



Unit-at-a-Glance

This unit is approximately 4 weeks or 19 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 1 RI.8.3, RI.8.6	Analyze Point of View, Connections, and Distinctions: <i>Farewell to Manzanar</i>, Chapter 12 Opening A. Engage the Learner – RI.8.6 (5 minutes) Work Time A. Read <i>Farewell to Manzanar</i> , Chapter 12 – RI.8.6 (15 minutes) A. Analyze Connections and Distinctions: <i>Farewell to Manzanar</i> , Chapter 12 – RI.8.3 (15 minutes) Closing and Assessment A. Exit Ticket – RI.8.3, RI.8.6 (10 minutes) Homework A. Analyze Connections and Distinctions: Students finish completing the note-catcher for chapter 12 as needed. A. Preread Anchor Text: Students preread chapter 13 (pages 93–104) of <i>Farewell to Manzanar</i> in preparation for studying the chapter in the next lesson. In this lesson, students read chapter 12 of the anchor text, <i>Farewell to Manzanar</i> , analyze point of view, and track connections and distinctions in the text.	<ul style="list-style-type: none"> • I can analyze the authors' purpose and point of view and how point of view is conveyed in chapter 12 of <i>Farewell to Manzanar</i>. (RI.8.6) • I can analyze how the text makes connections among and distinctions between individuals, events, and ideas in chapter 12 of <i>Farewell to Manzanar</i>. (RI.8.3) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 1 (RI.8.6) • Work Time A: Gist on sticky note • Work Time B: Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher (RI.8.1, RI.8.3) • Closing and Assessment A: Exit Ticket: Unit 2, Lesson 1 (RI.8.3, RI.8.6, L.8.5a)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 2 RI.8.3, RI.8.6, L.8.5a	<p>Analyze Point of View, Connections, and Distinctions: <i>Farewell to Manzanar</i>, Chapter 13</p> <p>Opening A. Engage the Learner – RI.8.6 (5 minutes)</p> <p>Work Time A. Read <i>Farewell to Manzanar</i>, Chapter 13 – RI.8.6 (15 minutes) A. Language Dive: <i>Farewell to Manzanar</i>, Page 104 – RI.8.3, RI.8.6 (10 minutes)</p> <p>Closing and Assessment A. Analyze Connections and Distinctions: <i>Farewell to Manzanar</i>, Chapter 13 – RI.8.3 (15 minutes)</p> <p>Homework A. Analyze Connections and Distinctions: Students finish completing the Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher for chapter 13 as needed. A. Prepare for <i>Farewell to Manzanar</i> Film Viewing: Students preview the prompts for Film Segment 3 on their Compare Text to Film: <i>Farewell to Manzanar</i> note-catcher and skim chapters 5, 8, 9, and 11 of <i>Farewell to Manzanar</i> to be better able to analyze how effectively the film conveys moments in Film Segment 3.</p> <p>In this lesson, students read chapter 13 of the anchor text, <i>Farewell to Manzanar</i>, analyze point of view, and track connections and distinctions in the text. Students also participate in a Language Dive to explore a connection and point of view in the text.</p>	<ul style="list-style-type: none"> • I can analyze how the authors' point of view is conveyed and differs from other points of view in Chapter 13 of <i>Farewell to Manzanar</i>. (RI.8.6) • I can analyze how the text makes connections among and distinctions between individuals, events, and ideas in chapter 13 of <i>Farewell to Manzanar</i>. (RI.8.3) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 2 (RI.8.6) • Work Time A: Gist on sticky note • Work Time B: Language Dive note-catcher (RI.8.3, RI.8.6, L.8.5a) • Closing and Assessment A: Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher (RI.8.3)

Lessons from Japanese American Internment

Module 4: Unit 2

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 3 RL.8.7	Analyze Filmmakers' Choices: <i>Farewell to Manzanar</i>, Part 3 Opening A. Engage the Learner (5 minutes) Work Time A. Analyze <i>Farewell to Manzanar</i> , Part 3 – RL.8.7 (35 minutes) Closing and Assessment A. Peer Share: Compare Text to Film – RL.8.7 (5 minutes) Homework A. Complete Compare Text to Film Note-Catcher: As necessary, students add notes to their Compare Text to Film: <i>Farewell to Manzanar</i> note-catcher, drawing on their anchor text and Connections and Distinctions note-catchers to determine how the film is faithful to or departs from the text. They also analyze how the moments in the text and film develop significant ideas. A. Preread Anchor Text: Students skim chapters 14–17 of <i>Farewell to Manzanar</i> in preparation for a jigsaw that centers on these chapters in the next lesson. In this lesson, students watch the third segment of the film adaptation of <i>Farewell to Manzanar</i> and analyze how the film stays faithful to and departs from the text.	<ul style="list-style-type: none"> I can analyze the extent to which the film <i>Farewell to Manzanar</i> stays faithful to or departs from the text, evaluating the filmmakers' choices. (RL.8.7) 	<ul style="list-style-type: none"> Work Time A: Compare Text to Film: <i>Farewell to Manzanar</i> note-catcher (RL.8.1, RL.8.7, RI.8.1, W.8.10)
Lesson 4 RI.8.3, RI.8.6	Jigsaw: <i>Farewell to Manzanar</i>, Chapters 14–17 Opening A. Engage the Learner – RI.8.6 (5 minutes) Work Time A. Jigsaw: <i>Farewell to Manzanar</i> , Chapters 14–17 – RI.8.3 (25 minutes) Closing and Assessment A. Jigsaw Share: <i>Farewell to Manzanar</i> , Chapters 14–17 – RI.8.3 (15 minutes) Homework A. Preread Anchor Text: Students preread chapters 19–20 of <i>Farewell to Manzanar</i> in preparation for studying the chapters in the next lesson. In this lesson, students participate in a Jigsaw protocol with chapters 14–17 of the anchor text, <i>Farewell to Manzanar</i> . Students also continue to analyze point of view and track connections and distinctions in the text.	<ul style="list-style-type: none"> I can analyze how the text makes connections among and distinctions between individuals, events, and ideas in chapters 14–17 of <i>Farewell to Manzanar</i> to develop my understanding of the text. (RI.8.3) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 4 (RI.8.6) Work Time A: Gist on sticky note Work Time A and Closing and Assessment A: Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher (RI.8.1, RI.8.3, W.8.10)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 5 RI.8.3, RI.8.6	Analyze Connections and Distinctions: <i>Farewell to Manzanar</i>, Chapters 19–20 Opening A. Engage the Learner – RI.8.3, RI.8.6 (5 minutes) Work Time A. Read and Analyze <i>Farewell to Manzanar</i> , Chapters 19–20 – RI.8.3 (35 minutes) Closing and Assessment A. Significant Ideas: <i>Farewell to Manzanar</i> , Chapters 19–20 – RI.8.3 (5 minutes) Homework A. Analyze Connections and Distinctions: Students finish completing the Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher for chapters 19–20 as needed. A. Preread Anchor Text: Students preread chapter 21 of <i>Farewell to Manzanar</i> in preparation for studying the chapter in the next lesson. In this lesson, students read chapters 19–20 of the anchor text, <i>Farewell to Manzanar</i> , and track connections and distinctions and significant ideas in the text.	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar vocabulary in chapters 19–20 of <i>Farewell to Manzanar</i>. (RI.8.4, L.8.4) I can analyze how the text makes connections among and distinctions between individuals, events, and ideas in chapters 19–20 of <i>Farewell to Manzanar</i> to develop my understanding of the text. (RI.8.3) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 5 (RI.8.3, RI.8.6) Work Time A: Gist on sticky note Work Time A: Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher (RI.8.1, RI.8.3, W.8.10)
Lesson 6 RI.8.3, RI.8.4, L.8.4	Analyze Connections and Distinctions: <i>Farewell to Manzanar</i>, Chapter 21 Opening A. Engage the Learner – RI.8.4, L.8.4 (5 minutes) Work Time A. Read and Analyze <i>Farewell to Manzanar</i> , Chapter 21 – RI.8.3 (25 minutes) Closing and Assessment A. Share Independent Research Reading – RL.8.10, RI.8.10 (15 minutes) Homework A. Analyze Connections and Distinctions: Students finish completing the Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher for chapter 21 as needed. 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 chapter 21 of the anchor text, <i>Farewell to Manzanar</i> , and track connections and distinctions and significant ideas in the text. Students also share their independent research reading with the class.	<ul style="list-style-type: none"> I can determine the meaning of unfamiliar vocabulary in chapter 21 of <i>Farewell to Manzanar</i>. (RI.8.4, L.8.4) I can analyze how the text makes connections among and distinctions between individuals, events, and ideas in chapter 21 of <i>Farewell to Manzanar</i> to develop my understanding of the text. (RI.8.3) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 6 (RI.8.4, L.8.4) Work Time A: Gist on sticky note Work Time A: Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher (RI.8.1, RI.8.3, W.8.10)

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Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 7 RI.8.1, RI.8.3, RI.8.4, RI.8.6, L.8.5a	Mid-Unit 2 Assessment: Analyze Connections, Distinctions, and Point of View: <i>Farewell to Manzanar</i>, Chapter 22 Opening A. Engage the Learner (5 minutes) Work Time A. Mid-Unit 2 Assessment: Analyze Connections, Distinctions, and Point of View: <i>Farewell to Manzanar</i> , Chapter 22 (35 minutes) Closing and Assessment A. Track Progress (5 minutes) Homework A. Preread Anchor Text: Students preread the rest of chapter 22 and the afterword (pages 177–188) of <i>Farewell to Manzanar</i> in preparation for studying the text in the next lesson. In this lesson, students read chapter 22 of the anchor text, <i>Farewell to Manzanar</i> , and take the Mid-Unit 2 Assessment to analyze connections and distinctions and point of view in the text.	<ul style="list-style-type: none"> I can analyze how the text makes connections among and distinctions between individuals, events, and ideas in chapter 22 of <i>Farewell to Manzanar</i>. (RI.8.3) I can analyze how point of view is conveyed in chapter 22 of <i>Farewell to Manzanar</i>. (RI.8.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 7 Work Time A: Mid-Unit 2 Assessment: Analyze Connections, Distinctions, and Point of View: <i>Farewell to Manzanar</i>, Chapter 22 (RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.10, W.8.10, L.8.5a) Closing and Assessment A: Track Progress: Read, Understand, and Explain New Text
Lesson 8 RI.8.3, RI.8.6	Analyze Significant Ideas and Point of View: <i>Farewell to Manzanar</i>, Chapter 22 and Afterword Opening A. Engage the Learner – RI.8.3 (10 minutes) Work Time A. Read <i>Farewell to Manzanar</i> , Chapter 22 and Afterword – RI.8.6 (20 minutes) A. Analyze Significant Ideas: <i>Farewell to Manzanar</i> – RI.8.3 (10 minutes) Closing and Assessment A. Exit Ticket – W.8.10 (5 minutes) Homework A. Prepare for <i>Farewell to Manzanar</i> Film Viewing: Students preview the prompts for Film Segment 4 on their Compare Text to Film: <i>Farewell to Manzanar</i> note-catcher and skim chapters 8, 11, 13, 14, 15, 17, and 22 of <i>Farewell to Manzanar</i> to be better able to analyze how effectively the film conveys moments in Film Segment 4. In this lesson, students read chapter 22 and the afterword of the anchor text, <i>Farewell to Manzanar</i> , and analyze connections and distinctions as well as track significant ideas from the text.	<ul style="list-style-type: none"> I can analyze how the connections among and distinctions between individuals, events, and ideas in <i>Farewell to Manzanar</i> convey significant ideas and develop my understanding of the text. (RI.8.3) I can analyze how the authors' point of view is conveyed in chapter 22 of <i>Farewell to Manzanar</i>. (RI.8.6) 	<ul style="list-style-type: none"> Work Time A: Gist on sticky note Work Time B: Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher (RI.8.3) Closing and Assessment A: Exit Ticket: Unit 2, Lesson 8 (W.8.10)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 9 RL.8.7	Analyze Filmmakers' Choices: <i>Farewell to Manzanar</i>, Part 4 Opening A. Engage the Learner (5 minutes) Work Time A. Analyze <i>Farewell to Manzanar</i> , Part 4 – RL.8.7 (35 minutes) Closing and Assessment A. Make Connections to Text – RL.8.7 (5 minutes) Homework A. Complete Compare Text to Film Note-Catcher: As necessary, students add notes to their Compare Text to Film: <i>Farewell to Manzanar</i> note-catcher, drawing on their anchor text and Connections and Distinctions: <i>Farewell to Manzanar</i> note-catcher to determine how the film is faithful to or departs from the text. They also analyze how moments in the text and film develop significant ideas. 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 watch the final segment of the film adaptation of <i>Farewell to Manzanar</i> and analyze how the film stays faithful to and departs from the text.	<ul style="list-style-type: none"> I can analyze the extent to which the film <i>Farewell to Manzanar</i> stays faithful to or departs from the text, evaluating the filmmakers' choices. (RL.8.7) 	<ul style="list-style-type: none"> Work Time A: Compare Text to Film: <i>Farewell to Manzanar</i> note-catcher (RL.8.1, RL.8.7, RI.8.1, W.8.10)
Lesson 10 W.8.1, W.8.4	Write a Literary Argument Essay: Analyze a Model Opening A. Engage the Learner – W.8.1 (5 minutes) Work Time A. Find the Gist of a Model Argument Essay (10 minutes) A. Analyze a Model Argument Essay – W.8.1 (15 minutes) A. Argument Writing Checklist – W.8.1, W.8.4 (10 minutes) Closing and Assessment A. Debrief Argument Writing Anchor Chart – W.8.1 (5 minutes) Homework A. Argument Essay Structure: Students answer selected and constructed response questions about the model essay's content and structure to complete Homework: Argument Essay Structure. In this lesson, students analyze a model literary argument essay in order to determine criteria to apply to their own writing.	<ul style="list-style-type: none"> I can find the gist of a model essay. (RI.8.1) I can identify the parts of a model argument essay and explain the purpose of each. (W.8.1) I can generate criteria for an effective argument essay. (W.8.1, W.8.4) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 10 (W.8.1) Work Time B: Annotated, color-coded model argument essay (W.8.1, W.8.4) Work Time C: Argument Writing checklist (RI.8.1, W.8.1)

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Lesson 11 RI.8.1, W.8.1, W.8.4, W.8.5, L.8.2c	Write a Practice Literary Argument Essay: Create a Plan Opening A. Engage the Learner – L.8.2c (5 minutes) Work Time A. Introduce Practice Essay Prompt – W.8.1, W.8.4 (5 minutes) A. Identify Evidence in Text and Note-Catchers – RI.8.1 (15 minutes) A. Plan Practice Argument Essay – W.8.5 (15 minutes) Closing and Assessment A. Reflect on Learning (5 minutes) Homework A. Review Practice Argument Essay Plans: Students review the plans created in Work Time C, adding and revising elements to their practice essay plan, as needed. 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 are introduced to their practice essay prompt and plan their essay. Students also practice spelling correctly.	<ul style="list-style-type: none"> • I can annotate and determine the gist of a practice essay prompt. (W.8.4) • I can identify evidence that supports a claim. (RI.8.1) • I can use my understanding of the elements of an argument essay to create a plan for a practice essay. (W.8.1, W.8.5) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 11 (L.8.2c) • Work Time B: Evidence on sticky notes • Work Time C: Practice Argument Essay Writing Plan graphic organizer (W.8.5)
Lesson 12 W.8.1a, W.8.4, W.8.5, W.8.10	Write a Practice Literary Argument Essay: Analyze and Draft an Introduction Opening A. Engage the Learner – W.8.5 (5 minutes) Work Time A. Analyze a Model: Introduction Paragraph – W.8.1a (10 minutes) A. Practice Essay: Draft an Introduction – W.8.1a, W.8.4 (20 minutes) Closing and Assessment A. Peer Feedback: Practice Argument Essay Introduction – W.8.5 (10 minutes) Homework A. Review and Revise Practice Essay Introduction: Students revise their practice essay introduction based on feedback and criteria. 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 analyze the introduction of a model literary argument essay and then plan and draft the introduction of their practice argument essay.	<ul style="list-style-type: none"> • I can identify the purpose of each component of an introduction paragraph in a model argument essay. (W.8.1a, W.8.4) • I can write the introduction of my practice essay, giving context on the issue and clearly stating my claim. (W.8.1a, W.8.4) • I can give kind, helpful, and specific feedback to my partner and incorporate feedback in my essay plan. (W.8.5) 	<ul style="list-style-type: none"> • Opening: Entrance Ticket: Unit 2, Lesson 12 (W.8.5) • Work Time A: Annotated Model Argument Essay (RI.8.1, W.8.1a) • Work Time B: Practice Argument Essay Introductory Paragraph (W.8.1a, W.8.4)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 13 W.8.1b, W.8.4, W.8.5, W.8.10	<p>Write a Practice Literary Argument Essay: Analyze and Draft Proof Paragraph 1</p> <p>Opening A. Engage the Learner – W.8.1b (5 minutes)</p> <p>Work Time A. Analyze the Model: Proof Paragraph 1 – W.8.1b (10 minutes) A. Orally Rehearse Proof Paragraph 1 – W.8.5 (10 minutes) A. Practice Essay: Draft Proof Paragraph 1 – W.8.1b, W.8.4 (15 minutes)</p> <p>Closing and Assessment A. Pair Share Proof Paragraph 1 – W.8.1b (5 minutes)</p> <p>Homework A. Revise Proof Paragraph 1: Students revise Proof Paragraph 1 of their practice argument essay, based on feedback and criteria. 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 analyze Proof Paragraph 1 of a model literary argument essay and then plan and draft Proof Paragraph 1 of their practice argument essay.</p>	<ul style="list-style-type: none"> • I can identify the points, evidence, and reasoning in Proof Paragraph 1 of a model argument essay. (RI.8.1, W.8.1b) • I can write Proof Paragraph 1 for my practice essay. (W.8.1b, W.8.4) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 13 (W.8.1b) • Work Time A: Annotated Model Argument Essay (W.8.1b) • Work Time C: Practice Argument Essay Proof Paragraph 1 (W.8.1b, W.8.4)
Lesson 14 W.8.1b, W.8.4, W.8.5, W.8.10	<p>Write a Practice Literary Argument Essay: Analyze and Draft Proof Paragraph 2</p> <p>Opening A. Engage the Learner – W.8.1b (5 minutes)</p> <p>Work Time A. Analyze the Model: Proof Paragraph 2 – W.8.1b (10 minutes) A. Orally Rehearse Proof Paragraph 2 – W.8.5 (10 minutes) A. Practice Essay: Draft Proof Paragraph 2 – W.8.1b, W.8.4 (15 minutes)</p> <p>Closing and Assessment A. Pair Share: Proof Paragraph 2 – W.8.1b (5 minutes)</p> <p>Homework A. Revise Proof Paragraph 2: Students revise Proof Paragraph 2 of their practice argument essay, based on feedback and criteria. 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 analyze Proof Paragraph 2 of a model literary argument essay and then plan and draft Proof Paragraph 2 of their practice argument essay.</p>	<ul style="list-style-type: none"> • I can identify the point, evidence, and reasoning in Proof Paragraph 2 of a model argument essay. (RI.8.1, W.8.1b) • I can write Proof Paragraph 2 for my practice essay. (W.8.1b, W.8.4) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 14 (W.8.1b) • Work Time A: Annotated Model Argument Essay (W.8.1b) • Work Time C: Practice Argument Essay Proof Paragraph 2 (W.8.1b, W.8.4)

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Lesson 15 W.8.1a, W.8.1c, W.8.4, W.8.5, W.8.10, L.8.5b	<p>Write a Practice Literary Argument Essay: Analyze and Draft a Counterclaim</p> <p>Opening A. Engage the Learner – L.8.2c (5 minutes)</p> <p>Work Time A. Analyze a Model: What Is a Counterclaim? – W.8.1a (10 minutes) A. Language Dive: Model Argument Essay: “How <i>Farewell to Manzanar</i> Conveys Jeanne’s Youth,” Paragraph 4 – W.8.1a (10 minutes) A. Practice Essay: Rehearse and Write a Counterclaim – W.8.1a, W.8.4 (15 minutes)</p> <p>Closing and Assessment A. Peer Feedback: Practice Essay Counterclaim – W.8.5 (5 minutes)</p> <p>Homework A. Revise Counterclaims: Students revise the counterclaim of their practice argument essay based on criteria and feedback. 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 analyze the counterclaim paragraph of a model literary argument essay and participate in a Language Dive to understand how a sentence connects a counterclaim with the main claim of an essay. Students then plan and draft the counterclaim paragraph of their practice argument essay. They also practice spelling correctly.</p>	<ul style="list-style-type: none"> I can identify the purpose of each part of the counterclaim paragraph of a model argument essay. (W.8.1a) I can write the counterclaim of my practice essay. (W.8.1a, W.8.4) 	<ul style="list-style-type: none"> Opening: Entrance Ticket: Unit 2, Lesson 15 (L.8.2c) Work Time A: Annotated Model Argument Essay (W.8.1a) Work Time B: Language Dive: Counterclaim note-catcher (W.8.1a, L.8.5b) Work Time C: Practice Argument Essay Counterclaim (W.8.1a, W.8.4)
Lesson 16 W.8.1e, W.8.4, W.8.5, W.8.10	<p>Write a Practice Literary Argument Essay: Analyze and Draft a Conclusion</p> <p>Opening A. Engage the Learner – L.8.2c (5 minutes)</p> <p>Work Time A. Analyze a Model: Strong Conclusions – W.8.1e (5 minutes) A. Practice Essay: Rehearse and Write a Conclusion – W.8.1e, W.8.4 (15 minutes)</p> <p>Closing and Assessment A. Peer Feedback: Practice Essay – W.8.5 (20 minutes)</p> <p>Homework A. Revise Practice Essay: Students complete and revise their practice essay, based on criteria and feedback received in Closing and Assessment A. 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 analyze the conclusion paragraph of a model literary argument essay then plan and draft a conclusion for their practice argument essay. They also practice spelling correctly.</p>	<ul style="list-style-type: none"> I can identify the purpose of each part of the conclusion paragraph of a model argument essay. (W.8.1e) I can write the conclusion of my practice argument essay. (W.8.1e, W.8.4) 	<ul style="list-style-type: none"> Opening: Entrance Ticket: Unit 2, Lesson 16 (L.8.2c) Work Time A: Annotated Model Argument Essay (W.8.1e) Work Time B: Practice Argument Essay Conclusion (W.8.1e, W.8.4)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 17 RL.8.7, W.8.1, W.8.1c, W.8.4, L.8.6	Plan Independent Argument Essay Opening A. Engage the Learner – W.8.1a (5 minutes) Work Time A. Plan an Argument Essay – RL.8.7, W.8.1, W.8.4 (35 minutes) Closing and Assessment A. Debrief: Argument Writing Checklist – W.8.1c, L.8.6 (5 minutes) Homework A. Plan Independent Argument Essay: Students finish planning for their independent argument essay. In this lesson, students plan their independent literary argument essay, which they write for the End of Unit 2 Assessment in the next lesson.	<ul style="list-style-type: none"> I can plan an argument to support a claim with clear reasons and relevant evidence. (W.8.1) 	<ul style="list-style-type: none"> Work Time A: Argument Essay Writing Plan graphic organizer (RL.8.7, RI.8.7, W.8.1, W.8.4, W.8.5, W.8.9b)
Lessons 18–19 RL.8.1, RL.8.7, RI.8.1, W.8.1, W.8.4, W.8.5, W.8.6, W.8.9b, L.8.2c, L.8.6	End of Unit 2 Assessment: Write a Literary Argument Essay: <i>Farewell to Manzanar</i> Opening A. Engage the Learner (10 minutes) Work Time A. End of Unit 2 Assessment: Write a Literary Argument Essay: <i>Farewell to Manzanar</i> (65 minutes) Closing and Assessment A. Track Progress (15 minutes) Homework 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 these lessons, students write a literary argument essay for the End of Unit 2 Assessment. They also track progress and reflect on their learning.	<ul style="list-style-type: none"> I can write a literary argument essay about the extent to which the film <i>Farewell to Manzanar</i> stays faithful to or departs from the text, evaluating the filmmakers' choices in conveying a significant idea. (RL.8.1, RL.8.7, RI.8.1, W.8.1, W.8.4, W.8.5, W.8.6, W.8.9b, W.8.10, L.8.2c, L.8.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lessons 18–19 Work Time A: End of Unit 2 Assessment: Write a Literary Argument Essay: <i>Farewell to Manzanar</i> (RL.8.1, RL.8.7, RI.8.1, W.8.1, W.8.4, W.8.5, W.8.6, W.8.9b, W.8.10, L.8.2c, L.8.6) Closing and Assessment A: Track Progress: Argument Writing