



## 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> RL.8.5, W.8.2, W.8.4, L.8.1a	<b>Write an Informative Essay: Analyze a Model</b>  <b>Opening</b> A. Engage the Learner – W.8.2 (5 minutes) <b>Work Time</b> A. Read and Analyze a Model – W.8.2 (15 minutes) A. Analyze Criteria: Informative Writing Checklist – W.8.4 (10 minutes) A. Introduce Gerunds and Infinitive Phrases – L.8.1a (10 minutes) <b>Closing and Assessment</b> A. Debrief: Analyze Text Structures – RL.8.5 (5 minutes) <b>Homework</b> A. Answer Constructed and Selected Response Questions: Students complete Homework: Gist, Theme, and Infinitive Phrases to answer selected and constructed response questions about language and meaning in “Often a Minute” and the model essay.  Students analyze a model essay in order to prepare to write their own. They also participate in a grammar mini lesson and analyze the text structure of <i>Maus I</i> .	<ul style="list-style-type: none"> <li>• I can identify the parts of a model literary analysis essay and explain the purpose of each. (W.8.2)</li> <li>• I can determine criteria for an effective literary analysis essay. (W.8.2, W.8.4)</li> <li>• I can explain the function of gerund and infinitive phrases. (L.8.1a)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket</li> <li>• Work Time A: Annotated, color-coded Model Literary Analysis Essay: Relationship of Structure to Meaning (W.8.2, W.8.4)</li> <li>• Work Time B: Annotated Informative Writing Checklist (W.8.2, W.8.4)</li> <li>• Work Time C: Selected and Constructed Response Questions: Gerund and Infinitive Phrases (L.8.1a)</li> </ul>

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<b>Lesson 2</b> RL.8.4, RL.8.5, L.8.1a, L.8.5, L.8.5a	<b>Close Read: “Often a Minute”</b>  <b>Opening</b> A. Engage the Learner – RL.8.5 (5 minutes) <b>Work Time</b> A. Close Read: “Often a Minute” – RL.8.4 (20 minutes) A. Language Dive: “Often a Minute” Lines 15–16 – RL.8.4 (10 minutes) <b>Closing and Assessment</b> A. Group Discussion: Structure and Theme: <i>Maus I</i> – RL.8.5 (10 minutes) <b>Homework</b> A. Read a Poem and Answer Questions: Students complete Homework: Language, Structure, and Theme to answer questions about “Often a Minute” and <i>Maus I</i> .  Students closely read a new poem analyzing language, structure, and meaning. Then they compare and contrast the structures and meanings of <i>Maus I</i> and the poem.	<ul style="list-style-type: none"> <li>• I can determine the theme of a new poem and analyze its development over the course of the text. (RL.8.2)</li> <li>• I can identify structural elements of a text and analyze how the structure contributes to its meaning and style. (RL.8.5)</li> <li>• I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyze the impact of specific word choices on tone and meaning. (RL.8.4, L.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket</li> <li>• Work Time A: Close Read: “Often a Minute” note-catcher (RL.8.1, RL.8.2, RL.8.4, RL.8.5, L.8.5)</li> <li>• Work Time B: Language Dive note-catcher (RL.8.4, L.8.1a, L.8.5a)</li> </ul>
<b>Lesson 3</b> RL.8.1, RL.8.2, W.8.2a, W.8.2b, W.8.4, W.8.5, L.8.1a	<b>Write an Informative Essay: Plan Introduction and Body Paragraphs</b>  <b>Opening</b> A. Engage the Learner – L.8.1a (5 minutes) <b>Work Time</b> A. Introduce the Literary Analysis Essay Prompt – W.8.4 (5 Minutes) A. Analyze a Model and Plan Introduction – W.8.2a (10 minutes) A. Analyze a Model and Plan Proof Paragraphs 1a and 1b – W.8.2b (20 minutes) <b>Closing and Assessment</b> A. Pair Share: Evidence and Elaboration – W.8.5 (5 minutes) <b>Homework</b> A. Read a Poem and Answer Questions: Students complete Homework: Structure and Meaning: “The Owl” to answer selected and constructed response questions about structure and meaning.  Students analyze a model and plan the introduction and first two body paragraphs of their own literary analysis essay.	<ul style="list-style-type: none"> <li>• I can identify the purpose of each part of the introduction of a model literary analysis and use this understanding to plan the introduction of my own literary analysis. (W.8.2)</li> <li>• I can identify the structure and purpose of each part of a Proof Paragraph and use this understanding to plan the Proof Paragraphs of my own literary analysis. (W.8.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket</li> <li>• Work Times B and C: Informative Writing Plan graphic organizer (W.8.2)</li> <li>• Work Time C: Analyze a Model: Proof Paragraphs 1a and 1b (W.8.2)</li> <li>• Closing and Assessment A: Informative Writing Checklist (W.8.2)</li> </ul>

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<b>Lesson 4</b> RL.8.2, RL.8.5, W.8.2b, W.8.2f, W.8.4, W.8.5	<b>Write an Informative Essay: Plan Body Paragraphs and Conclusion</b>  <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Analyze a Model and Plan Proof Paragraphs 2a and 2b – W.8.2b (20 minutes) A. Analyze a Model and Plan Conclusion – W.8.2f (10 minutes) <b>Closing and Assessment</b> A. Pair Share: Introduction and Conclusion – W.8.2 (10 minutes) <b>Homework</b> A. Read a Poem and Answer Questions: Students complete Homework: Structure and Theme: “In Flanders Fields” to answer selected and constructed response questions about language, structure, and meaning.  Students analyze a model and plan the last two body paragraphs and conclusion of their own literary analysis essay.	<ul style="list-style-type: none"> <li>I can identify the structure and purpose of each part of a Proof Paragraph and use this understanding to plan the Proof Paragraphs of my own literary analysis. (W.8.2b)</li> <li>I can identify the purpose of each part of the conclusion of a model literary analysis and plan the conclusion of my own literary analysis. (W.8.2f)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time A: Analyze a Model: Proof Paragraphs 2a and 2b (W.8.2)</li> <li>Work Times A and B: Informative Writing Plan graphic organizer (W.8.2, W.8.2f, W.8.5)</li> <li>Closing and Assessment A: Informative Writing Checklist (W.8.2)</li> </ul>
<b>Lessons 5–6</b> W.8.2, W.8.5	<b>Draft an Informative Essay and Peer Critique</b>  <b>Opening</b> A. Engage the Learner – W.8.2a (10 minutes) <b>Work Time</b> A. Draft Informative Essay – W.8.2 (45 minutes) A. Peer Critique – W.8.5 (20 minutes) <b>Closing and Assessment</b> A. Revise Informative Essay – W.8.5 (15 minutes) <b>Homework</b> A. Read a Poem and Answer Questions: Students complete Homework: Structure and Theme: “We Wear the Mask” to answer selected and constructed response questions about text and structure.  Students draft their literary analysis essay and participate in a peer critique and revisions.	<ul style="list-style-type: none"> <li>I can write an explanatory essay to examine and analyze the structure of two texts and the impact of structure on theme. (RL.8.5, W.8.2)</li> <li>I can give kind, helpful, and specific feedback to my partner. (W.8.5, SL.8.1)</li> <li>I can revise my writing based on peer feedback. (W.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: Informative Writing Checklist (W.8.2)</li> <li>Work Time A: Informative Writing Plan graphic organizer (W.8.2)</li> </ul>

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<b>Lesson 7</b> RL.8.1, RL.8.2, RL.8.4, RL.8.5, SL.8.1, L.8.1a, L.8.5a	<b>Mid-Unit 2 Assessment: Compare and Contrast Structure and Meaning in a New Poem and <i>Maus I</i></b>  <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Mid-Unit 2 Assessment: Compare and Contrast Structure and Meaning in a New Poem and <i>Maus I</i> (30 minutes) <b>Closing and Assessment</b> A. Collaborative Discussion – RL.8.2 (10 minutes) <b>Homework</b> A. Preread Text: Students complete Homework: Preread “ <i>Abe’s Story</i> : Excerpts and Synopsis: The Ghettos” Excerpt in preparation for studying the text in the next lesson.  Students take their mid-unit assessment, comparing and contrasting structure and meaning in a new poem and <i>Maus I</i> .	<ul style="list-style-type: none"> <li>I can determine the theme of a new poem and analyze its development over the course of the text. (RL.8.2)</li> <li>I can compare and contrast how the structural elements of two texts contribute to their meaning. (RL.8.5)</li> <li>I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyze the impact of specific word choices on tone and meaning (RL.8.4, L.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: Gist on sticky notes</li> <li>Work Time A: Mid-Unit 2 Assessment: Compare and Contrast Structure and Meaning in a New Poem and <i>Maus I</i> (RL.8.2, RL.8.4, RL.8.5, L.8.1a, L.8.5a, L.8.5b)</li> </ul>
<b>Lesson 8</b> RL.8.1, RL.8.2, L.8.1c, L.8.3a	<b>Voice from the Ghettos</b>  <b>Opening</b> A. Engage the Learner – L.8.1c (5 minutes) <b>Work Time</b> A. Read Excerpt of “ <i>Abe’s Story</i> : Excerpts and Synopsis” and Track Gist, Plot, Character, and Theme – RL.8.2 (20 minutes) A. Write an Objective Summary: Excerpt of “ <i>Abe’s Story</i> : Excerpts and Synopsis” – RL.8.2 (10 minutes) <b>Closing and Assessment</b> A. Grammar Mini Lesson – L.8.1c (10 minutes) <b>Homework</b> A. Answer Questions: Verb Mood and Voice: Students complete Homework: Verb Mood and Voice: <i>Abe’s Story</i> to answer selected response questions about verb mood and voice. A. Preread Text: Students complete Homework: Preread <i>Night</i> , Pages 23–24 in preparation for studying the text in the next lesson.  Students read and summarize a memoir of a Holocaust victim in a ghetto. Students also participate in a grammar mini lesson.	<ul style="list-style-type: none"> <li>I can determine a theme and analyze its development in an excerpt of “<i>Abe’s Story</i>: Excerpts and Synopsis.” (RL.8.1, RL.8.2)</li> <li>I can write an objective summary of an excerpt of “<i>Abe’s Story</i>: Excerpts and Synopsis.” (RL.8.2)</li> <li>I can use verbs in different moods to achieve particular effects. (L.8.1c, L.8.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: Track Gist, Plot, Character, and Theme: “<i>Abe’s Story</i>: Excerpts and Synopsis” (RL.8.1, RL.8.2, RL.8.3)</li> <li>Work Time B: Objective Summary: “<i>Abe’s Story</i>: Excerpts and Synopsis” (RL.8.1, RL.8.2)</li> <li>Closing and Assessment A: Verb Mood Organizer (L.8.1c, L.8.3a)</li> </ul>

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<b>Lesson 9</b> RL.8.1, RL.8.2, L.8.1b, L.8.1c, L.8.1d, L.8.3a	<b>Voice from the Trains</b>  <b>Opening</b> A. Engage the Learner – L.8.1c (5 minutes) <b>Work Time</b> A. Read Excerpt from <i>Night</i> , Pages 23–24, and Identify Development of Theme – RL.8.2 (20 minutes) A. Write an Objective Summary: Excerpt from <i>Night</i> , Pages 23–24 – RL.8.2 (10 minutes) <b>Closing and Assessment</b> A. Selected and Constructed Response Questions: Verb Mood and Voice – L.8.3a (10 minutes) <b>Homework</b> A. Verb Mood: Students complete Homework: Verb Mood: Objective Summary to answer selected response questions about verb mood in a summary of an excerpt from Anne Frank's <i>The Diary of a Young Girl</i> . A. Preread Text: Students complete Homework: Preread <i>Night</i> , Pages 29–34 in preparation for studying the text in the next lesson.  Students read and summarize a memoir of a Holocaust victim in a transport train. Students also answer questions about verb mood and voice.	<ul style="list-style-type: none"> <li>I can determine a theme and analyze its development in an excerpt from <i>Night</i> by Elie Wiesel. (RL.8.1, RL.8.2)</li> <li>I can write an objective summary of an excerpt from <i>Night</i> by Elie Wiesel. (RL.8.2)</li> <li>I can use verbs in different moods to achieve particular effects. (L.8.1c, L.8.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: Track Gist, Plot, Character, and Theme: <i>Night</i>, Pages 23–24 note-catcher (RL.8.1, RL.8.2, RL.8.3)</li> <li>Work Time B: Objective Summary: <i>Night</i>, Pages 23–24 (RL.8.1, RL.8.2)</li> <li>Closing and Assessment A: Selected and Constructed Response Questions: Verb Mood and Voice (L.8.1b, L.8.1c, L.8.1d, L.8.3a)</li> </ul>
<b>Lesson 10</b> RL.8.1, RL.8.2, L.8.1c, L.8.1d, L.8.3a	<b>Voice from the Concentration Camps</b>  <b>Opening</b> A. Engage the Learner– L.8.1d (5 minutes) <b>Work Time</b> A. Read: Excerpt from <i>Night</i> , Pages 29–34, and Identify Development of Theme – RL.8.2 (25 minutes) A. Write an Objective Summary: Excerpt from <i>Night</i> , Pages 29–34 – RL.8.2 (10 minutes) <b>Closing and Assessment</b> A. Mini Language Dive: Excerpt from <i>Night</i> , Pages 29–34 – L.8.3a (5 minutes) <b>Homework</b> A. Verb Mood: Students complete Homework: Verb Mood: Objective Summary: <i>Night</i> to answer selected and constructed response questions about verb mood. 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.  Students read and summarize a memoir of a Holocaust victim in a concentration camp. Students also participate in Mini Language Dive.	<ul style="list-style-type: none"> <li>I can determine a theme and analyze its development in an excerpt from <i>Night</i>. (RL.8.1, RL.8.2)</li> <li>I can write an objective summary of an excerpt from <i>Night</i>. (RL.8.2)</li> <li>I can use verbs in different moods to achieve particular effects. (L.8.1c, L.8.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: Track Gist, Plot, Character, and Theme: <i>Night</i>, Pages 29–34 note-catcher (RL.8.1, RL.8.2, RL.8.3)</li> <li>Work Time B: Objective Summary: <i>Night</i>, Pages 29–34 (RL.8.1, RL.8.2)</li> <li>Closing and Assessment A: 5-Minute Mini Language Dive note-catcher: Excerpt from <i>Night</i>, Pages 29–34 (L.8.1c, L.8.3a)</li> </ul>



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<b>Lesson 11</b> RL.8.1, RL.8.2, W.8.5, L.8.1b, L.8.3a	<b>Voices of Other Survivors</b> <b>Opening</b> A. Engage the Learner – L.8.1b (5 minutes) <b>Work Time</b> A. Read Text of Survivors and Identify Development of Theme – RL.8.2 (20 minutes) A. Write an Objective Summary – RL.8.2 (10 minutes) <b>Closing and Assessment</b> A. Peer Feedback and Revisions – W.8.5 (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.  Students read and summarize a memoir of a Holocaust victim or survivor of their choice. Students give and receive peer feedback and apply revisions to their summary.	<ul style="list-style-type: none"> <li>I can independently determine a theme and analyze its development in a text. (RL.8.1, RL.8.2)</li> <li>I can write an objective summary of a text. (RL.8.2)</li> <li>I can give kind, helpful, and specific feedback to my partner and revise my writing based on feedback. (W.8.5, SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: Track Gist, Plot, Character, and Theme: The Other Victims, Excerpts 1 and 2 note-catcher (RL.8.1, RL.8.2, RL.8.3)</li> <li>Work Time B: Objective Summary: Text of Your Choice (RL.8.1, RL.8.2)</li> </ul>
<b>Lesson 12</b> L.8.1c, L.8.1d, L.8.3	<b>End of Unit 2 Assessment: Language Assessment: Correct Verb Mood</b> <b>Opening</b> A. Engage the Learner – (5 minutes) <b>Work Time</b> A. End of Unit 2 Assessment: Language Assessment: Correct Verb Mood (20 minutes) <b>Closing and Assessment</b> A. Share Independent Research Reading – RI.8.10 (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.  Students take their end of unit assessment on verb mood. They also share their learning from their independent research reading.	<ul style="list-style-type: none"> <li>I can use verbs in different moods and voices. (L.8.1, L.8.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: End of Unit 2 Assessment: Language Assessment: Correct Verb Mood (L.8.1c, L.8.1d, L.8.3)</li> </ul>

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<b>Lesson 13</b> RL.8.2, W.8.4, W.8.6, L.8.4	<b>Create a Commemorative Poster: Visual Representations of Holocaust Survivors and Victims</b>  <b>Opening</b> A. Engage the Learner – L.8.4 (5 minutes) <b>Work Time</b> A. Analyze a Model Poster and Review Criteria – RL.8.2 (10 minutes) A. Select Visual Representations of Theme and Summary – W.8.6 (10 minutes) <b>Closing and Assessment</b> A. Create a Commemorative Poster– RL.8.2 (20 minutes) <b>Homework</b> A. Review and Revise Holocaust Commemorative Poster: Students continue to revise their Holocaust Commemorative Poster, based on feedback received in Closing and Assessment A and/or their own observations. 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.  Students choose one of the summaries they wrote in Lessons 8–11 and create a commemorative poster to honor that victim or survivor.	<ul style="list-style-type: none"> <li>I can determine criteria for an effective commemorative poster honoring a voice of the Holocaust. (RL.8.2)</li> <li>I can use visuals and text effectively in a commemorative poster to highlight the themes and honor a voice of the Holocaust. (RL.8.2, W.8.6)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: Holocaust Commemorative Poster Criteria (RL.8.2)</li> <li>Closing and Assessment A: Commemorative Poster (RL.8.2)</li> </ul>
<b>Lesson 14</b> RL.8.1, W.8.10, SL.8.1	<b>Honor and Remember Voices of the Holocaust: Silent Commemorative Poster Share</b>  <b>Opening</b> A. Engage the Learner and Set Tone for Commemorative Poster Share – SL.8.1. (5 minutes) <b>Work Time</b> A. Silent Commemorative Poster Share – RI.8.1 (25 minutes) A. QuickWrite: Reflect on Commemorative Posters – W.8.10 (5 minutes) <b>Closing and Assessment</b> A. Group Share – SL.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.  Students participate in a silent gallery walk to honor and remember voices of the Holocaust.	<ul style="list-style-type: none"> <li>I can deepen my understanding of Holocaust victims' and survivors' experiences by recording notices and wonders of Holocaust voices. (RI.8.1)</li> <li>I can reflect on the commemorative posters presented in the Commemorative Poster Share and name connections or new learning that increased my empathy for the Holocaust voices shared. (W.8.10)</li> <li>I can thoughtfully participate in a discussion that commemorates voices of the Holocaust. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: Commemorative Poster Share note-catcher</li> <li>Work Time B: QuickWrite: Reflect on Commemorative Posters (RI.8.1, W.8.10)</li> </ul>