or PDF] and distribute to students.

ASSIGNMENT MATERIALS:

- [Student Vocabulary Quiz](#)
- Teacher Answer Key*

**Quizzes assigned digitally will be scored automatically. To ensure assessment security, a printable answer key is not available at this time.*

Reading Lesson: Chapter 6 (Pages 143-169) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In this chapter, Jacqueline's family makes the transition to New York and she begins to explore stories and writing. As students read, they will analyze the development of a complex character.

HOW TO FACILITATE

- Lead students through the reading of pages 143-169 and questions (35 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 7 (Pages 170-182) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In this chapter, Jacqueline begins to tell stories based on her life, her memories, and the stories she's told. As students read, they will analyze the development of a complex character.

HOW TO FACILITATE

- Lead students through the reading of pages 170-182 and questions (25 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 8 (Pages 183-202) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In this chapter, Jacqueline has become one of “these city children” while living in New York, but she still feels a sense of belonging in Greenville when she and her siblings travel there. As students read, they will analyze theme development in this series of poems.

HOW TO FACILITATE

- Lead students through the reading of pages 183-202 and questions (30 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Discussion Lesson 1**RECOMMENDED****ABOUT THIS ASSIGNMENT:**

Having the ability to participate actively in an academic discussion is a critical skill as students prepare for high school. This discussion lesson will help students refer to evidence from texts to support an exchange of ideas. The assignment materials include a handout to help students prepare for discussion and take notes, and teacher resources to help you facilitate whole-class or small group discussions.

Students will discuss their answers to the following question: In your view, what has had the greatest influence on Jacqueline's life and identity so far?

HOW TO FACILITATE:

- Have students prepare for discussion using the Discussion Prep handout (15 min)
- Launch discussion and have students take notes during discussion (30 min)

ASSIGNMENT MATERIALS:

- [Discussion Preparation Student Copy](#)
- [Discussion Protocols](#)
- [Student Voice Tracker](#)

Reading Lesson: Chapter 9 (Pages 207-229) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In this chapter, Jacqueline develops a new friendship and is beginning to create an identity apart from her family through storytelling. As students read, they will analyze the development of a complex character.

HOW TO FACILITATE

- Lead students through the reading of pages 207-229 and questions (30 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Grammar and Usage Activities**OPTIONAL****ABOUT THIS ASSIGNMENT:**

Grammar is an essential component too often missed. This 360 Unit's grammar and usage materials contains 6 activities that focus on the appropriate use of the active and passive voice. Great for a quick warm-up activity or homework!

HOW TO FACILITATE:

Assign the 6 activities as warm-ups, homework, or practice to prepare students for the grammar quiz.

ASSIGNMENT MATERIALS:

- [Student Grammar Activities](#)
- [Teacher Answer Key](#)



Reading Lesson: Chapter 10 (Pages 230-252) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In this chapter, Jacqueline begins to see herself as a storyteller and a writer. As students read, they will analyze how figurative language and structure contribute to meaning.

HOW TO FACILITATE

- Lead students through the reading of pages 230-252 and questions (30 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 11 (Pages 253-278) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In this chapter, Jacqueline begins to explore language in ways that are off-limits within her family. She also writes stories and songs to reflect on her experiences and imagine different realities. As students read, they will analyze how the text's structure contributes to its meaning.

HOW TO FACILITATE

- Lead students through the reading of pages 253-278 and questions (35 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Grammar and Usage Quiz**OPTIONAL****ABOUT THIS ASSIGNMENT:**

This grammar quiz assesses students' knowledge of the unit's grammar skill: appropriate use of the active and passive voice.

HOW TO FACILITATE:

- Assign the grammar quiz to students (10 min)

ASSIGNMENT MATERIALS:

- [Student Grammar Quiz](#)
- Teacher Answer Key*

**Not available in PDF. Coming soon in digital form!*

Reading Lesson: Chapter 12 (Pages 283-299) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT:**

In this chapter, the poems emphasize how important family and cultural history are to Jacqueline's identity. As students read, they will analyze theme development.

HOW TO FACILITATE:

- Lead students through the reading of pages 283-299 and questions (30 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS:

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 13 (Pages 300-320) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT:**

In this chapter, Jacqueline comes to understand the different parts of her identity and how they support her dream of becoming a writer. As students read, they will analyze theme development.

HOW TO FACILITATE:

- Lead students through the reading of pages 300-320 and questions (30 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS:

- [Teacher Copy](#)
- [Student Copy](#)

Discussion Lesson 2**RECOMMENDED****ABOUT THIS ASSIGNMENT:**

This discussion gives students an opportunity to reflect on the novel as a whole, its themes, and its connection to their own lives. The assignment materials include a handout to help students prepare for discussion and take notes, and teacher resources to help you facilitate whole-class or small group discussions.

Students will discuss their answers to the following question: In an interview about *Brown Girl Dreaming*, Jacqueline Woodson says, "If you know where you've been, you'll know where you're going." What do you think this means? How does this idea show up in *Brown Girl Dreaming*?

HOW TO FACILITATE:

- Have students prepare for discussion using the Discussion Prep handout (15 min)
- Launch discussion and have students take notes during discussion (30 min)

ASSIGNMENT MATERIALS:

- [Discussion Preparation Student Copy](#)
- [Discussion Protocols](#)
- [Student Voice Tracker](#)

Writing: Narrative Writing Guided Practice Packet

OPTIONAL

ABOUT THIS ASSIGNMENT:

This creative writing prompt can be used as an additional writing assignment. The Narrative Writing Guided Practice Packet supports students in generating ideas before drafting their stories, in which they will reimagine the scene where Jacqueline receives recognition for a poem she wrote from Odella's point of view.

HOW TO FACILITATE:

- Guide students through the most helpful activities in the Narrative Writing Guided Practice Packet.
- Have students respond to the narrative prompt.

ASSIGNMENT MATERIALS:

- [Teacher Copy](#)
- [Student Copy](#)

Writing Lesson: Drafting the End of Unit Essay

ESSENTIAL

ABOUT THIS ASSIGNMENT:

This end of unit activity requires that students respond to the following writing prompt:

In Part IV of *Brown Girl Dreaming*, Jacqueline Woodson alternates between poems about her family, her life in New York, and her first efforts as a writer.

How does the author use this structure to develop a theme about identity? Use evidence from Part IV poems to support your ideas.

HOW TO FACILITATE:

This end of unit activity should be completed independently. You can use the Exemplar Essay and the Essay Rubric to evaluate student writing.

ASSIGNMENT MATERIALS:

- [Student Essay Prompt](#)
- [Exemplar Essay](#)
- [Essay Rubric](#)





Training & Support Resources

CommonLit 360 is rich with resources for teachers and administrators. In addition to this PDF Unit Guide, here are just a few additional tools available to teams for free:

- ↳ Document: [Curriculum Framework, An Overview](#)
- ↳ Document: [Themes & Topics Overview](#)
- ↳ Live Webinar: [Getting Started with CommonLit 360](#)
- ↳ Instructional support videos available on each unit's [Support and Resources page](#)

Ready to roll out CommonLit 360 in your school or district? [Read about the affordable professional development](#) we offer for schools and districts through our CommonLit for Schools packages.

Pacing Guide

With appropriate pacing, Grade 8, Unit 3 should take roughly 5-7 weeks of instructional time. This assumes **45 minutes** of daily instruction. With this assumption, many of the reading lessons can last up to 2 days/class periods and should be spaced accordingly. Supplemental reading, vocabulary activities, and grammar activities can often be assigned as homework. Teachers should expect to revise pacing as needed.

WEEK 1

Mon.	<ul style="list-style-type: none"> • Intro to Unit Slide Deck • Vocabulary Activity Set 1: Activity 1 & Slide Deck • <i>Brown Girl Dreaming</i> Chapter 1 / Pages 1 - 20 - Day 1
Tues.	<ul style="list-style-type: none"> • Vocabulary Activity Set 1: Activity 2 • <i>Brown Girl Dreaming</i> Chapter 1 / Pages 1 - 20 - Day 2 • <i>Brown Girl Dreaming</i> Chapter 1 / Pages 1 - 20 - Independent Practice
Wed.	<ul style="list-style-type: none"> • Vocabulary Activity Set 1: Activity 3 • <i>Brown Girl Dreaming</i> Chapter 2 / Pages 21 - 41 • <i>Brown Girl Dreaming</i> Chapter 1 / Pages 21 - 20 - Independent Practice
Thurs.	<ul style="list-style-type: none"> • Vocabulary Activity Set 1: Activity 4 • <i>Brown Girl Dreaming</i> Chapter 3 / Pages 45 - 82 - Day 1
Fri.	<ul style="list-style-type: none"> • Vocabulary Activity Set 1: Activity 5 <p>Flex time for:</p> <ul style="list-style-type: none"> • Completion of previous activities • Supplemental text set reading • Teacher-created activities

WEEK 2

Mon.	<ul style="list-style-type: none"> • <i>Brown Girl Dreaming</i> Chapter 3 / Pages 45 - 82 - Day 2 • <i>Brown Girl Dreaming</i> Chapter 3 / Pages 45 - 82 - Independent Practice • Vocabulary Quiz 1
Tues.	<ul style="list-style-type: none"> • Vocabulary Activity Set 2: Activity 1 & Slide Deck • <i>Brown Girl Dreaming</i> Chapter 4 / Pages 83 - 106 - Day 1
Wed.	<ul style="list-style-type: none"> • Vocabulary Activity Set 2: Activity 2 • <i>Brown Girl Dreaming</i> Chapter 4 / Pages 83 - 106 - Day 2 • <i>Brown Girl Dreaming</i> Chapter 4 / Pages 83 - 106 - Independent Practice
Thurs.	<ul style="list-style-type: none"> • Vocabulary Activity Set 2: Activity 3 • <i>Brown Girl Dreaming</i> Chapter 5 / Pages 107 - 138 - Day 1
Fri.	<ul style="list-style-type: none"> • Vocabulary Activity Set 2: Activity 4 <p>Flex time for:</p> <ul style="list-style-type: none"> • Completion of previous activities • Supplemental text set reading • Teacher-created activities

WEEK 3

Mon.	<ul style="list-style-type: none"> • Vocabulary Activity Set 2: Activity 5 • <i>Brown Girl Dreaming</i> Chapter 5 / Pages 107 - 138 - Day 2 • <i>Brown Girl Dreaming</i> Chapter 5 / Pages 107 - 138 - Independent Practice
Tues.	<ul style="list-style-type: none"> • Vocabulary Quiz 2 • <i>Brown Girl Dreaming</i> Chapter 6 / Pages 143 - 169 - Day 1
Wed.	<ul style="list-style-type: none"> • <i>Brown Girl Dreaming</i> Chapter 6 / Pages 143 - 169 - Day 2 • <i>Brown Girl Dreaming</i> Chapter 6 / Pages 143 - 169 - Independent Practice
Thurs.	<ul style="list-style-type: none"> • <i>Brown Girl Dreaming</i> Chapter 7 / Pages 170 - 182 • <i>Brown Girl Dreaming</i> Chapter 7 / Pages 170 - 182 - Independent Practice
Fri.	<p>Flex time for:</p> <ul style="list-style-type: none"> • Completion of previous activities • Supplemental text set reading • Teacher-created activities

WEEK 4

Mon.	<ul style="list-style-type: none"> • <i>Brown Girl Dreaming</i> Chapter 8 / Pages 183 - 202 • <i>Brown Girl Dreaming</i> Chapter 8 / Pages 183 - 202 - Independent Practice
Tues.	<ul style="list-style-type: none"> • Discussion Lesson 1 OPTIONAL • <i>Brown Girl Dreaming</i> Chapter 9 / Pages 207 - 229 - Day 1
Wed.	<ul style="list-style-type: none"> • <i>Brown Girl Dreaming</i> Chapter 9 / Pages 207 - 229 - Day 2 • <i>Brown Girl Dreaming</i> Chapter 9 / Pages 207 - 229 - Independent Practice • Grammar and Usage Activities: Parts 1 - 3 OPTIONAL
Thurs.	<ul style="list-style-type: none"> • <i>Brown Girl Dreaming</i> Chapter 10 / Pages 230 - 252 - Day 1 • Grammar and Usage Activities: Parts 4 - 5 OPTIONAL
Fri.	<p>Flex time for:</p> <ul style="list-style-type: none"> • Completion of previous activities • Supplemental text set reading • Teacher-created activities

WEEK 5

Mon.	<ul style="list-style-type: none"> • <i>Brown Girl Dreaming</i> Chapter 10 / Pages 230 - 252 - Day 2 • <i>Brown Girl Dreaming</i> Chapter 10 / Pages 230 - 252 - Independent Practice • Grammar and Usage Activities: Part 6 OPTIONAL
Tues.	<ul style="list-style-type: none"> • <i>Brown Girl Dreaming</i> Chapter 11 / Pages 253 - 278 - Day 1 • Grammar Quiz OPTIONAL
Wed.	<ul style="list-style-type: none"> • <i>Brown Girl Dreaming</i> Chapter 11 / Pages 253 - 278 - Day 2 • <i>Brown Girl Dreaming</i> Chapter 11 / Pages 253 - 278 - Independent Practice
Thurs.	<ul style="list-style-type: none"> • <i>Brown Girl Dreaming</i> Chapter 12 / Pages 283 - 299 • <i>Brown Girl Dreaming</i> Chapter 12 / Pages 283 - 299 - Independent Practice
Fri.	<p>Flex time for:</p> <ul style="list-style-type: none"> • Completion of previous activities • Supplemental text set reading • Teacher-created activities

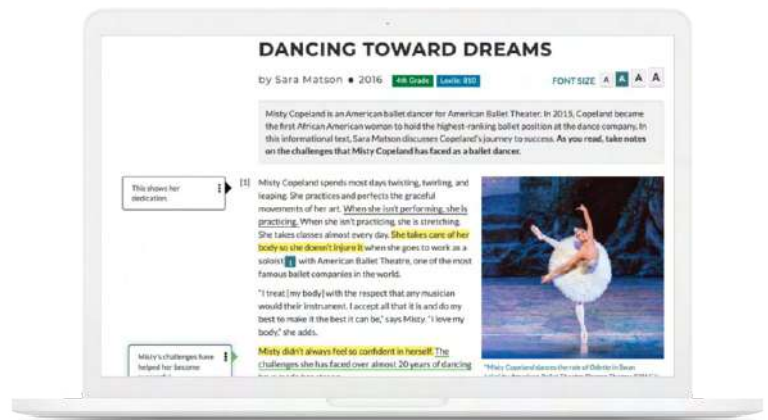
WEEK 6

Mon.	<ul style="list-style-type: none">• <i>Brown Girl Dreaming</i> Chapter 13 / Pages 300 - 320• <i>Brown Girl Dreaming</i> Chapter 13 / Pages 300 - 320 - Independent Practice
Tues.	<ul style="list-style-type: none">• Discussion Lesson 2 OPTIONAL
Wed.	<ul style="list-style-type: none">• Narrative Writing Prompt OPTIONAL
Thurs.	<ul style="list-style-type: none">• End of Unit Literary Analysis Essay
Fri.	<p>Flex time for:</p> <ul style="list-style-type: none">• Completion of previous activities• Supplemental text set reading• Teacher-created activities



CommonLit 360: Digital Experience

One of the reasons CommonLit 360 is so unique is that it is accessible through a free, state-of-the-art digital platform. Reading, writing, and vocabulary lessons and assessments within a CommonLit 360 unit can be assigned to students through CommonLit.org. During and after the lesson, teachers can view formative assessment data through a real-time lesson dashboard to easily track completion and progress. All of these digital features are free for teachers and students, just like the rest of CommonLit. To learn more about the digital experience, [sign up for an upcoming CommonLit 360 webinar](#) or email help@commonlit.org.



Appendix I: Text Selection & Text Complexity

When selecting texts for this unit, CommonLit considers both quantitative and qualitative measures of text complexity.

SUPPLEMENTAL TEXTS (ENGLISH)

Text Title	Lexile	Description
The Sit-In Movement by USHistory.org (Non-fiction)	1020L	This text explains how civil rights activists used this form of nonviolent protest in the South in the early 1960s. Use this text to provide historical context for several characters' participation in civil rights protests in Greenville.
East 149th Street (Symphony for A Black Girl) by Teri Ellen Cross Davis (Poetry)	Non-Prose	The speaker of this poem shares the experience of having her hair braided by her mother. Use it to help students reflect on the theme of family relationships and the symbolism of small moments in the novel.
Fifth Grade Autobiography by Rita Dove (Poetry)	Non-Prose	The speaker of this poem revisits early memories inspired by an old family photo. Use this poem to encourage students to reflect on the significance of Jacqueline's relationship with her grandparents in the novel and the role of memory in our own lives. In addition, consider using the poem to illustrate how authors use imagery to create meaning.
Marley Dias: The 13-Year-Old Author Who Made A Difference by Barrett Smith (Non-Fiction)	1000L	This text highlights the work of young activist Marley Dias, who has campaigned to collect books that center the experiences of Black girls. Use this text to encourage students to think about Jacqueline's relationship with reading in the novel and to discuss why diverse representation in the texts we read is important.

SUPPLEMENTAL TEXTS (SPANISH)

Text Title	Lexile	Description
El movimiento “Las sentadas” por UShistory.org (Non-fiction)	930L	This text explains how civil rights activists used this form of nonviolent protest in the South in the early 1960s. Use this text to provide historical context for several characters’ participation in civil rights protests in Greenville.
Autobiografía de quinto grado por Rita Dove (Poetry)	Non-Prose	The speaker of this poem revisits early memories inspired by an old family photo. Use this poem to encourage students to reflect on the significance of Jacqueline’s relationship with her grandparents in the novel and the role of memory in our own lives. In addition, consider using the poem to illustrate how authors use imagery to create meaning.
Marley Dias: la escritora de trece años que produjo un cambio by Barret Smith (Non-Fiction)	950L	This text highlights the work of young activist Marley Dias, who has campaigned to collect books that center the experiences of Black girls. Use this text to encourage students to think about Jacqueline’s relationship with reading in the novel and to discuss why diverse representation in the texts we read is important.

