



## Unit-at-a-Glance

This unit is approximately 3 weeks or 14 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 1</b> RI.8.1, RI.8.2	<b>Close Read: <i>Summer of the Mariposas</i>, Author's Note</b>  <b>Opening</b> A. Engage the Learner – L.8.4a (5 minutes) <b>Work Time</b> A. Close Read: <i>Summer of the Mariposas</i> , Author's Note – RI.8.2 (30 minutes) <b>Closing and Assessment</b> A. Culminating Task – RI.8.2 (10 minutes) <b>Homework</b> A. Selected and Constructed Response Questions: Using Homework: Selected and Constructed Response Questions: Central Idea, students answer selected and constructed response questions about the central idea of chapter 17 of <i>Summer of the Mariposas</i> . B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  In this lesson, students will participate in a close read of <i>Summer of the Mariposas</i> , Author's Note in order to practice identifying the meaning of unknown vocabulary and identifying central idea and analyzing its development in a text. In their culminating task, students will answer selected response questions about the central idea of the passage.	<ul style="list-style-type: none"> <li>I can determine a central idea and how it is conveyed through details in <i>Summer of the Mariposas</i>, Author's Note (RI.8.1, RI.8.2)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (RL.8.4, L.8.4a)</li> <li>Closing and Assessment A: Close Reading Culminating Task: <i>Summer of the Mariposas</i>, Author's Note (RI.8.1, RI.8.2, RI.8.4, L.8.4)</li> </ul>
<b>Lesson 2</b> RI.8.1, RI.8.2, RI.8.4, L.8.4a, L.8.4c, L.8.4d	<b>Mid-Unit 3 Assessment: Determine a Central Idea</b>  <b>Opening</b> A. Return End of Unit 2 Assessments (5 minutes) B. Engage the Learner (5 minutes) <b>Work Time</b> A. Mid-Unit 3 Assessment: Determine a Central Idea – RI.8.2 (20 minutes) <b>Closing and Assessment</b> A. Track Progress (15 minutes) <b>Homework</b> A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  In this lesson, students read an essay and identify main ideas and key details for the mid-unit assessment (RI.8.1, RI.8.2, RI.8.4, RI.8.10, L.8.4).	<ul style="list-style-type: none"> <li>I can determine a central idea and how it is conveyed through details in an informational text. (RI.8.1, RI.8.2)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: Mid-Unit 3 Assessment: Determine a Central Idea (RI.8.1, RI.8.2, RI.8.4, RI.8.10, L.8.4a, L.8.4c, L.8.4d)</li> <li>Closing and Assessment A: Track Progress – Read, Understand, and Explain a New Text (R.8.1, R.8.4, R.8.10, L.8.4)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 3</b> RL.8.1, RL.8.2	<b>Close Read: <i>La Llorona</i></b>  <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Close Read: <i>La Llorona</i> – RL.8.2 (25 minutes) B. Pair Write: Summary – RL.8.2 (10 minutes) <b>Closing and Assessment</b> A. Reflect on Learning Targets (5 minutes) <b>Homework</b> A. Understanding Vocabulary: Using Homework: Informational Texts and Vocabulary, students explain domain-specific and academic vocabulary from previous lessons in their own words. Then they use real-world examples to further explain to their reader. B. Preread Anchor Text: Students should preread chapters 18 and 19 of <i>Summer of the Mariposas</i> in preparation for studying an excerpt from the chapter in the next lesson.  In this lesson students will practice their skills of identifying central idea and analyzing its development in a text. Students will then practice writing a summary paragraph.	<ul style="list-style-type: none"> <li>I can determine a theme and how it is conveyed through details in <i>La Llorona</i>. (RL.8.1, RL.8.2)</li> <li>I can write an objective summary of <i>La Llorona</i>. (RL.8.1, RL.8.2)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (RL.8.2)</li> <li>Work Time A: Close Reading Culminating Task: <i>La Llorona</i></li> <li>Work Time B: Summary Paragraph in Culminating Task recording form</li> </ul>
<b>Lesson 4</b> RL.8.1, RL.8.3, RL.8.9	<b>Compare and Contrast Depictions of <i>La Llorona</i>, Part I</b>  <b>Opening</b> A. Engage the Learner – RL.8.3 (5 minutes) <b>Work Time</b> A. Read <i>Summer of the Mariposas</i> , Chapters 18–19 Excerpts (20 minutes) B. Model: Compare Depictions of <i>La Llorona</i> – RL.8.9 (5 minutes) C. Partner Work: Compare Depictions of <i>La Llorona</i> – RL.8.9 (10 minutes) <b>Closing and Assessment</b> A. Whole Group Share – RL.8.9 (5 minutes) <b>Homework</b> A. Compare and Contrast: Using Homework: Compare and Contrast Characters, students compare and contrast two monsters from <i>Summer of the Mariposas</i> and use evidence from the text to support their claims. B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  In this lesson students will continue to read <i>Summer of the Mariposas</i> and continue to identify both new vocabulary and the gist of chapters 18 and 19. Then, students will begin to compare the depictions of <i>La Llorona</i> in <i>La Llorona</i> and <i>Summer of the Mariposas</i>	<ul style="list-style-type: none"> <li>I can demonstrate understanding of an excerpt of chapters 18 and 19 of <i>Summer of the Mariposas</i>.</li> <li>I can compare the depiction of <i>La Llorona</i> in <i>La Llorona</i> with the depiction in <i>Summer of the Mariposas</i>. (RL.8.1, RL.8.9)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (RL.8.3)</li> <li>Work Time A: Gist on sticky notes</li> <li>Work Time C: Compare and Contrast <i>La Llorona</i> note-catcher (RL.8.1, RL.8.9)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 5</b> RL.8.1, RL.8.3, RL.8.9	<b>Compare and Contrast Depictions of La Llorona, Part II</b>  <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Read: <i>Summer of the Mariposas</i> , Chapter 20 Excerpt (10 minutes) B. Compare and Contrast Depictions of La Llorona – RL.8.9 (10 minutes) C. Whole Group Share – RL.8.9 (5 minutes) D. Compare and Contrast Modernized Monster – RL.8.9 (10 minutes) <b>Closing and Assessment</b> A. Reflect on Learning Targets (5 minutes) <b>Homework</b> A. Compare and Contrast: Using Homework: Modernization of Characters, students compare and contrast the modernized and original depictions of a popular fairy tale character. B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  In this lesson students will continue to read <i>Summer of the Mariposas</i> and continue to identify both new vocabulary and the gist of chapter 20. Then, students will begin to contrast the depictions of La Llorona in <i>La Llorona</i> and <i>Summer of the Mariposas</i> .	<ul style="list-style-type: none"> <li>I can demonstrate understanding of the excerpt of chapter 20 of <i>Summer of the Mariposas</i>.</li> <li>I can compare and contrast depictions of La Llorona in <i>La Llorona</i> with those in <i>Summer of the Mariposas</i>. (RL.8.1, RL.8.9)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (RL.8.4, L.8.4a)</li> <li>Work Time A: Gist on sticky notes</li> <li>Work Time B: Compare and Contrast La Llorona note-catcher (RL.8.1, RL.8.9)</li> <li>Work Time D: Compare and Contrast Monster note-catcher (RL.8.1, RL.8.3, RL.8.9)</li> </ul>
<b>Lesson 6</b> RL.8.9, RI.8.1, W.8.2	<b>Painted Essay®: Analyze a Model</b>  <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Introduce Painted Essay® – W.8.2 (20 minutes) B. Model: Analyze the Model Essay – W.8.2 (5 minutes) C. Partner Work: Analyze the Model Essay – W.8.2 (10 minutes) <b>Closing and Assessment</b> A. Reflection on Painted Essay® Structure and Informative Checklist – W.8.2 (5 minutes) <b>Homework</b> A. Character Depictions: Using Homework: Compare and Contrast Character Depictions, students identify details from <i>Summer of the Mariposas</i> that support claims about the depiction of a character. B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  In this lesson, students analyze a model compare and contrast essay using the Painted Essay® structure to generate criteria for their own essays.	<ul style="list-style-type: none"> <li>I can analyze a Painted Essay® model to generate criteria of an effective compare and contrast essay. (RI.8.1, W.8.2)</li> <li>I can analyze a model essay to determine criteria for my essay on a modernized monster. (RI.8.1, W.8.2)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (RL.8.4, L.8.4a)</li> <li>Work Time A and Closing and Assessment A: Painted Essay® template (RL.8.1, W.8.2, W.8.4, W.8.9a)</li> <li>Work Time B and Work Time C: Informative Writing Checklist (RI.8.1, W.8.2)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 7</b> W.8.2a, W.8.5	<p><b>Write a Compare and Contrast Essay: Draft the Introduction</b></p> <p><b>Opening</b> A. Engage the Learner – W.8.2a (5 minutes)</p> <p><b>Work Time</b> A. Language Dive: Focus Statement – W.8.2a (10 minutes) B. Analyze the Model and Plan an Introduction – W.8.2a (10 minutes) C. Draft an Introduction – W.8.2a (10 minutes)</p> <p><b>Closing and Assessment</b> A. Pair-Share – W.8.5 (10 minutes)</p> <p><b>Homework</b> A. Preread Anchor Text: Students should preread chapter 21 of <i>Summer of the Mariposas</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>In this lesson, students participate in a Language Dive that guides them through the meaning and structure of the focus statement from the Compare and Contrast Model Essay; students then draft the introductory paragraph for their compare and contrast essay; students share their introductory paragraphs with their peers. In the Closing, students plan their end of unit assessment essay.</p>	<ul style="list-style-type: none"> <li>I can draft an introduction to a compare and contrast essay that includes a strong focus statement. (W.8.2a, W.8.4)</li> <li>I can give kind, helpful, and specific feedback to my partner. (W.8.5, SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (W.8.2a)</li> <li>Work Time A: Language Dive: Compare and Contrast Model Essay Focus Statement (W.8.2a, W.8.4, L.8.5b)</li> <li>Work Time C: Draft of Introduction (RL.8.9, W.8.2a, W.8.4)</li> </ul>
<b>Lesson 8</b> W.8.2b, W.8.5	<p><b>Write a Compare and Contrast Essay: Draft Proof Paragraph 1</b></p> <p><b>Opening</b> A. Engage the Learner – W.8.2b (5 minutes)</p> <p><b>Work Time</b> A. Read and Discuss: <i>Summer of the Mariposas</i>, Chapter 21 Excerpt (10 minutes) B. Plan Proof Paragraph 1 – W.8.5 (10 minutes) C. Draft Proof Paragraph 1 – W.8.2b (15 minutes)</p> <p><b>Closing and Assessment</b> A. Pair-Share – W.8.5 (5 minutes)</p> <p><b>Homework</b> A. Preread Anchor Text: Students should preread chapter 22 of <i>Summer of the Mariposas</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>In this lesson, students continue to read <i>Summer of the Mariposas</i> chapter 21, and draft the first Proof Paragraph for their compare and contrast essay.</p>	<ul style="list-style-type: none"> <li>I can demonstrate understanding of the excerpt of chapter 21 of <i>Summer of the Mariposas</i>.</li> <li>I can draft the first Proof Paragraph of a compare and contrast essay. (W.8.2b, W.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (W.8.2b)</li> <li>Work Time B: Proof Paragraph 1 of Essay (RL.8.1, RL.8.9, W.8.2a, W.8.2b, W.8.4, W.8.9)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 9</b> W.8.2b, W.8.5	<p><b>Write a Compare and Contrast Essay: Draft Proof Paragraph 2</b></p> <p><b>Opening</b>  A. Engage the Learner – RL.8.3 (5 minutes)</p> <p><b>Work Time</b>  A. Read and Discuss <i>Summer of the Mariposas</i>, Chapter 22 Excerpt (10 minutes)  B. Plan Proof Paragraph 2 – W.8.5 (10 minutes)  C. Draft Proof Paragraph 2 – W.8.2b (15 minutes)</p> <p><b>Closing and Assessment</b>  A. Pair-Share – W.8.5 (5 minutes)</p> <p><b>Homework</b>  A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>In this lesson, students finish <i>Summer of the Mariposas</i> and draft the second Proof Paragraph for their compare and contrast essay.</p>	<ul style="list-style-type: none"> <li>I can demonstrate understanding of the excerpt of chapter 21 of <i>Summer of the Mariposas</i>.</li> <li>I can draft the second Proof Paragraph of a compare and contrast essay. (W.8.2b, W.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (RL.8.3)</li> <li>Work Time B: Proof Paragraph 2 of Essay (RL.8.1, RL.8.9, W.8.2a, W.8.2b, W.8.4, W.8.9)</li> </ul>
<b>Lesson 10</b> W.8.2f, W.8.5	<p><b>Write a Compare and Contrast Essay: Draft a Conclusion</b></p> <p><b>Opening</b>  A. Engage the Learner – W.8.2f (5 minutes)</p> <p><b>Work Time</b>  A. Language Dive: Model Essay: “Peuchen,” Paragraph 4 – W.8.2f (10 minutes)  B. Plan Conclusion – W.8.5 (15 minutes)  C. Draft Conclusion – W.8.2f (10 minutes)</p> <p><b>Closing and Assessment</b>  A. Pair-Share – W.8.5 (5 minutes)</p> <p><b>Homework</b>  A. Transitions: Using Homework: Selected and Constructed Response Questions: Draft a Conclusion and Transitions, students answer selected and constructed response questions about transition words and phrases in a concluding paragraph.  B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>In this lesson, students draft the conclusion paragraph for their compare and contrast essay.</p>	<ul style="list-style-type: none"> <li>I can plan and draft the conclusion of a compare and contrast essay with a strong reflection. (W.8.2f, W.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (W.8.2f)</li> <li>Work Time A: Language Dive on Reflection (W.8.2f, W.8.4)</li> <li>Work Time B: Plan Conclusion of Essay (RL.8.1, RL.8.9, W.8.2f, W.8.5, W.8.9)</li> <li>Work Time C: Draft Conclusion of Essay (RL.8.1, RL.8.9, W.8.2f, W.8.4, W.8.5, W.8.9)</li> </ul>



Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 11</b> W.8.5	<b>Plan End of Unit 3 Assessment Essay</b>  <b>Opening</b> A. Engage the Learner – W.8.5 (5 minutes) <b>Work Time</b> A. Guided Practice: Plan End of Unit 3 Assessment Essay – W.8.5 (15 minutes) B. Independent Practice: Plan End of Unit 3 Assessment Essay – W.8.5 (10 minutes) C. Peer Critique: End of Unit 3 Assessment Writing Plan – W.8.5 (10 minutes) <b>Closing and Assessment</b> A. Reflect on Learning Targets (5 minutes) <b>Homework</b> A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  In this lesson, students will briefly analyze a new Painted Essay® model and create a plan for their end of unit assessment essay using a graphic organizer.	<ul style="list-style-type: none"> <li>I can plan an informative essay that has points that are supported by facts and details. (W.8.2, W.8.5)</li> <li>I can give kind, helpful, and specific feedback to my partner. (W.8.5, SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (W.8.2, W.8.5)</li> <li>Work Time A: Compare and Contrast Informative Writing Plan graphic organizer (W.8.2, W.8.4, W.8.5)</li> <li>Work Time C: Peer Critique (W.8.5, SL.8.1)</li> </ul>
<b>Lesson 12</b> RL.8.1, RL.8.9, RI.8.1, W.8.2, W.8.4, W.8.9a	<b>End of Unit 3 Assessment: Write a Compare and Contrast Essay</b>  <b>Opening</b> A. Return Mid-Unit 3 Assessments with Feedback (5 minutes) B. Engage the Learner (5 minutes) <b>Work Time</b> A. End of Unit 3 Assessment: Write a Compare and Contrast Essay – W.8.2 (30 minutes) <b>Closing and Assessment</b> A. Track Progress – W.8.2 (5 minutes) <b>Homework</b> A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  In this lesson, students receive feedback on their mid-unit assessment and take their end of unit assessment, which asks them to write a second essay explaining how they modernized their monster from Latin American folklore.	<ul style="list-style-type: none"> <li>I can write an essay that compares and contrasts the depiction of a monster in folklore from Latin America and in my modernized narrative. (RL.8.9, W.8.2)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: End of Unit 3 Assessment: Write a Compare and Contrast Essay (RL.8.1, RL.8.9, RI.8.1, W.8.2, W.8.4, W.8.5, W.8.9a, W.8.10)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 13</b> W.8.4, W.8.6	<b>Introduce the Performance Task</b>  <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Introduce Working to Contribute to a Better World – SL.8.1 (10 minutes) B. Generate Webpage Criteria – W.8.4 (10 minutes) C. Begin to Create Webpage – W.8.6 (10 minutes) D. Summary: Class Website Homepage – W.8.4 (5 minutes) <b>Closing and Assessment</b> A. Reflect on Learning Targets (5 minutes) <b>Homework</b> A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  In this lesson, students review the performance task and analyze a model webpage in order to generate criteria for their own webpage. Then, students begin to build their own pages and write a summary together.	<ul style="list-style-type: none"> <li>• I can generate criteria for an effective webpage. (W.8.4)</li> <li>• I can use technology to create a webpage. (W.8.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (W.8.6)</li> <li>• Work Time B: Performance Task anchor chart (W.8.4, W.8.6)</li> </ul>
<b>Lesson 14</b> W.8.6	<b>Performance Task: Create a Webpage</b>  <b>Opening</b> A. Engage the Learner – W.8.4 (5 minutes) <b>Work Time</b> A. Create a Webpage – W.8.6 (35 minutes) <b>Closing and Assessment</b> A. Partner Share – SL.8.1 (5 minutes) <b>Homework</b> A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  In this lesson, students complete their performance task by creating a webpage that houses their narrative writing piece from Unit 2 and their compare and contrast essay from the End of Unit 3 Assessment. They will be able to share their work with a wider audience.	<ul style="list-style-type: none"> <li>• I can use technology to create a webpage. (W.8.4, W.8.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (W.8.6)</li> <li>• Work Time A: Performance Task webpage (RI.8.1, W.8.2, W.8.4, W.8.6, W.8.9b, W.8.10, L.8.6)</li> </ul>