

Grade 8 - 5th SIX WEEKS- RLA

Whole Group Reading- Focus Overview

	Reading	Writing
Week 1	Expository/Poetry Paired	Quotations, appositive phrases
	8.2A, 8.2B 8.4A, 8.8A, 8.10A, 8.10D 8.4F19D, 8.9F19D, 8.10F19D, F19F	8.17C, 8.19Aii
Week 2	Expository/Persuasive Paired	Develop controlling idea, relative pronouns
	8.2A, 8.2B 8.10A, 8.10C, 8.10D 8.9F19D, 8.10F19D, 8.11F19D, F19F	8.14A, 8.17C, 8.19Aiv
Week 3	Fiction/Poetry Paired	Organizational strategy, controlling idea, facts and details, sentence structures, facts and details,
	8.2B, 8.2E 8.6A, 8.6B, 8.8A 8.3F19D, 8.4F19D, 8.8F19D, 8.6F19E, F19F	8.14B, 8.17Ai, 8.17Aii, 8.17Aiii, 8.17Aiv, 8.17Av, 8.19Av
Week 4	Fiction/Persuasive Paired	Organizational strategy,
	8.2A, 8.2B, 8.2E 8.6A, 8.6B, 8.6C, 8.8A, 8.11B 8.619E, 8.8F19D, 8.9F19D, 8.11F19D, F19F	8.14B, 8.19B, 8.19C
Week 5	Literary Nonfiction and Drama	Editing, capitalization, punctuation
	8.2A, 8.2B 8.5A, 8.8A 8.3F19D, 8.5F19D, 8.7F19D, 8.8F19D, 8.7F19E	8.14C, 8.14D, 8.20A, 8.20Bi, 8.20Bii
Week 6	STAAR/CA	STAAR 8th Reading

Genre Testing Frequency

2018 STAAR Release Test	SW1	SW2	ACP	SW4	SW5	STAAR
8.2A		4	2	1		7
8.2B	3		3	1		19
8.2E			1	1		6
8.6A	4		2	2		20
8.6B	3		2	2		13
8.6C				2		6
8.8A		3	1	1		10
8.10A			3	5		31
8.10B				1		6
8.10C			3	2		15
8.10D			2	1		12
8.12B				1		3
8.19F				5		34
8.3F19D				1		8
8.4F19D		5	1	2		21
8.6F19D			2	3		11
8.7F19D			1	3		19
8.8F19D				2		15
8.9F19D				2		19
8.10F19D			2	4		21



	Review/Assess	
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8.11F19D		3				14
8.7F19E			1	1		3
8.10F19E			1	1		9

Week 1	Monday 2/25	Tuesday 2/26	Wednesday 2/27	Thursday 2/28	Friday 2/29
Guided/Independent	Establishing Habits				
	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups
Whole Group	Expository/Poetry Paired Week 1 Lesson Plan Week 1 POWER DOL				
	<u>Daily Vocabulary Focus:</u> 8.2A determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes <u>Comprehension: Expository</u> 8.10A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order 8.9F19D Comprehension of	<u>Daily Vocabulary Focus:</u> 8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings <u>Comprehension: Expository</u> 8.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence	<u>Comprehension: Poetry</u> 8.4A compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry) 8.4F19D Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. 8 Fig.19(D)	<u>Comprehension: Poetry</u> 8.8A explain the effect of similes and extended metaphors in literary text	<u>Comprehension: Paired Text</u> F19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence

	<p>Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>8 Fig.19(D) make complex inferences about text and use textual evidence to support understanding</p>	<p>8.10F19D Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding</p> <p>8 Fig.19(D) make complex inferences about text and use textual evidence to support understanding</p>	make complex inferences about text and use textual evidence to support understanding		
└	We will be able to summarize main ideas and supporting details in sections of text in ways that maintain meaning and logical order.	We will be able to synthesize and make logical connections between ideas within the text <i>"How to Code-Switch"</i> while using textual evidence to support our understanding.	We will be able to make inferences and draw conclusions about the speaker's thoughts and feelings in the poem "Jabari Unmasked" and use textual evidence to support our understanding.	We will be able to make inferences and draw conclusions about how an author's sensory language (including similes and metaphors) creates imagery in poetry and provide evidence from the text to support our understanding.	
⌚ :	<p>8.2A How do Latin roots and affixes help determine word meaning?</p> <p>8.10A What relationship exists between the ideas in the text and the title of the text?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.10D What ideas about the topic would the author most likely have?</p>	<p>8.4A How do poetic characteristics and devices reveal meaning?</p> <p>8.4F19D What inferences and/or conclusions can be drawn about the organization</p>	<p>8.8A How does sensory language contribute to meaning?</p>	<p>F19F What are the similarities between two texts?</p> <p>What are the differences between two texts? What text evidence in one text embodies the ideas of a second text?</p>



	<p>What are the characteristics of an effective summary for a section of text?</p> <p>What is the main idea of a paragraph(s) or section of the text?</p> <p>What text evidence supports a main idea or supporting detail?</p> <p>8.9F19D What is the author's purpose in writing a whole text?</p> <p>What is the author's purpose in including a specific title?</p> <p>What is the author's purpose in including a specific paragraph?</p> <p>What is the author's purpose in including a specific detail?</p>	<p>What text evidence supports a specific idea?</p> <p>How does the author connect ideas within a text?</p> <p>8.10F19D What inferences and/or conclusions can be drawn about specific details?</p> <p>What text evidence supports inferences and/or conclusions?</p>	<p>of a poem?</p> <p>What inferences and/or conclusions can be drawn about specific details?</p> <p>What text evidence supports inferences and/or conclusions?</p>		
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Which idea about (topic in the text) does the title of the selection support?

Su gg es	<u>EXPOSITORY: Learning to Code Switch: Humbling but Necessary</u>		<u>POEM: Jabari Unmasked</u>		
S T A	<p>8.2A What does the word (word) mean in paragraph #?</p> <p>The Latin word (Latin word) meaning “place short definition here,” helps the reader understand that (word) in paragraph # means</p> <p>8.10A Which idea about (topic in the text) does the title of the selection support?</p> <p>What is the best summary of the section titled “Title of Section”?</p> <p>What are paragraphs # and # mainly about?</p> <p>According to the article, why did the (person in text) (description of something the person did/wants)?</p> <p>In paragraphs # and #, the author presents the idea that —</p>	<p>8.2B Which idea from the selection is supported by the information in paragraph #?</p> <p>In paragraph #, the word (word) means —</p> <p>What do the words (phrase) mean in paragraph #?</p> <p>8.10D With which statement would the author most likely agree?</p> <p>– Alternate wording: Write a statement with which the author would most likely agree.</p> <p>What can the reader conclude about the author’s opinion of (detail from text)?</p> <p>Which statement from the article describes (detail from text)?</p> <p>How does the author support the idea that</p>	<p>8.4A The repetition of the word(s) “word(s)” emphasizes the speaker’s desire to —</p> <p>The poet chooses an (adjective) rhyme scheme most likely to —</p> <p>8.4F19D Dividing the poem into (number: two, three, four, etc.) stanzas allows the poet to —</p> <p>The (detail) is important to the poem because it represents —</p> <p>The poet likely intends for the last two lines to express the speaker’s —</p> <p>Read the following lines from the poem</p> <div>(Lines from poem)</div> <p>Why does the poet compare (detail or person) to (detail or person)?</p> <p>What do the descriptions of (detail) throughout the poem suggest about the speaker?</p>	<p>8.8A The (poetic technique: metaphor, repetition, personification, etc.) in stanza # is used to emphasize that the —</p> <p>The poet uses a (poetic technique: metaphor, repetition, personification, etc.) in lines # and # to reveal that the speaker —</p> <p>The imagery in line # helps the reader visualize/understand —</p>	<p>F19F With which statement would both the author of the selection and the poet most likely agree?</p> <p>– Alternate wording: Write a statement with which both the author of the selection and the poet would most likely agree.</p> <p>Which idea about (topic of both texts) is expressed in both the selection and the poem?</p> <p>– Alternate wording: Describe an idea about (topic of both texts) that is expressed in both the selection and the poem?</p> <p>How are the descriptions of (topic of both selections) different in the selection and the poem?</p> <p>One difference between selection and the poem is that only the selection presents the idea that —</p>



	<p>What is the main idea of paragraph #?</p> <p>Which of these best describes why (detail from text)?</p> <p>Which information from the selection supports the idea that (description of main idea or supporting detail from selection)?</p> <p>Which sentence from the selection indicates that (description of main idea or supporting detail from selection)?</p> <p>Which idea from the selection is supported by the information in paragraph #?</p> <p>8.9F19D The author wrote this selection most likely to —</p> <p>What is the author's primary purpose for writing this selection?</p> <p>The author chose the title of this selection to highlight the idea that —</p> <p>The author included paragraph # most likely to —</p>	<p>(description of idea from text)?</p> <p>Which idea does the author emphasize throughout the selection?</p> <p>Which sentence from the text relates to the information in the text box following paragraph #?</p> <p>The author begins and ends the selection by bringing together the idea that —</p> <p>The author suggests (idea/detail from the text) because he/she —</p> <p>The title of the selection emphasized the idea that —</p> <p>8.10F19D Based on the information the author includes about (detail from text), the reader can conclude that the author believes that —</p> <p>The information in the text box suggests that —</p> <p>The author emphasizes the idea that —</p> <p>(A person in the text executes an action) most likely because he/she —</p>	<p>What does stanza # of the poem suggest about (topic of poem)?</p> <p>Which words from the poem show that the speaker is (feeling) to/at (person, place, thing, idea in the text)?</p> <p>In stanza #, the poet uses the words "(phrase from poem)" and "(another phrase from poem)" to suggest/show/illustrate/describe —</p> <p>In contrast to line #, line # shows that (person in poem) now feels —</p> <p>In lines # - #, the speaker observes that (person in poem) want to —</p>		<p>Read this line from the poem.</p> <div>Line from poem)</div> <p>This idea is most closely related to the ideas of which person discussed in the selection?</p>
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	<p>The author of the selection includes paragraphs # and # most likely to —</p> <p>The author includes the information about (detail from the text) to show that —</p> <p>Why does the author include the quotation in paragraph #?</p>	<p>The outcome/success /failure of (a person's action) depended primarily on —</p> <p>The title of the selection highlights the idea that —</p> <p>Which sentence from the selection best shows that the author (description of author's feelings about a detail in the text)?</p> <p>Which sentence supports the idea that —</p> <p>Which sentence from the selection explains why/that (detail/idea from the text)?</p> <p>Which sentence from the selection suggests that (idea/detail from text)?</p>			
DOL	<p>After reading "Learning How To Code-Switch" we will be able to summarize the main idea and supporting details in paragraphs 23-27 by answering an open-ended response question.</p>	<p>Compare the ideas that the author presents at the beginning of the text with those at the end. Do you think the author believes that code-switching is a positive or negative social phenomenon? Support your answer with textual evidence from the article.</p>	<p>Based on the word choice in the last two stanzas of the text, what can the reader infer about the speaker's emotions in this section?</p>	<p>How does the sensory language in stanza 6 help the reader understand the speaker's mood?</p>	<p>Week 1 POWER DOL</p>



W L	Punctuating sentences and Organizing writing				
	Mentor Sentence Routine: Day 1- Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	Mentor Sentence Routine: Day 2- Label the parts of speech.	Mentor Sentence Routine: Day 3- Invitation to revise, keep the meaning but revise the sentence.	Mentor Sentence Routine: Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	Mentor Sentence Routine: Day 5- Invitation to edit- mentor sentence editing quiz to correct grammatical errors.



Week 2	Monday 3/4	Tuesday 3/5	Wednesday 3/6	Thursday 3/7	Friday 3/8
Guided/Independent	Establishing Habits				
	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups
Whole Group	Expository/Persuasive Paired Week 2 Lesson Plan Week 2 POWER DOL				
	<u>Daily Vocabulary Focus:</u> 8.2A determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes <u>Comprehension: Expository</u> 8.10A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order 8.10C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns	<u>Daily Vocabulary Focus:</u> 8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings <u>Comprehension:Expository</u> 8.10C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns 8.9F19D Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and	<u>Daily Vocabulary Focus:</u> 8.2A determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes <u>Comprehension:Expository</u> 8.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence 8.10F19E Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from	<u>Daily Vocabulary Focus:</u> 8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings <u>Comprehension:Persuasive</u> 8.9F19D Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. 8 Fig.19(F) make intertextual links among and across texts, including other media (e.g.,	<u>Comprehension:Paired Text</u> 8.11F19D Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. 8 Fig.19(D) make complex inferences about text and use textual evidence to support understanding F19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence

		<p>provide evidence from the text to support their understanding.</p> <p>8 Fig.19(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence</p>	<p>text to support their understanding</p> <p>8 Fig.19(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>	<p>film, play), and provide textual evidence</p>	
└	<p>We will be able to summarize text maintaining meaning and logical order.</p>	<p>We will be able to make inferences about the ideas in a text and their organizational patterns.</p>	<p>We will be able to synthesize and make logical connections between ideas within the text <i>“Syrian Refugees’ Story Mimics Struggles by Anne Frank’s Family”</i> while using textual evidence to support our understanding.</p>	<p>We will determine the author’s purpose in a persuasive text.</p>	
⌚	<p>8.2A How do Latin roots and affixes help determine word meaning?</p> <p>8.10A What relationship exists between the ideas in the text and the title of the text?</p> <p>What are the characteristics of an effective summary for a section of text?</p> <p>What is the main idea of a paragraph(s) or section of the text?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.10C How does the author organize the text?</p> <p>What is the purpose of organizational patterns?</p> <p>What text evidence supports a specific idea?</p>	<p>8.2A How do Latin roots and affixes help determine word meaning?</p> <p>8.10D What ideas about the topic would the author most likely have?</p> <p>What text evidence supports a specific idea?</p> <p>How does the author connect ideas within a text?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.9F19D How does an author’s background contribute to the author’s purpose?</p> <p>What inferences and/or conclusions can be drawn about the author’s claim/message?</p>	<p>8.11F19D What inferences and/or conclusions can be drawn about how the author organizes a section of text?</p> <p>What inferences and/or conclusions can be drawn about how specific paragraphs and details support the controlling idea?</p> <p>F19F What are the similarities between two texts?</p>



	<p>What text evidence supports a main idea or supporting detail?</p> <p>8.10C How does the author organize the text?</p> <p>What is the purpose of organizational patterns?</p> <p>How does the author connect ideas within a text?</p>	<p>8.9F19D How does an author's background contribute to the author's purpose?</p> <p>What inferences and/or conclusions can be drawn about the author's claim/message?</p>	<p>8.10F19E What are the characteristics of an effective summary for the whole text?</p>		<p>What are the differences between two texts?</p> <p>What text evidence in one text embodies the ideas of a second text?</p>
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Su gg es	National Socialism and Hitler's Nazi		Syrian Refugees' Story Mimics Struggles by Anne Frank's Family 75 Years Ago Additional Resource Today's refugees and Jewish girl from long ago share immigration problems		National Socialism and Hitler's Nazi Syrian Refugees' Story Mimics Struggles by Anne Frank's Family 75 Years Ago
S T A	<p>8.2A What does the word (word) mean in paragraph #?</p> <p>The Latin word (Latin word) meaning “place short definition here,” helps the reader understand that (word) in paragraph # means to —</p> <p>8.10A Which idea about (topic in the text) does the title of the selection support?</p> <p>What is the best summary of the section titled “Title of Section”?</p> <p>What are paragraphs # and # mainly about?</p> <p>According to the article, why did the (person in text) (description of something the person did/wants)?</p> <p>In paragraphs # and #, the author presents the idea that —</p> <p>What is the main idea of paragraph #?</p>	<p>8.2B Which words from paragraph # help the reader understand what (word) means?</p> <p>In paragraph #, the word (word) means —</p> <p>What do the words (phrase) mean in paragraph #?</p> <p>8.10C The author organizes the selection by —</p> <p>The organizational pattern of the selection allows the author to —</p> <p>The author presents the events that led to (detail from text) in chronological order in order to emphasize that —</p> <p>Why does the author begin this selection by (verb: explaining, describing, highlighting, etc.) (topic of first</p>	<p>8.2A What does the word (word) mean in paragraph #?</p> <p>The Latin word (Latin word) meaning “place short definition here,” helps the reader understand that (word) in paragraph # means to —</p> <p>8.10D With which statement would the author most likely agree?</p> <p>– Alternate wording: Write a statement with which the author would most likely agree.</p> <p>What can the reader conclude about the author's opinion of (detail from text)? Which statement from the article describes (detail from text)?</p> <p>How does the author support the idea that (description of idea from text)? Which idea does the author emphasize throughout the selection?</p>	<p>8.2B Which words from paragraph # help the reader understand what (word) means?</p> <p>In paragraph #, the word (word) means —</p> <p>What do the words (phrase) mean in paragraph #?</p> <p>8.9F19D How has the author's background influenced her/his message?</p> <p>The author wrote this selection most likely to —</p> <p>The author included the information in paragraphs # through # probably to —</p>	<p>8.11F19D How does the author organize paragraphs # – #?</p> <p>By referring to (person or idea in text) in both the beginning and the ending of the text, the author —</p> <p>The author organizes paragraph # by —</p> <p>F19F What is one important benefit of (detail from Selection 1) and (detail from Selection 2)?</p> <p>Both selections explore ideas that involve —</p> <p>One difference between the selections “(Title of Selection 1)” and “(Title of Selection 2)” is that “(Title of Selection 2)” is that “(Title of Selection 2)”?</p> <p>Read this sentence from “(Title of Selection 1)”.</p> <div>Sentence from Selection 1</div>



	<p>Which of these best describes why (detail from text)?</p> <p>Which information from the selection supports the idea that (description of main idea or supporting detail from selection)?</p> <p>Which sentence from the selection indicates that (description of main idea or supporting detail from selection)?</p> <p>Which idea from the selection is supported by the information in paragraph #?</p> <p>8.10C The author organizes the selection by —</p> <p>The organizational pattern of the selection allows the author to —</p> <p>The author presents the events that led to (detail from text) in chronological order in order to emphasize that —</p> <p>Why does the author begin this selection by (verb: explaining, describing, highlighting, etc.) (topic of first paragraph(s)) —</p>	<p>paragraph(s)) — By presenting the ideas included in paragraphs # through #, the author is able to —</p> <p>Which of these supports the idea that (description of idea from text)? – Alternate wording: Which sentence from the text supports the idea that (description of idea from text)?</p> <p>8.9F19D How has the author's background influenced her/his message?</p> <p>The author wrote this selection most likely to — The author included the information in paragraphs # through # probably to —</p>	<p>Which sentence from the text relates to the information in the text box following paragraph #?</p> <p>The author suggests (idea/detail from the text) because he/she —</p> <p>The title of the selection emphasized the idea that —</p> <p>8.10F19E Which of these is the best summary of this article?</p> <p>– Alternate wording: Write an effective summary of the selection</p>		<p>Which sentence from "(Title of Selection 2)" is related to this idea?</p>
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	<p>By presenting the ideas included in paragraphs # through #, the author is able to —</p> <p>Which of these supports the idea that (description of idea from text)?</p> <p>– Alternate wording: Which sentence from the text supports the idea that (description of idea from text)?</p>				
DOL	After reading “National Socialism and Hitler’s Nazi Party,” we will be able to summarize the text maintaining meaning and logical order.	After reading “National Socialism and Hitler’s Nazi Party,” we will be able to make inferences about the author’s organizational patterns.	After reading “ <i>Syrian Refugees’ Story Mimics Struggles by Anne Frank’s Family</i> ” we will be able to synthesize and make logical connections between ideas and provide textual evidence.	Using “Syrian refugees’ story mimics struggles by Anne Frank’s family 75 years ago,” we will be able to determine the author’s purpose in a persuasive text.	Week 2 POWER DOL



W r	Punctuating sentences and Organizing writing				
	Mentor Sentence Routine: Day 1- Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	Mentor Sentence Routine: Day 2- Label the parts of speech.	Mentor Sentence Routine: Day 3- Invitation to revise, keep the meaning but revise the sentence.	Mentor Sentence Routine: Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	Mentor Sentence Routine: Day 5- Invitation to edit- mentor sentence editing quiz to correct grammatical errors.



Week 3	Monday 3/18	Tuesday 3/19	Wednesday 3/20	Thursday 3/21	Friday 3/22
Guided/Independent	Establishing Habits				
	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups
Whole Group	Fiction/Poetry Paired Week 3 Lesson Plan Week 3 POWER DOL				
	<u>Comprehension:Poetry</u> 8.4F19D Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. 8 Fig.19(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence	<u>Comprehension:Poetry</u> 8.8F19D Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. 8 Fig.19(D) make complex inferences about text and use textual evidence to support understanding 8.8A explain the effect of similes and extended metaphors in literary text	<u>Daily Vocabulary Focus:</u> 8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings <u>Comprehension:Fiction</u> 8.6A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved 8.6F19E Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their	<u>Daily Vocabulary Focus:</u> 8.2E <u>Comprehension:Fiction</u> 8.6B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict	<u>Comprehension:Pair Texted</u> 8.3F19D Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. 8 Fig.19(D) make complex inferences about text and use textual evidence to support understanding



			<p>understanding.</p> <p>8 Fig.19(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>		
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GU	<p>8.4F19D What inferences and/or conclusions can be drawn about the organization of a poem?</p> <p>What inferences and/or conclusions can be drawn about specific details?</p> <p>What text evidence supports inferences and/or conclusions?</p>	<p>8.8F19D How does sensory language contribute to meaning?</p> <p>8.8A How does sensory language contribute to meaning?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.6A How do specific events and/or details contribute to plot development?</p> <p>What text evidence reveals a plot element?</p> <p>8.6F19E What are the characteristics of an effective summary for the whole text?</p>	<p>8.2E How do dictionary definitions along with context help determine word meaning?</p> <p>8.6B How does characterization contribute to the story's theme?</p> <p>How do specific details and events reveal characterization?</p> <p>How does characterization contribute to the story's plot?</p>	<p>8.3F19D What is the author's intended theme/lesson/message?</p> <p>What text evidence supports the author's intended theme/lesson/message?</p>



			What are the characteristics of an effective summary for part of the text?	What text evidence supports inferences and/or conclusions about characterization?	
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Su gg es	Ruthless by William DeMille		Poem: Freedom Summer		
S T A	<p>8.4F19D</p> <p>Dividing the poem into (number: two, three, four, etc.) stanzas allows the poet to —</p> <p>The (detail) is important to the poem because it represents —</p> <p>The poet likely intends for the last two lines to express the speaker’s —</p> <p>Read the following lines from the poem.</p> <div>(Lines from poem)</div> <p>Why does the poet compare (detail or person) to (detail or person)?</p> <p>What do the descriptions of (detail) throughout the poem suggest about the speaker?</p> <p>What does stanza # of the poem suggest about (topic of poem)?</p> <p>Which words from the poem show that the speaker is (feeling) to/at (person, place, thing, idea in the text)?</p>	<p>8.8F19D</p> <p>Lines # and # of the poem suggest that the (detail) is a symbol for —</p> <p>The (poetic technique: metaphor, repetition, personification, etc.) in stanza # is used to emphasize that the —</p> <p>The poet uses a (poetic technique: metaphor, repetition, personification, etc.) in lines # and # to reveal that the speaker —</p> <p>The imagery in line # helps the reader visualize/understand —</p> <p>8.8A</p> <p>The (poetic technique: metaphor, repetition, personification, etc.) in stanza # is used to emphasize that the —</p> <p>The poet uses a (poetic technique: metaphor, repetition, personification, etc.) in lines # and # to reveal that the speaker —</p>	<p>8.2B</p> <p>In paragraph #, the word (word) means?</p> <p>Which words from paragraph # help the reader understand the meaning of (word)?</p> <p>8.6A</p> <p>The author included paragraph # in order to —</p> <p>Which event triggers the main problem in the story?</p> <p>Paragraphs # through # help build tension in the story by —</p> <p>Paragraph # is important to the story because —</p> <p>The story reaches its climax when —</p> <p>(Detail) contributes to the development of the plot because it —</p> <p>Which statement best expresses the main conflict in the excerpt?</p> <p>— Alternate wording: In one sentence, identify the main conflict of the excerpt.</p>	<p>8.2E</p> <p>Read the following dictionary entry.</p> <p>word \pronunciation\ part of speech</p> <div>1. definition 2. definition 3. definition 4. Definition</div> <p>Which definition most closely matches the meaning of (word) as it is used in paragraph #?</p> <p>8.6B</p> <p>Paragraphs # through # support the primary theme of the excerpt by emphasizing —</p> <p>The reader can conclude that when (Character) (action by character), (Character) is —</p> <p>(Character’s) thoughts in paragraph # show that she/he —</p> <p>Read these sentences from paragraph #.</p>	<p>8.3F19D</p> <p>Based on the story, what can the reader conclude about (story topic)?</p> <p>Through the (narrator’s or Character’s) experience, the author explores the idea of —</p> <p>Which sentence from the story best expresses the main theme of the excerpt?</p>



	<p>In stanza #, the poet uses the words “(phrase from poem)” and “(another phrase from poem)” to suggest/show/illustrate/describe —</p> <p>In contrast to line #, line # shows that (person in poem) now feels —</p> <p>In lines # - #, the speaker observes that (person in poem) want to —</p>	<p>The imagery in line # helps the reader visualize/understand —</p>	<p>Which event from the story suggests that (Character) will resolve his/her conflict? The author builds tension at the beginning of the story by — Which event initiates the rising action of the story?</p> <p>Character’s response to (different character’s) comment/action adds to the conflict by —</p> <p>The description of (Character’s) (action) in paragraphs # - # is important to the excerpt because it shows/reveals/explains demonstrates —</p> <p>The last two paragraphs in the excerpt convey that the (narrator or Character) is</p> <p>Which line from the story best demonstrates the moment when (Character) realizes (description of realization)?</p> <p>Which sentence from the excerpt best illustrates (Character’s) conflict?</p> <p>8.6F19E Which of these is the best summary of the story? – Alternate wording: Write an effective summary of the story.</p> <p>Which is the best summary of</p>	<div>(Sentences from paragraph.)</div> <p>These sentences show that (Character) (verb) —</p> <p>What does (Character’s) dialogue in paragraph # reveal to the reader?</p> <p>The (narrator’s or Character’s) keen awareness/understanding of (Character’s) behavior leads him/her to think/recognize/feel —</p> <p>What effect does (Character’s) (adjective) behavior have on the resolution of the story?</p> <p>Which sentence from the story provides the best evidence that (Character) feels insecure?</p>	
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			paragraphs # through #?		
D OL Fy					Week 3 POWER DOL



W r	Punctuating sentences and Organizing writing				
	Mentor Sentence Routine: Day 1- Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	Mentor Sentence Routine: Day 2- Label the parts of speech.	Mentor Sentence Routine: Day 3- Invitation to revise, keep the meaning but revise the sentence.	Mentor Sentence Routine: Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	Mentor Sentence Routine: Day 5- Invitation to edit- mentor sentence editing quiz to correct grammatical errors.



Week 4	Monday 3/25	Tuesday 3/26	Wednesday 3/27	Thursday 3/28	Friday 3/29
Guided/Independent	Practicing Habits				
	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups
Whole	Fiction/Persuasive Paired Week 4 Lesson Plan Week 4 POWER DOL				
	<u>Daily Vocabulary Focus:</u> 8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings <u>Comprehension:Fiction</u> 8.6A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved 8.619E Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence	<u>Daily Vocabulary Focus:</u> 8.2E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words <u>Comprehension:Fiction</u> 8.6B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict 8.6C analyze different forms of point of view, including limited versus omniscient, subjective versus objective	<u>Daily Vocabulary Focus:</u> 8.2A determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes <u>Comprehension:Fiction</u> 8.8F19D Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. 8.8A explain the effect of similes and extended metaphors in literary text	<u>Daily Vocabulary Focus:</u> 8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings. <u>Comprehension:Persuasive</u> 8.11F19D Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. 8 Fig.19(D) make complex inferences about text and use textual evidence to support understanding	<u>Comprehension:Pair Text</u> F19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence 8.9F19D Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. 8 Fig.19(D) make complex inferences about text and use textual evidence to support understanding



	from text to support their understanding. 8 Fig.19(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts				
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Grade 8	<p>8.2B How does context help determine word meaning?</p> <p>8.6A How do specific events and/or details contribute to plot development?</p> <p>What text evidence reveals a plot element?</p> <p>8.619E What are the characteristics of an effective summary for the whole text?</p> <p>What are the characteristics of an effective summary for part of the text?</p> <p>What text evidence supports inferences and/or conclusions about characterization?</p>	<p>8.2E How do dictionary definitions along with context help determine word meaning?</p> <p>8.6B How does characterization contribute to the story's theme?</p> <p>How do specific details and events reveal characterization?</p> <p>How does characterization contribute to the story's plot?</p> <p>8.6C How does point of view affect the story?</p>	<p>8.2A How does context help determine word meaning?</p> <p>8.8F19D Why does the author include sensory Language? How does sensory language contribute to meaning?</p> <p>8.8A Why does the author include sensory language?</p> <p>How does sensory language contribute to meaning?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.11F19D What inferences and/or conclusions can be drawn about how the author organizes a section of text?</p> <p>What inferences and/or conclusions can be drawn about how specific paragraphs and details support the controlling idea?</p>	<p>F19F What are the similarities between two Texts?</p> <p>What are the differences between two Texts?</p> <p>What text evidence in one text embodies the ideas of a second text?</p> <p>8.9F19D How does an author's background contribute to the author's purpose?</p> <p>What inferences and/or conclusions can be drawn about the author's claim/message?</p>



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Grade 8 - 5th SIX WEEKS- RLA

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Su gg es					
S T A	<p>8.2B In paragraph #, the word (word) means?</p> <p>Which words from paragraph # help the reader understand the meaning of (word)?</p> <p>8.6A The author included paragraph # in order to —</p> <p>Which event triggers the main problem in the story?</p> <p>Paragraphs # through # help build tension in the story by —</p> <p>Paragraph # is important to the story because —</p> <p>The story reaches its climax when —</p> <p>(Detail) contributes to the development of the plot because it —</p> <p>Which statement best expresses the main conflict in the excerpt?</p>	<p>8.2E Read the following dictionary entry.</p> <div data-bbox="577 503 892 657"> <p>word \pronunciation\ part of speech 1. definition 2. definition 3. definition 4. definition</p> </div> <p>Which definition most closely matches the meaning of (word) as it is used in paragraph #?</p> <p>8.6B Paragraphs # through # support the primary theme of the excerpt by emphasizing —</p> <p>The reader can conclude that when (Character) (action by character), (Character) is —</p> <p>(Character's) thoughts in paragraph # show that she/he —</p> <p>Read these sentences from paragraph #.</p>	<p>8.8F19D Read these sentences from paragraph #.</p> <div data-bbox="919 503 1283 565"> <p>Sentences from paragraph.)</p> </div> <p>The author uses imagery in this sentence most likely to show how —The author included paragraph # to —</p> <p>The language in paragraph # is used to emphasize — Read this sentence from paragraph #.</p> <div data-bbox="919 841 1283 902"> <p>Sentences from paragraph.)</p> </div> <p>The author uses (imagery/figurative language) in this sentence most likely to show —</p> <p>Read this sentence from paragraph #.</p> <div data-bbox="919 1149 1283 1211"> <p>Sentence from paragraph.)</p> </div> <p>does the imagery in this sentence suggest about the (narrator or Character)?</p> <p>The (sensory language or literary device: simile, metaphor, imagery, etc.) in paragraph # helps the reader</p>	<p>8.2B The word (word) in paragraph # means to —</p> <p>8.11F19D How does the author organize paragraphs # – #?</p> <p>By referring to (person or idea in text) in both the beginning and the ending of the text, the author —</p> <p>The author organizes paragraph # by —</p> <p>How do paragraphs # through # support the author's position about (topic of passage)?</p> <p>The author supports the article's premise/central argument by providing —</p> <p>The author includes the description of (someone or something in the passage) in paragraph # most likely to —</p> <p>How does the author support his claim that (description of claim)?</p>	<p>F19F How are (Character) in "(Fiction Title)" and (person from persuasive text) in the persuasive text similar?</p> <p>How does (Character) in "(Fiction Title)" act like the (person from persuasive text) in the persuasive text?</p> <p>Read this sentence from the persuasive text.</p> <div data-bbox="1694 868 2037 930"> <p>Sentence from text.)</p> </div> <p>Which character from the story holds a similar belief?</p> <p>What is one difference between (Character) in the story and the author of the persuasive text?</p> <p>Read this sentence from paragraph # of the persuasive text.</p> <div data-bbox="1694 1271 2037 1333"> <p>Sentence from text.)</p> </div> <p>Which event from the story best demonstrates this message?</p>

	<p>– Alternate wording: In one sentence, identify the main conflict of the excerpt.</p> <p>Which event from the story suggests that (Character) will resolve his/her conflict?</p> <p>The author builds tension at the beginning of the story by —</p> <p>Which event initiates the rising action of the story?</p> <p>Character's response to (different character's) comment/action adds to the conflict by —</p> <p>The description of (Character's) (action) in paragraphs # - # is important to the excerpt because it shows/reveals/explains demonstrates —</p> <p>The last two paragraphs in the excerpt convey that the (narrator or Character) is —</p> <p>Which line from the story best demonstrates the moment when (Character) realizes (description of realization)?</p> <p>Which sentence from the excerpt best illustrates (Character's) conflict?</p> <p>8.619E Which of these is the best summary of the story?</p>	<div data-bbox="583 167 894 285" style="border: 1px solid black; padding: 5px;">(Sentences from paragraph.)</div> <p>These sentences show that (Character) (verb) — What does (Character's) dialogue in paragraph # reveal to the reader?</p> <p>The (narrator's or Character's) keen awareness/understanding of (Character's) behavior leads him/her to think/recognize/feel —</p> <p>What effect does (Character's) (adjective) behavior have on the resolution of the story?</p> <p>Which sentence from the story provides the best evidence that (Character) feels insecure?</p> <p>8.6C Because the story is written from a (first-person point of view), the reader is better able to understand —</p> <p>By using the (first-person point of view), the author is able to show —</p>	<p>understand —</p> <p>8.8A Read these sentences from paragraph #.</p> <div data-bbox="926 289 1285 347" style="border: 1px solid black; padding: 5px;">Sentences from paragraph.)</div> <p>The author uses imagery in this sentence most likely to show how —</p> <p>The author included paragraph # to —</p> <p>The language in paragraph # is used to emphasize —</p> <p>Read this sentence from paragraph #.</p> <div data-bbox="926 716 1285 774" style="border: 1px solid black; padding: 5px;">Sentences from paragraph.)</div> <p>The author uses (imagery/figurative language) in this sentence most likely to show —</p> <p>Read this sentence from paragraph #.</p> <div data-bbox="926 997 1285 1055" style="border: 1px solid black; padding: 5px;">Sentence from paragraph.)</div> <p>does the imagery in this sentence suggest about the (narrator or Character)?</p> <p>The (sensory language or literary device: simile, metaphor, imagery, etc.) in paragraph # helps the reader understand —</p>	<p>Read this sentence about (topic) from paragraph #.</p> <div data-bbox="1318 228 1671 287" style="border: 1px solid black; padding: 5px;">Sentence from paragraph.)</div> <p>The author includes this sentence most likely to emphasize that —</p> <p>Which sentence from the passage best supports the author's claim that (description of author's claim)?</p> <p>Which sentence supports the idea that (description of idea)?</p> <p>Which sentence best refutes (person's name from text) thoughts about (topic of passage)?</p>	<p>8.9F19D</p> <p>How has the author's background influenced her/his message?</p> <p>The author wrote this selection most likely to —</p> <p>The author included the information in paragraphs # through # probably to —</p>
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	<p>– Alternate wording: Write an effective summary of the story.</p> <p>Which is the best summary of paragraphs # through #?</p>				
D OL Ev					



W r	Punctuating sentences and Organizing writing				
	Mentor Sentence Routine: Day 1- Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	Mentor Sentence Routine: Day 2- Label the parts of speech.	Mentor Sentence Routine: Day 3- Invitation to revise, keep the meaning but revise the sentence.	Mentor Sentence Routine: Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	Mentor Sentence Routine: Day 5- Invitation to edit- mentor sentence editing quiz to correct grammatical errors.



Week 5	Monday 4/1	Tuesday 4/2	Wednesday 4/3	Thursday 4/4	Friday 4/5
Guided/Independent	Practicing Habits				
	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups 	<ul style="list-style-type: none"> Guided reading/Independent reading/ strategy groups
Whole Group	Literary Nonfiction and Drama Week 5 Lesson Plan Week 5 POWER DOL				
	<u>Daily Vocabulary Focus:</u> 8.2A determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes <u>Comprehension: Drama</u> 8.5A analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays 8.5F19D Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide	<u>Daily Vocabulary Focus:</u> 8.2A determine the meaning of grade- level academic English words derived from Latin, Greek, or other linguistic roots and affixes <u>Comprehension: Drama</u> 8.3F19D Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. 8 Fig.19(D) make complex inferences about text and use textual evidence to support understanding	<u>Daily Vocabulary Focus:</u> 8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings <u>Comprehension: Literary Nonfiction</u> 8.7F19D Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. 8 Fig.19(D) make complex inferences about text and use textual evidence to support understanding	<u>Daily Vocabulary Focus:</u> 8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings <u>Comprehension: Literary Nonfiction</u> 8.7F19E Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. 8 Fig.19(E) summarize, paraphrase, and synthesize texts in ways that maintain	<u>Comprehension: Literary Nonfiction</u> 8.8A explain the effect of similes and extended metaphors in literary text



	evidence from text to support their understanding. 8 Fig.19(D) make complex inferences about text and use textual evidence to support understanding			meaning and logical order within a text and across texts	
L					
Grade 8	<p>8.2A How do Latin and Greek roots and affixes help determine word meaning?</p> <p>8.5A How do stage directions reveal key details, plot elements, setting, and characterization?</p> <p>How does dialogue reveal character traits, thoughts/feelings, actions and/or plot elements?</p> <p>8.5F19D What inferences and/or conclusions can be made about a literary technique (e.g., irony, imagery)?</p>	<p>8.2A How do Latin and Greek roots and affixes help determine word meaning?</p> <p>8.3F19D What is the author's intended theme/lesson/message?</p> <p>What is the purpose of a specific organizational structure?</p> <p>What inferences and/or conclusions can be drawn about specific details?</p> <p>What text evidence supports inferences and conclusions?</p> <p>What text evidence reflects a literary device (e.g., analogy)?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.7F19D What is the purpose in including specific details?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.7F19E What are the characteristics of an effective summary for a section of the text?</p>	<p>8.8A The imagery in paragraph # shows that —</p> <p>Read this sentence from the selection.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">(Sentence from selection.)</div> <p>This sentence helps the reader understand that the author thinks —</p> <p>Which of these is the author suggesting in this sentence?</p> <p>The title of this selection refers to — (Note: This particular title included sensory language.)</p> <p>Why does the author compare his experience to “(imagery from text)” in paragraph #?</p>



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Grade 8 - 5th SIX WEEKS- RLA



su gg es					
S T A	<p>8.2A Originating from the word (place Latin word here) meaning “place short definition here,” the word (word) in paragraph # means to —</p> <p>8.5A The stage directions in paragraph # indicate that —</p> <p>8.5F19D Which event does the playwright include to create humor?</p> <p>Which line from paragraph # helps portray (Character) as (trait)?</p>	<p>8.2A Originating from the word (place Latin word here) meaning “place short definition here,” the word (word) in paragraph # means to —</p> <p>8.3F19D What is the central message presented in the play?</p>	<p>8.2B In paragraph #, the word (word) means —</p> <p>8.7F19D The author includes the detailed description of (topic from text) most likely to —</p> <p>The author uses a (organizing feature: bulleted list, sequential order, etc.) in order to highlight —</p> <p>The organization of the selection allows the author to —</p> <p>What is the most likely reason why the author is (feeling the author has)?</p> <p>What can readers conclude about (person described in passage) based on (a specific description provided by author)?</p> <p>Through his/her experiences with (detail from text), the author gained</p> <p>In which sentence does the author use an analogy to express (purpose/meaning of the analogy)?</p>	<p>8.2B In paragraph #, the word (word) means —</p> <p>8.7F19E What is the best summary of the events leading up to (description of a particular point in time in the text)?</p>	<p>8.8A The title of this selection refers to — (Note: This particular title included sensory language.)</p> <p>Why does the author compare his experience to “(imagery from text)” in paragraph #?</p>

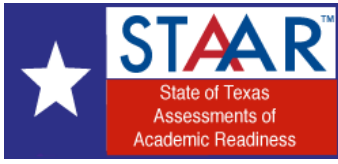
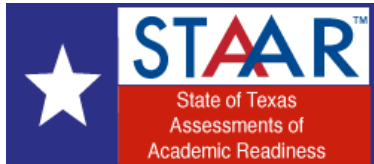
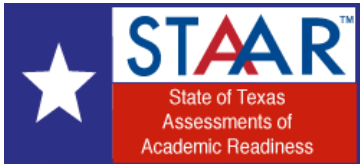


			What is the best summary of the events leading up to (description of a particular point in time in the text)?		
D OL Fy					



W r	Punctuating sentences and Organizing writing				
	Mentor Sentence Routine: Day 1- Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	Mentor Sentence Routine: Day 2- Label the parts of speech.	Mentor Sentence Routine: Day 3- Invitation to revise, keep the meaning but revise the sentence.	Mentor Sentence Routine: Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	Mentor Sentence Routine: Day 5- Invitation to edit- mentor sentence editing quiz to correct grammatical errors.



Week 6	Monday 4/8	Tuesday 4/9	Wednesday 4/10	Thursday 4/11	Friday 4/12
Guided/Independent	Practicing Habits				
					
Whole Group					
	<u>Daily Vocabulary Focus:</u> <u>Comprehension:</u>	<u>Daily Vocabulary Focus:</u> <u>Comprehension:</u>	<u>Daily Vocabulary Focus:</u> <u>Comprehension:</u>	<u>Daily Vocabulary Focus:</u> <u>Comprehension:</u>	<u>Daily Vocabulary Focus:</u> <u>Comprehension:</u>
L					
Guided					



Su gg es					
S T A					
D OL Ev					



W r	Punctuating sentences and Organizing writing				
	Mentor Sentence Routine: Day 1- Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	Mentor Sentence Routine: Day 2- Label the parts of speech.	Mentor Sentence Routine: Day 3- Invitation to revise, keep the meaning but revise the sentence.	Mentor Sentence Routine: Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	Mentor Sentence Routine: Day 5- Invitation to edit- mentor sentence editing quiz to correct grammatical errors.
Le ar					
G r					
C o					
DOL					



Dallas ISD
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Grade 8 - 5th SIX WEEKS- RLA