



## Unit-at-a-Glance

This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 1</b> L.8.4a, L.8.4b, L.8.4c, L.8.5b, L.8.5c	<b>Analyze Language: <i>The Omnivore's Dilemma</i></b>  <b>Opening</b> A. Engage the Learner – L.8.4c (5 minutes) <b>Work Time</b> A. Read <i>The Omnivore's Dilemma</i> , Section 8, and Analyze Word Connotations – L.8.5c (15 minutes) A. Language Dive: <i>The Omnivore's Dilemma</i> , Page 40 – L.8.5b (10 minutes) A. Analyze Language: <i>The Omnivore's Dilemma</i> , Section 8 – L.8.5b (10 minutes) <b>Closing and Assessment</b> A. Pair-Share – L.8.5b (5 minutes) <b>Homework</b> A. Analyze Language: Students answer selected response questions about language to complete Homework: Analyze Language: <i>The Omnivore's Dilemma</i> , Section 8. 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 a new section of their anchor text, participate in a Language Dive, and analyze the author's language to more deeply understand the meaning.	<ul style="list-style-type: none"> <li>I can recognize the differences among connotations of words with similar meanings in <i>The Omnivore's Dilemma</i>. (L.8.5c)</li> <li>I can use context and the relationships among words to better understand the meanings of words and phrases in <i>The Omnivore's Dilemma</i>. (L.8.4a, L.8.5b)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 1 (L.8.4c)</li> <li>Work Time C: Analyze Language: <i>The Omnivore's Dilemma</i>, Section 8 (L.8.5b, L.8.5c)</li> </ul>
<b>Lesson 2</b> L.8.4a, L.8.4b, L.8.5b, L.8.5c	<b>Mid-Unit 3 Assessment: Analyze Language: <i>The Omnivore's Dilemma</i>, Pages 65–67</b>  <b>Opening</b> A. Engage the Learner and Return End of Unit 2 Assessments (5 minutes) <b>Work Time</b> A. Read <i>The Omnivore's Dilemma</i> , Section 9, and Analyze Word Connotations – L.8.5c (10 minutes) A. Language Dive: <i>The Omnivore's Dilemma</i> , Page 45 – L.8.5c (10 minutes) <b>Closing and Assessment</b> A. Mid-Unit 3 Assessment: Analyze Language: <i>The Omnivore's Dilemma</i> , Pages 65–67 (20 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 a new portion of their anchor text, participate in a Language Dive, and take their mid-unit assessment, analyzing language in <i>The Omnivore's Dilemma</i> .	<ul style="list-style-type: none"> <li>I can recognize the differences among connotations of words with similar meanings in <i>The Omnivore's Dilemma</i>. (L.8.5c)</li> <li>I can use context and the relationships among words to better understand the meanings of words and phrases in <i>The Omnivore's Dilemma</i>. (L.8.4a, L.8.5b)</li> <li>I can use affixes to determine the meanings of words and phrases in <i>The Omnivore's Dilemma</i>. (L.8.4b)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 2</li> <li>Work Time B: Language Dive: <i>The Omnivore's Dilemma</i>, Page 45 note-catcher (L.8.5c)</li> <li>Closing and Assessment A: Mid-Unit 3 Assessment: Analyze Language: <i>The Omnivore's Dilemma</i>, Pages 65–67 (L.8.4a, L.8.4b, L.8.5b, L.8.5c)</li> </ul>

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<b>Lesson 3</b> RI.8.1, RI.8.4	<p><b>Healthy and Sustainable Food Choices</b></p> <p><b>Opening</b> A. Engage the Learner – RI.8.4 (5 minutes)</p> <p><b>Work Time</b> A. Consider the Evidence: Healthy and Sustainable Food Choices – RI.8.1 (10 minutes) A. Four Corners: Determine a Food Choice – RI.8.1 (20 minutes)</p> <p><b>Closing and Assessment</b> A. Support Your Food Choice: Gather Evidence – RI.8.1 (10 minutes)</p> <p><b>Homework</b> A. Review Evidence on Food Choices: Students go back through their Access to Healthy Food: Independent Research note-catcher to find additional evidence that relates to the sustainable and healthy food choice they will recommend in their argument essay and add this evidence to their Food Choices and Evidence note-catcher. 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 consider evidence supporting different food choices and determine which food choice they think would most benefit their community.</p>	<ul style="list-style-type: none"> <li>• I can cite evidence to support how various food choices are healthy and/or sustainable. (RI.8.1)</li> <li>• I can take a stance on a topic and engage in collaborative discussions with my peers about healthy and sustainable foods. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 3, Lesson 3 (RI.8.4)</li> <li>• Work Time B: Healthy and Sustainable Food Choices anchor chart (RI.8.1)</li> <li>• Closing and Assessment A: Food Choices and Evidence note-catcher (RI.8.1)</li> </ul>
<b>Lesson 4</b> RI.8.1, W.8.1, W.8.4	<p><b>Write an Argument Essay: Analyze a Model</b></p> <p><b>Opening</b> A. Engage the Learner – W.8.1 (5 minutes)</p> <p><b>Work Time</b> 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 (10 minutes)</p> <p><b>Closing and Assessment</b> A. Debrief Argument Writing Anchor Chart – W.8.1 (5 minutes)</p> <p><b>Homework</b> 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. A. Preread Anchor Text: Students preread pages 63–65 and 229–234 in <i>The Omnivore's Dilemma</i> in preparation for studying an excerpt from the section in the next lesson.</p> <p>In this lesson, students analyze a model argument essay to prepare to write their own.</p>	<ul style="list-style-type: none"> <li>• I can find the gist of a model essay. (RI.8.1)</li> <li>• I can identify the parts of a model argument essay and explain the purpose of each. (W.8.1)</li> <li>• I can generate criteria for an effective argument essay. (W.8.1, W.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 3, Lesson 4 (W.8.1)</li> <li>• Work Time B: Annotated, color-coded model argument essay (W.8.1, W.8.4)</li> <li>• Work Time C: Argument Writing checklist (RI.8.1, W.8.1)</li> </ul>

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<b>Lesson 5</b> RI.8.1, W.8.1, W.8.4, W.8.5	<b>Write a Practice Argument Essay: Create a Plan</b>  <b>Opening</b> A. Engage the Learner – W.8.1 (5 minutes) <b>Work Time</b> A. Introduce Practice Essay Prompt – W.8.4 (5 minutes) A. Read <i>The Omnivore's Dilemma</i> , Section 10, and Identify Evidence – RI.8.1 (15 minutes) A. Plan Practice Argument Essay – W.8.5 (15 minutes) <b>Closing and Assessment</b> A. Reflect on Learning (5 minutes) <b>Homework</b> 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, read a section of their anchor text to determine aligned evidence, and begin to plan their essay.	<ul style="list-style-type: none"> <li>• I can annotate and determine the gist of a practice essay prompt. (W.8.4)</li> <li>• I can identify evidence that supports a claim. (RI.8.1)</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 3, Lesson 5 (W.8.1)</li> <li>• Work Time A: Practice Argument Essay directions (RI.8.1, W.8.1)</li> <li>• Work Time B: Gist on sticky notes</li> <li>• Work Time C: Practice Argument Essay Writing Plan graphic organizer (W.8.5)</li> </ul>
<b>Lesson 6</b> W.8.1, W.8.1a, W.8.4, W.8.5, W.8.10	<b>Write a Practice Argument Essay: Analyze and Draft an Introduction</b>  <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Analyze a Model: Introduction Paragraph – W.8.1a (10 minutes) A. Practice Essay: Draft an Introduction – W.8.1a (20 minutes) <b>Closing and Assessment</b> A. Peer Feedback: Practice Argument Essay Introduction – W.8.5 (10 minutes) <b>Homework</b> 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 closely analyze the introduction of the model essay, revise their plans, and draft the introduction of their practice essay.	<ul style="list-style-type: none"> <li>• I can identify the purpose of each component of an introduction paragraph in a model argument essay. (W.8.1a, W.8.4)</li> <li>• 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)</li> <li>• I can give kind, helpful, and specific feedback to my partner and incorporate feedback in my essay plan. (W.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening: Entrance Ticket: Unit 3, Lesson 6</li> <li>• Work Time A: Annotated Model Essay (RI.8.1, W.8.1a)</li> <li>• Work Time B: Introductory Paragraph of Practice Argument Essay (W.8.1a, W.8.4)</li> </ul>

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<b>Lesson 7</b> W.8.1, W.8.1b, W.8.5, W.8.10, SL.8.4	<p><b>Write a Practice Argument Essay: Analyze and Draft Proof Paragraph 1</b></p> <p><b>Opening</b>  A. Engage the Learner – W.8.1b (5 minutes)</p> <p><b>Work Time</b>  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 (15 minutes)</p> <p><b>Closing and Assessment</b>  A. Pair-Share Proof Paragraph 1 – W.8.1b (5 minutes)</p> <p><b>Homework</b>  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 closely analyze the first Proof Paragraph of the model essay, revise their plans, and draft the first Proof Paragraph of their practice essay.</p>	<ul style="list-style-type: none"> <li>I can identify the reasons, evidence, and reasoning in Proof Paragraph 1 of a model argument essay. (RI.8.1, W.8.1b)</li> <li>I can write Proof Paragraph 1 for my practice essay. (W.8.1b, W.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 7 (W.8.1b)</li> <li>Work Time A: Annotated Model Essay (W.8.1b)</li> <li>Work Time C: Proof Paragraph 1 of Practice Argument Essay (W.8.1b, W.8.4)</li> </ul>
<b>Lesson 8</b> W.8.1, W.8.1b, W.8.5, W.8.10, SL.8.4	<p><b>Write a Practice Argument Essay: Analyze and Draft Proof Paragraph 2</b></p> <p><b>Opening</b>  A. Engage the Learner – W.8.1b (5 minutes)</p> <p><b>Work Time</b>  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 (15 minutes)</p> <p><b>Closing and Assessment</b>  A. Pair-Share: Proof Paragraph 2 – W.8.1b (5 minutes)</p> <p><b>Homework</b>  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 closely analyze the second Proof Paragraph of the model essay, revise their plans, and draft the second Proof Paragraph of their practice essay.</p>	<ul style="list-style-type: none"> <li>I can identify the reasons, evidence, and reasoning in Proof Paragraph 2 of a model argument essay. (RI.8.1, W.8.1b)</li> <li>I can write Proof Paragraph 2 for my practice essay. (W.8.1b, W.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 8 (W.8.1b)</li> <li>Work Time A: Annotated Model Essay (W.8.1b)</li> <li>Work Time C: Proof Paragraph 2 of Practice Argument Essay (W.8.1b, W.8.4)</li> </ul>

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<b>Lesson 9</b> W.8.1, W.8.1a, W.8.1b, W.8.4, W.8.5, W.8.10, L.8.5b	<b>Write a Practice Argument Essay: Analyze and Draft a Counterclaim</b>  <b>Opening</b> A. Engage the Learner – W.8.1b (5 minutes) <b>Work Time</b> A. Analyze a Model: What Is a Counterclaim? – W.8.1a (10 minutes) A. Language Dive: Model Essay: “Transportation Choices,” Paragraph 5 – W.8.1a (10 minutes) A. Practice Essay: Rehearse and Write a Counterclaim – W.8.1a (15 minutes) <b>Closing and Assessment</b> A. Peer Feedback: Practice Essay Counterclaim – W.8.5 (5 minutes) <b>Homework</b> A. Revise Counterclaims: Students revise the counterclaim of their practice argument essay, based off of 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.  In this lesson, students closely analyze the counterclaim paragraph of the model essay, participate in a Language Dive, revise their plans, and draft the counterclaim paragraph of their practice essay.	<ul style="list-style-type: none"> <li>I can identify the purpose of each part of the counterclaim paragraph of a model argument essay. (W.8.1a)</li> <li>I can write the counterclaim of my practice essay. (W.8.1a, W.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>Opening: Entrance Ticket: Unit 3, Lesson 9 (W.8.1b)</li> <li>Work Time A: Annotated Model Essay (W.8.1a)</li> <li>Work Time B: Language Dive: Counterclaim (W.8.1a, L.8.5b)</li> <li>Work Time C: Counterclaim of Practice Argument Essay (W.8.1a, W.8.4)</li> </ul>
<b>Lesson 10</b> W.8.1, W.8.1e, W.8.4, W.8.5, W.8.10	<b>Write a Practice Argument Essay: Analyze and Draft a Conclusion</b>  <b>Opening</b> A. Introduce the Assessment Essay – W.8.1 (5 minutes) <b>Work Time</b> A. Analyze a Model: Strong Conclusions – W.8.1e (5 minutes) A. Practice Essay: Rehearse and Write a Conclusion – W.8.1e (15 minutes) <b>Closing and Assessment</b> A. Peer Feedback: Practice Essay – W.8.5 (20 minutes) <b>Homework</b> A. Revise Practice Essay: Students complete and revise their practice essay, based off of 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.  In this lesson, students closely analyze the conclusion paragraph of the model essay, participate in a Language Dive, revise their plans, and draft the conclusion paragraph of their practice essay.	<ul style="list-style-type: none"> <li>I can identify the purpose of each part of the conclusion paragraph of a model argument essay. (W.8.1e)</li> <li>I can write the conclusion of my practice argument essay. (W.8.1e, W.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>Opening: Entrance Ticket: Unit 3, Lesson 10 (W.8.1)</li> <li>Work Time A: Annotated Model Essay (W.8.1e)</li> <li>Work Time B: Conclusion of Practice Argument Essay (W.8.1e, W.8.4)</li> </ul>



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<b>Lessons 11–12</b> W.8.1, W.8.4, W.8.6, L.8.1, L.8.2, L.8.6	<b>End of Unit 3 Assessment: Plan and Write an Argument Essay: Defending a Healthy Food Choice</b>  <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. End of Unit 3 Assessment: Plan and Write an Argument Essay: Defending a Healthy Food Choice (75 minutes) <b>Closing and Assessment</b> A. Track Progress – W.8.1 (10 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 these lessons, students take their end of unit assessment, in which they plan and draft their assessment argument essay.	<ul style="list-style-type: none"> <li>I can plan and write an argument to support a claim with clear reasons and relevant evidence. (W.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lessons 11–12</li> <li>Work Time A: End of Unit 3 Assessment: Write an Argument Essay: Defending a Healthy Food Choice (W.8.1, W.8.4, W.8.6, W.8.9, W.8.10, L.8.1, L.8.2, L.8.6)</li> </ul>
<b>Lesson 13</b> W.8.5, SL.8.1, SL.8.5, SL.8.6	<b>Create an Infographic</b>  <b>Opening</b> A. Engage the Learner – SL.8.4 (5 minutes) <b>Work Time</b> A. Analyze a Model Infographic – SL.8.5 (10 minutes) A. Create an Infographic – SL.8.5 (25 minutes) <b>Closing and Assessment</b> A. Peer Feedback – W.8.5 (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 prepare for their performance task by creating an infographic to visually represent their argument, and give and receive peer feedback.	<ul style="list-style-type: none"> <li>I can create a visual representation of my argument essay. (SL.8.5, SL.8.6)</li> <li>I can provide feedback to my peers to help them develop and strengthen their work. (W.8.5, SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 13 (SL.8.4)</li> <li>Work Time B: Performance Task Infographic (SL.8.5)</li> </ul>

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<b>Lesson 14</b> W.8.5, SL.8.4, SL.8.6	<b>Create Prompt Cards</b>  <b>Opening</b> A. Engage the Learner – SL.8.4 (5 minutes) <b>Work Time</b> A. Analyze Model Prompt Cards – SL.8.4 (10 minutes) A. Identify Key Points for a Presentation – SL.8.4 (15 minutes) <b>Closing and Assessment</b> A. Presentation Practice and Peer Feedback – SL.8.4 (15 minutes) <b>Homework</b> A. Practice Presentations: Students practice using prompt cards to prepare for their presentations. 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 prepare for their performance task by creating prompt cards, practicing their presentations, and giving and receiving peer feedback.	<ul style="list-style-type: none"> <li>• I can identify key points from my essay to create prompt cards for my 3-minute presentation. (SL.8.4, SL.8.6)</li> <li>• I can use appropriate eye contact, adequate volume, and clear pronunciation when presenting my claims and findings. (SL.8.4)</li> <li>• I can revise and strengthen my presentation using peer feedback. (W.8.5, SL.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 3, Lesson 14 (SL.8.4)</li> <li>• Work Time B: Performance Task Prompt Cards (W.8.4, SL.8.4, SL.8.6)</li> </ul>
<b>Lesson 15</b> SL.8.4, SL.8.5, SL.8.6, L.8.6	<b>Performance Task: Roundtable Presentations</b>  <b>Opening</b> A. Review Performance Task Anchor Chart (5 minutes) <b>Work Time</b> A. Roundtable Presentations – SL.8.4, SL.8.5, SL.8.6, L.8.6 (35 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 participate in their performance task, verbally presenting an infographic that represents their argument about healthy food choices to an audience of community members.	<ul style="list-style-type: none"> <li>• I can clearly present my recommendation for consumers to consider when making healthy and sustainable food choices. (SL.8.4, SL.8.5)</li> <li>• I can use appropriate eye contact, adequate volume, and clear pronunciation when presenting my claims and findings. (SL.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Work Time A: Performance Task: Roundtable Presentations (SL.8.4, SL.8.5)</li> </ul>