



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
<b>Unit 1 — Roots &amp; Remembrance: Civic Life &amp; Shared Histories</b>   Anchor Text: <i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell   Writing Genre: Multimedia Informational Brief														
<b>Spark</b>														
Unit 1	Lesson 1	Spark	"Segregation Story, 1956" "SNCC Brochure" "Congressman John R. Lewis"	Students will build knowledge of segregation during the Civil Rights Movement.	Students will investigate the topic and Essential Questions of the unit before engaging in a gallery walk about segregation during the times of the Civil Rights Movement.	Students will use domain-specific vocabulary and evidence-based language to describe, infer, and connect ideas from images and texts while discussing the Essential Questions of the unit.		RI.8.1 RI.8.3 SL.8.1.b	W.8.4	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PII.8.2.b.Em ELD.PII.8.2.b.Ex ELD.PII.8.2.b.Br	<b>Launch:</b> Students will be introduced to the topic of the unit.  <b>Learning in Action:</b> Part A: Introducing the Essential Questions (SL.8.1.b) Students will be introduced to the Essential Questions of the unit.  Part B: Seeing Segregation (RI.8.1, RI.8.3) Students will engage in a gallery walk about segregation during the times of the Civil Rights Movement.  <b>Look Back:</b> Students will reflect on the gallery walk and unit Essential Questions.	civic segregation discrimination		Reflect and Respond Think-Pair-Write-Share Turn and Talk Gallery Walk Quick Write
Unit 1	Lesson 2	Spark	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell "The Boy From Troy—How John Lewis Empowered America" "Rep. John Lewis: An Oral History of Selma and the Struggle for the Voting Rights Act"	Students will build knowledge of John Lewis during the Civil Rights Movement.	Students will preview the core text of the unit before engaging in a partner-read about John Lewis and learning about this unit's Showcase Performance Task.	Students will use evidence-based language and domain-specific vocabulary to describe, infer, and connect ideas about John Lewis while discussing how personal stories contribute to civic change.		RI.8.1 RI.8.3	RI.8.10	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br	<b>Launch:</b> Students will preview <i>March: Book One</i> by observing the cover and flipping through the pages of the text.  <b>Learning in Action:</b> Part A: Introducing John Lewis (RI.8.1, RI.8.3) Students will partner-read and annotate excerpts about John Lewis.  Part B: Introducing Showcase (RI.8.1) Students will be introduced to the Civic Memory Brief Performance Task that they will complete during the Showcase at the end of the unit.  <b>Look Back:</b> Students will reflect on what they learned about John Lewis in a Think-Pair-Share activity.		Turn and Talk Close Read & Annotation Think-Pair-Share	
Unit 1	Lesson 3	Spark	"Standing Up by Sitting Down" "The Civil Rights Act of 1964: A Long Struggle for Freedom" "History of Brown vs. Board of Education"	Students will build knowledge of the historical background of the Jim Crow Era that led to the Civil Rights Movement.	Students will analyze the connections between legal rulings, political policies, and social customs of the Jim Crow Era by engaging in a Jigsaw Reading to determine how these integrated systems enforced segregation and impacted daily life.	Students will use evidence-based and domain-specific language to explain how political, legal, and social systems enforced segregation and shaped daily life during the Jim Crow Era.		RI.8.1 RI.8.3 SL.8.1.c	RI.8.7 RI.8.10 SL.8.1.a SL.8.1.b SL.8.2	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br	<b>Launch:</b> Students will watch and discuss a short video about the Freedom Riders.  <b>Learning in Action:</b> Part A: Jigsaw Reading of Segregation Resources (RI.8.1, RI.8.3) Students will engage in a Jigsaw Reading of three resources to learn about segregation during the Jim Crow Era.  Part B: Jigsaw Deep Dive (RI.8.3, SL.8.1.c) Students will complete their Jigsaw Worksheet graphic organizer by sharing what they learned and listening to what their partners learned.  <b>Look Back:</b> Students will reflect on the Essential Question in preparation for reading the opening pages of <i>March: Book One</i> .		Think-Pair-Share Jigsaw Reading	
<b>Investigation 1</b>														
Unit 1	Lesson 4	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students will build knowledge of Bloody Sunday, a key historical event of the Civil Rights Movement.	Students will read and summarize the opening events of <i>March</i> to build knowledge of the historical event: Bloody Sunday.	Students will explain important events in the text using cause-and-effect language (e.g. because, as a result, therefore) and key academic vocabulary.	Students will identify root words and analyze how affixes change word meanings.	RI.8.1 RI.8.2 L.8.2.c L.8.4.b L.8.4.c L.8.4.d	RI.8.3 RI.8.10	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br ELD.PII.8.4 ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<b>Launch:</b> Students will engage in a whole-class discussion previewing the cover, dedication, and opening panels of <i>March: Book One</i> .  <b>Literacy Lab:</b> Students will be introduced to two new vocabulary words relevant to <i>March: Book One</i> using morpheme instruction.  <b>Learning in Action:</b> Part A: Read and Discuss <i>March: Prologue</i> (RI.8.1, RI.8.2) Students will read and discuss the events and situations depicted on pages 5–9 of <i>March: Book One</i> .  Part B: Co-construct 3-2-1 Summaries (RI.8.1, RI.8.2) Students will learn about Bloody Sunday and discuss additional questions about the text. Students will also write 3-2-1 Summaries about the opening pages of <i>March: Book One</i> and engage in a whole-group discussion to share their summaries.  <b>Look Back:</b> Students will rate how confident they are in summarizing and write one goal they would like to accomplish next.	Segregation Injustice	Think-Pair-Share Introduce New Words Using Morphology 3-2-1 Summary Lesson Vocabulary:	



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Unit 1	Lesson 5	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell USA Today Bloody Sunday gallery "Confrontations for Justice"	Students continue to build knowledge of Bloody Sunday, a key historical event of the Civil Rights Movement.	Students will discuss and summarize how the events of Bloody Sunday are connected across multiple sources.	Students will explain the connection between key events using cause-and-effect language (because, as a result, therefore) and academic vocabulary.	Students will identify roots and analyze how affixes change word meanings.	RI.8.2 RI.8.3 L.8.2.c L.8.4.a-d	RI.8.1 RI.8.7 RI.8.10 W.8.4 SL.8.1.a L.8.5.b L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will read and discuss the article "Confrontations for Justice."</p> <p><b>Literacy Lab:</b> Students will be introduced to three new vocabulary words relevant to Bloody Sunday using morpheme instruction.</p> <p><b>Learning in Action:</b> Part A: Gallery Walk Preparation (RI.8.3) Students will prepare for a Bloody Sunday gallery walk by viewing images and connecting them to the article.</p> <p>Part B: Gallery Walk (RI.8.2, RI.8.3) Students will engage in a gallery walk of ideas based on the Bloody Sunday images viewed in Learning in Action A.</p> <p><b>Look Back:</b> Students will expand their 3-2-1 Summary from the previous lesson based on new information.</p>	Demonstration Disperse Escalation		Turn and Talk Introduce New Words Using Morphology Gallery Walk
Unit 1	Lesson 6	Writing	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell USA Today Bloody Sunday gallery "Confrontations for Justice"	Students will continue to build knowledge of Bloody Sunday, a key historical event of the Civil Rights Movement.	Students will write an explanatory paragraph using the RACE writing strategy to explain how the various texts depict the key events of Bloody Sunday.	Students will explain the connection between key events using cause-and-effect language (because, as a result, therefore) and academic vocabulary.		RI.8.1 RI.8.3 W.8.2.a W.8.2.b W.8.4 W.8.9.b	W.8.10	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will revisit the connections among events of Bloody Sunday they learned through reading pp. 1–11 of March and "Confrontations for Justice" in Lessons 4 and 5.</p> <p><b>Literacy Lab:</b> Students will analyze a model response and observe how the RACE strategy is used to organize notes, cite evidence, and explain connections among key events related to Bloody Sunday using multiple texts.</p> <p><b>Learning in Action:</b> Part A: Teacher Models RACE Writing Strategy (W.8.2.a-b, W.8.9.b) Teacher models writing an explanatory paragraph answering an example question using the RACE strategy.</p> <p>Part B: Write RACE Paragraphs (RI.8.1, RI.8.3, W.8.2.a-b, W.8.4, W.8.9.b) Students will write an explanatory paragraph in pairs, answering a question using the RACE strategy.</p> <p><b>Look Back:</b> Students will rate how confident they are in writing their responses and write one goal they would like to accomplish next.</p>			Modeled Writing RACE Strategy Response
Unit 1	Lesson 7	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students will build knowledge of John Lewis's present-day life in the text (at Barack Obama's 2009 inauguration) and his childhood in Pike County, Alabama.	Students will read and analyze how John Lewis's past has informed who he was as a person later in life.	Students will explain and write about the connection between key events using cause-and-effect language (because, as a result, therefore) and academic vocabulary.	Students will identify roots and analyze how affixes change word meanings: inauguration, generation, dignity.	RI.8.1 RI.8.3 L.8.2.c L.8.4.b L.8.4.c-d	RI.8.5 RI.8.10 W.8.4 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br ELD.PII.8.4 ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will engage in a Turn and Talk to discuss why authors shift between past and present in stories.</p> <p><b>Literacy Lab:</b> Students will use roots and affixes to break down vocabulary words and explain how understanding these words clarifies key moments in pp. 14–35 of March using morpheme instruction.</p> <p><b>Learning in Action:</b> Part A: Read and Discuss March: The Chicken Scene (RI.8.3) Students will reread pp. 14–35 with a partner, using sticky notes to annotate for time shifts and connected moments.</p> <p>Part B: Give One, Get One (RI.8.1, RI.8.3) Students will engage in a Give One, Get One about questions related to pp. 14–35 of March.</p> <p><b>Look Back:</b> Students will Quick Write a response to one of the Give One, Get One questions.</p>	inauguration generation dignity		Turn and Talk Introduce New Words Using Morphology Give One, Get One Quick Write Lesson Vocabulary:



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Unit 1	Lesson 8	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell <i>Separate and Unequal: Jim Crow and the Road to Civil Rights</i>	Students will continue to learn about John Lewis's childhood and present-day life in the text.	Students will discuss a central idea and key details that develop from pp. 14–35 of <i>March: Book One</i> .	Students will explain a central idea using cause-and-effect/development language (because, as a result, this suggests, this helps readers understand) and citing/reporting verbs (states, shows, explains).	Students will practice reading accurately during a fluency activity.	RI.8.1 RI.8.2	RI.8.3 RI.8.10 SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Br ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will engage in a turn and talk discussion about John Lewis's character through the time shifts found in pp. 14–35 of <i>March</i>.</p> <p><b>Literacy Lab:</b> Students will engage in a fluency activity focused on reading with accuracy.</p> <p><b>Learning in Action:</b> Part A: Teacher Modeling: Determining a Central Idea (RI.8.2) Students will observe as the teacher models how to determine a central idea and key details that develop that idea.</p> <p>Part B: Partner Practice: Determining a Central Idea (RI.8.2) Students will work in pairs to discuss a central idea and key details from pp. 14–35 of <i>March</i>.</p> <p><b>Look Back:</b> Students will rate how confident they are in determining a central idea and write one goal they would like to accomplish next.</p>			Fluency Practice Think-Aloud Modeling Turn and Talk
Unit 1	Lesson 9	Reading	<i>Separate and Unequal: Jim Crow and the Road to Civil Rights</i>	Students build historical background about how segregation, court cases, violence, and activism created the conditions for the Civil Rights Movement.	Students will read and analyze the article, "Separate and Unequal: Jim Crow and the Road to Civil Rights," to explain major events and conditions that contributed to the birth of the Civil Rights Movement.	Students will explain cause-and-effect relationships using causal language and section-based evidence during discussion.	Students will use context clues to infer the meaning of two vocabulary words from the article.	RI.8.1 RI.8.3 L.8.4.a L.8.4.c-d	RI.8.10 W.8.4 SL.8.1.a	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.5.Em ELD.PI.8.5.Ex ELD.PI.8.5.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br ELD.PI.8.12.Em ELD.PI.8.12.Ex ELD.PI.8.12.Br	<p><b>Launch:</b> Students share their annotations from their homework and begin thinking about the causes of the Civil Rights Movement.</p> <p><b>Literacy Lab:</b> Students use context clues to determine the meaning of key academic words from the article.</p> <p><b>Learning in Action:</b> Part A: Catalysts for the Civil Rights Movement (RI.8.1, RI.8.3) Students reread assigned sections of the article in expert jigsaw groups to analyze the progression of events and conditions that led to the birth of the Civil Rights Movement in the 1950s.</p> <p>Part B: Analyzing the Progression of Events Leading to the Civil Rights Movement (RI.8.1, RI.8.3) Students share their expert knowledge in new groups and use a timeline to analyze the progression of events that led to the Civil Rights Movement.</p> <p><b>Look Back:</b> Students describe one event and its contribution to the birth of the Civil Rights Movement in an Quick Write response.</p>	disenfranchisement catalyst	galvanized	Turn and Talk Jigsaw Reading Information Gap Quick Write
Unit 1	Lesson 10	Writing	<i>Separate and Unequal: Jim Crow and the Road to Civil Rights</i>	Students build an understanding of how social and political factors in the 1950s created a pivotal moment for the formation of the Civil Rights Movement.	Students will write an explanatory paragraph about the social and political factors that led to the Civil Rights Movement using their analysis of the article, "Separate and Unequal: Jim Crow and the Road to Civil Rights."	Students will use verbals and causal transitions to add precision and cohesion to an explanatory paragraph.	Students will learn about verbals and how to identify them in sentences from the article.	RI.8.1 RI.8.3 W.8.2.a W.8.2.b W.8.2.c W.8.4 L.8.1.a	W.8.10 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Br ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PII.8.2.b.Br ELD.PII.8.2.b.Ex ELD.PII.8.2.b.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students talk about one political and one social factor that led to the birth of the Civil Rights Movement in the 1950s.</p> <p><b>Literacy Lab:</b> Students learn how verbals function in sentences so they can add detail and precision to explanatory writing.</p> <p><b>Learning in Action:</b> Part A: Modeling the RACE Strategy (W.8.2.a-c) Students review how to use the RACE writing strategy to identify relevant evidence and use transitions to develop an explanatory paragraph.</p> <p>Part B: Writing an Explanatory Paragraph Using the RACE Writing Strategy (RI.8.1, RI.8.3, W.8.2.a-c, W.8.4, L.8.1.a) Students draft an explanatory paragraph using the RACE writing strategy to explain how social and political factors contributed to the birth of the Civil Rights Movement.</p> <p><b>Look Back:</b> Students reflect on one strength and one area that needs growth in their writing in a partner discussion.</p>			Turn and Talk Language Study Modeled Writing RACE Strategy Response



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Unit 1	Lesson 11	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students will continue to build knowledge of Southern segregation and the impact of Jim Crow laws on Black Americans in the 1950s.	Students will read and analyze pp. 36–46 of March, further exploring how segregation in the South impacts Lewis and other Black Americans through discussion and writing.	Students will explain, discuss, and write about how the central idea of the text connects to the key events described in the text using transition words and key vocabulary.	Students will identify roots and analyze how affixes change word meanings.	RI.8.2 RI.8.3 L.8.2.c L.8.4.b L.8.4.c-d	RI.8.1 RI.8.10 SL.8.1.a L.8.5.b L.8.6	ELD.PI.8.1 ELD.PI.8.6.a ELD.PI.8.2.b ELD.PI.8.12.a.Br ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will engage in a Turn-and-Talk to discuss central ideas that are further developed in pp. 14–35 of March.</p> <p><b>Literacy Lab:</b> Students will be introduced to two new vocabulary words relevant to pp. 36–46 of March using morpheme instruction.</p> <p><b>Learning in Action:</b> Part A: Connecting Events to Central Ideas (RI.8.2) Students will reread pp. 36–46 with a partner, using sticky notes to annotate events or moments that seem most important.</p> <p>Part B: Refining Explanations Through Exchange (RI.8.2) Students will engage in a Give One, Get One about questions related to pp. 36–46 of March.</p> <p><b>Look Back:</b> Students will write a 3-2-1 Summary of pp. 36–46.</p>	disappointed frantic		Turn and Talk Introduce New Words Using Morphology Give One, Get One 3-2-1 Summary Lesson Vocabulary:
Unit 1	Lesson 12	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students will continue to build knowledge of the effects of Southern segregation through Lewis's personal experiences and will learn about the 1954 Brown v. Board of Education of Topeka Supreme Court ruling.	Students will continue to learn about the effects of Southern segregation through Lewis's personal experience as they draw connections between individuals, ideas, and events in pp. 47–56 of March through close reading and discussion.	Students will explain how events and ideas connect across pp. 47–56 by using cause–effect connectors (because, as a result, which led to), academic citing verbs (reveals, demonstrates, suggests), and temporal/spatial transitions (as Lewis travels . . . , in this setting . . . ).	Students will review words taught in previous lessons using examples and non-examples.	RI.8.3 RI.8.5 L.8.4.a L.8.5.b	RI.8.1 RI.8.10 W.8.4 L.8.6	ELD.PI.8.6.a.Br ELD.PI.8.6.a.Br ELD.PI.8.6.a.Br ELD.PI.8.6.b.Br ELD.PI.8.6.b.Br ELD.PI.8.6.b.Br ELD.PI.8.1.Br ELD.PI.8.1.Br	<p><b>Launch:</b> Students will engage in a turn-and-talk discussion reflecting on why authors of memoirs include events from other places to make connections to their personal lives.</p> <p><b>Literacy Lab:</b> Students will review the words segregation, injustice, inauguration, generation, and dignity using an Example/Non-Example activity.</p> <p><b>Learning in Action:</b> Part A: Model Determining Connections (RI.8.3) The teacher will model how to determine connections across individuals, ideas, and events.</p> <p>Part B: Determining Connections (RI.8.3, RI.8.5) Students will respond to questions related to making connections across individuals, ideas, and events.</p> <p><b>Look Back:</b> Students will engage in a Quick Write about text structure and Lewis's deepening awareness of segregation in pp. 47–56 of March.</p>	cluster desegregation doctrine integrated unconstitutional defiance watershed	cluster desegregation doctrine integrated unconstitutional defiance watershed	Turn-and-Talk Example/Non-Example Think-Pair-Share Quick Write Lesson Vocabulary:
Unit 1	Lesson 13	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell "Confrontations of Justice"	Students will continue to analyze how John Lewis experiences daily segregation and how the Brown v. Board ruling and MLK's radio sermon begin to provide Lewis with an understanding of how the institution of segregation could be abolished.	Students will engage in partner discussions to determine a central idea in pp. 47–56 of March.	Students will explain why selected events are central rather than minor by citing evidence and using causal connectors (because, which explains why), clarifying phrases (rather than, instead of), and nominalized ideas (commitment, responsibility).	Students will practice reading accurately during a fluency activity.	RI.8.2	RI.8.1 RI.8.3 RI.8.10 L.8.6	ELD.PI.8.2.Br ELD.PI.8.2.Br ELD.PI.8.2.Br ELD.PI.8.3.Br ELD.PI.8.3.Br ELD.PI.8.3.Br ELD.PI.8.3.Br ELD.PI.8.4.Br ELD.PI.8.4.Br ELD.PI.8.4.Br	<p><b>Launch:</b> Students will engage in a Turn-and-Talk discussion reflecting on moments from pp. 47–56 that felt important.</p> <p><b>Literacy Lab:</b> Students will practice reading for accuracy using "Confrontations for Justice."</p> <p><b>Learning in Action:</b> Part A: Summarizing Text (RI.8.2) Students will engage in the Give One, Get One protocol to build a 3–2–1 Summary of pp. 47–56 of March.</p> <p>Part B: Determining Central Idea (RI.8.2) Students will complete a Think-Pair-Write-Share to determine a central idea of pp. 47–56.</p> <p><b>Look Back:</b> Students will rate how confident they are in determining a central idea and write one goal they would like to accomplish next.</p>	cluster desegregation doctrine integrated unconstitutional defiance watershed	cluster desegregation doctrine integrated unconstitutional defiance watershed	Turn-and-Talk Give One, Get One Think-Pair-Write-Share Reflection



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Unit 1	Lesson 14	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell "Mayor Stops Boycott Talk"	Students will build knowledge of important civil rights events, including the murder of Emmett Till, Rosa Parks's refusal to give up her seat, and the subsequent Montgomery bus boycott.	Students will analyze connections across events and ideas, and panels or moments that are structurally important, before synthesizing this analysis to determine and explain a central idea of pp. 56–62 of <i>March</i> .	Students will synthesize how events and structural choices build meaning by citing evidence and using evaluative language (most significant, especially important), structural references (panel placement, pacing, sequence), and synthesis transitions (together, taken as a whole).	Students will review words taught in previous lessons using a Generating Situations activity.	RI.8.2 RI.8.3 RI.8.5 L.8.4.a L.8.5.b	RI.8.1 RI.8.10 L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br	<p><b>Launch:</b> Students will engage in a Turn-and-Talk discussion reflecting on what skills they have been using to understand how <i>March</i> builds meaning across sections.</p> <p><b>Literacy Lab:</b> Students will review the words advocacy, credibility, justice, disappointed, and frantic using a Generating Situations activity.</p> <p><b>Learning in Action:</b> Part A: Close Reading for Text Structure (RI.8.3, RI.8.5) Students will reread pp. 56–62 in pairs and discuss text-dependent questions.</p> <p>Part B: Synthesize Analysis and Determine a Central Idea (RI.8.2, RI.8.3, RI.8.5) Students will independently write a central idea statement for pp. 56–62 and an explanation of how key events and structural choices develop that idea.</p> <p><b>Look Back:</b> Students will rate how confident they are in determining the central idea and write one goal they would like to accomplish next.</p>	advocacy credibility justice disappointed frantic	boycott domestic inspired	Turn and Talk Generating Situations, Context, and Examples Reflection
Unit 1	Lesson 15	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell "Rosa Parks: In Her Own Words" "Mayor Stops Boycott Talk"	Students will analyze the Montgomery bus boycott further through a primary source newspaper article.	Students will compare and contrast the depictions of the Montgomery bus boycott in the "Mayor Stops Boycott Talk" article and pp. 58–59 of <i>March</i> .	Students will compare how different texts interpret the same historical event using comparison structures (both . . . , however . . . ), credibility language (frames, emphasizes, omits), and perspective markers (according to . . . , from the viewpoint of . . . ), and supported by evidence.	Students will practice reading at an appropriate rate during a fluency activity.	RI.8.2 RI.8.3 RI.8.9	RI.8.1 RI.8.5 RI.8.10 L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br	<p><b>Launch:</b> Students will engage in a turn-and-talk discussion reflecting on what they already know about the Montgomery bus boycott and Rosa Parks from <i>March</i>.</p> <p><b>Literacy Lab:</b> Students will practice reading at an appropriate rate using "Rosa Parks: In Her Own Words."</p> <p><b>Learning in Action:</b> Part A: Perspectives on the Montgomery Bus Boycott (RI.8.2, RI.8.3) After reviewing pp. 58–59 of <i>March</i>, students will reread the "Mayor Stops Boycott Talk" article and discuss the article through the Think-Pair-Share routine.</p> <p>Part B: Comparing Texts (RI.8.9) Students will construct a Venn diagram to compare and contrast the depictions of the Montgomery bus boycott in "Mayor Stops Boycott Talk" and <i>March</i>.</p> <p><b>Look Back:</b> Students will rate how confident they are in analyzing conflicting accounts across texts and write one goal they would like to accomplish next.</p>	boycott domestic fabricated inspired prolonging radicals strife	Turn-and-Talk Think-Pair-Share Reflection	
Unit 1	Lesson 16	Writing	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell "Mayor Stops Boycott Talk"	Students will continue to explore different perspectives about Southern segregation and, specifically, the Montgomery bus boycott.	Students will compare information in the primary source "Mayor Stops Boycott Talk" and <i>March</i> , pp. 1–61, and plan a writing analysis explaining how the two texts provide conflicting information on the same topics and ideas.	Students will explain how the newspaper article agrees or disagrees with <i>March</i> by citing evidence and using analytical verbs (agrees, disagrees, aligns with), evidence-integration frames, and precise academic nouns (philosophy, purpose, commitment).		RI.8.9 W.8.2.a W.8.2.b W.8.9.b L.8.1.a	RI.8.1 W.8.10 L.8.2.a L.8.6	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br	<p><b>Launch:</b> Students will engage in a turn-and-talk discussion reflecting on how they compared different texts in the previous lesson.</p> <p><b>Literacy Lab:</b> Students will review verbals and investigate how they add clarity and precision in writing.</p> <p><b>Learning in Action:</b> Learning in Action A: Comparing Information in Two Texts (RI.8.9) Students will review and discuss "Mayor Stops Boycott Talk" and <i>March</i> through a Think-Pair-Share routine.</p> <p>Learning in Action B: Planning Explanatory Writing (RI.8.9, W.8.2.a-b, W.8.9.b, L.8.1.a) Students will construct a T-chart to prepare for their analysis paragraph and engage in a whole-group discussion to add to or refine their ideas.</p> <p><b>Look Back:</b> Students will write one sentence explaining how they might use a verbal in their analysis paragraph.</p>			Turn-and-Talk Think-Pair-Share Graffiti/Table Talk Quick Write



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Unit 1	Lesson 17	Writing	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students will continue to compare how white perspectives about segregation in the 1950s differ from Lewis's experience and personal reflections.	Students will write and revise an explanatory analysis paragraph explaining how the information expressed in the newspaper article "Mayor Stops Boycott Talk" agrees or disagrees with Lewis's experiences and reflections about segregation in March.	Students will produce a cohesive analytical explanation using evidence from both texts, transition phrases (for example, as a result, therefore), purposeful verbals and commas for clarity, and an academic tone and register.		RI.8.9 W.8.2.a W.8.2.b W.8.2.c W.8.2.d W.8.4 W.8.5 W.8.9.b L.8.2.a	W.8.10 L.8.1.a L.8.6	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students will engage in a whole-class discussion, reviewing the success criteria for the analysis paragraph they will be writing today.</p> <p><b>Literacy Lab:</b> Students will investigate commas and how they signal pauses or clarify meaning.</p> <p><b>Learning in Action:</b> Part A: Writing an Explanatory Paragraph (RI.8.9, W.8.2.a-d, W.8.4, W.8.9.b, L.8.2.a) Students will write their analysis paragraphs using their T-chart notes from Lesson 16.</p> <p>Part B: Revising an Explanatory Paragraph (W.8.5) Students will engage in a Think-Pair-Write-Share to share feedback with a partner and revise their analysis paragraphs.</p> <p><b>Look Back:</b> Students will rate how confident they are in writing explanatory paragraphs and write a goal they would like to accomplish next.</p>			Think-Pair-Write-Share Reflection Text-Set Texts "Mayor Stops Boycott Talk" [Text set code: NWS_ELA_1125] Lesson Vocabulary:
Unit 1	Lesson 18	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell "SNCC Statement of Purpose"	Students will learn how John Lewis started his activism work by trying to integrate a college, through that experience, he meets with Dr. King and other civil rights leaders for the first time.	Students will reread and analyze pp. 63–73 of March to learn about Lewis's decision to try to integrate Troy State and his subsequent meeting with Dr. King and other civil rights leaders. Then, review earlier excerpts of March to consider how the visual narrative conveys ideas about injustice and early activism.	Students will explain how visual sequencing conveys civic ideas by using multimodal references (the panel shows . . . , the narration explains . . . ), temporal sequencing language, and interpretation verbs (symbolizes, highlights).	Students will practice reading accurately during a fluency activity.	RI.8.2 RI.8.3 RI.8.5 W.8.4 W.8.9.b	RI.8.1 RI.8.10 SL.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students will engage in a turn-and-talk discussion reflecting on the patterns of injustice and early activism they have seen in March.</p> <p><b>Literacy Lab:</b> Students will practice reading for accuracy using "SNCC Statement of Purpose."</p> <p><b>Learning in Action:</b> Part A: Close Reading: Meeting Dr. King (RI.8.2, RI.8.3) After rereading pp. 63–73 of March, students will discuss text-dependent questions and write a 3–2–1 Summary through the Think-Pair-Write-Share routine.</p> <p>Part B: Examining Injustice and Early Activism (RI.8.5) Students will select and annotate a text excerpt from pp. 1–73 of March to write a brief explanation of how the visual narrative conveys ideas about injustice or early activism.</p> <p><b>Look Back:</b> Students will rate how confident they are in analyzing events, connections, and visual structure, and write one goal they would like to accomplish next.</p>	activism dominate jointly philosophy resistance sequencing	Turn and Talk Fluency Practice Think-Pair-Write-Share Reflection	
Unit 1	Lesson 19	Academic Discussion	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students will synthesize their understanding of how injustice and activism have been portrayed in the memoir thus far.	Students will engage in an Academic Discussion, analyzing Lewis's storytelling and how it builds understanding of injustice and activism, by following established discussion norms and citing evidence from pp. 1–73 of March: Book One.	Students will synthesize ideas and respond to others in discussion by using discussion stems (Building on . . . , I agree because . . . ), evidence-based responses, and clarifying and probing questions.		RI.8.3 RI.8.5 SL.8.1.a SL.8.1.b SL.8.1.c SL.8.1.d	RI.8.1 RI.8.2 SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.5.Em ELD.PI.8.5.Ex ELD.PI.8.5.Br	<p><b>Launch:</b> Students will engage in a turn-and-talk discussion reflecting on moments from March or other texts that best helped them understand injustice or activism.</p> <p><b>Literacy Lab:</b> Students will construct a list of conversation norms for their group discussion.</p> <p><b>Learning in Action:</b> Part A: Model Discussion (SL.8.1.b) Teacher explains the Reflect and Respond Dialogue routine and models a round of group discussion for students.</p> <p>Part B: Group Discussion (RI.8.3, RI.8.5, SL.8.1.a-d) In groups, students will engage in a Reflect and Respond Dialogue discussion.</p> <p><b>Look Back:</b> Students will rate how confident they are in contributing ideas, listening to others, and using evidence during discussions.</p>			Turn-and-Talk Reflect and Respond Dialogue Reflection Lesson Vocabulary:
Unit 1	Lesson 20	Mid-Unit Assessment	N/A	N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RI.8.1 RI.8.2 RI.8.3 RI.8.5 RI.8.6 RI.8.7 RI.8.9 L.8.1.a L.8.2.a L.8.4.b			<p><b>Launch:</b> The teacher will establish the testing environment for students to take their assessment.</p> <p><b>Learning in Action:</b> Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like sorting and sequencing.</p> <p><b>Look Back:</b> Students will self-assess their ability to analyze conflicting interpretations.</p>			No routines/protocols are used today Lesson Sequence



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Unit 1	Lesson 21	Flex Day	March: Book 1 Teacher selected text Independent reading	Deepening understanding of the Civil Rights Movement and Civic Memory.	Students will spend time in responsive flex day huddles to improve their understanding of central ideas, the use of text features in consumer materials, and the function of verbals, or will engage in independent extension work.	Students will engage in collaborative academic discourse within differentiated huddles to clarify central ideas, the use of text features in consumer materials, and name the function of verbals, or will extend their mastery of these skills with knowledge-building and independent reading connected to the Civil Rights Movement and Civic Memory.		RI.8.2 RI.8.5.a L.8.1.a		ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PII.8.2.a.Em ELD.PII.8.2.a.Ex ELD.PII.8.2.a.Br	<p><b>Launch:</b> Students self-assess confidence on RI.8.2, RI.8.5.a, and L.8.1.a to help the teacher form huddles.</p> <p><b>Learning in Action:</b> Teacher uses flexible grouping to provide targeted 10-15-minute huddles (RI.8.2, RI.8.5.a, and L.8.1.a) anchored in a text excerpt of the teacher's choice; other students engage in independent reading or knowledge-building tasks.</p> <p><b>Look Back:</b> Students reflect on growth in confidence or new learning from independent work.</p>			Quick Write
<b>Investigation 2</b>														
Unit 1	Lesson 22	Research	March: Book One, by John Lewis, Andrew Aydin, and Nate Powell	Students will learn how to narrow a research question and conduct research on a specific topic, action, or episode from the Civil Rights Movement.	Students will determine their focused topic for the Civic Memory Brief, create a related research question, and begin to research sources that can help them with the writing task at the end of the unit.	Students will formulate and explain focused research questions using question frames (How does . . . ? Why did . . . ?), academic nouns (civic memory, testimony), and clarifying language (This question matters because . . . ) to guide source selection and inquiry.		W.8.7	W.8.4 W.8.8 W.8.10	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will engage in a Turn-and-Talk discussion to prepare them for researching an event, action, or episode from the Civil Rights Movement.</p> <p><b>Literacy Lab:</b> Students will observe as the teacher models how to narrow a broad topic to a focused topic and a related research question.</p> <p><b>Learning in Action:</b> Part A: Model Analyzing Sources (W.8.8) Students will observe as the teacher continues modeling the research process by analyzing sources.</p> <p>Part B: Select a Topic and Start Research (W.8.7) Students will determine their Civic Memory Brief topic and create a related research question to begin their research.</p> <p><b>Look Back:</b> Students will share their topic and research question and explain how it supports the upcoming Civic Memory Brief.</p>			Turn and Talk
Unit 1	Lesson 23	Research	March: Book One, by John Lewis, Andrew Aydin, and Nate Powell "Jim Lawson Conducts Nonviolence Workshops in Nashville"	Students continue to research a specific action, event, or episode from the Civil Rights Movement for their Civic Memory Brief.	Students will continue their research from the previous lesson and will learn how to use ellipses to indicate omission when integrating text quotes into their writing.	Students will integrate text evidence accurately by quoting and paraphrasing with correct structures, using attribution verbs (states, explains, notes), and condensing ideas without changing meaning.		W.8.7 W.8.8 W.8.9.b L.8.2.b	W.8.4 W.8.10	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br ELD.PII.8.7.Em ELD.PII.8.7.Ex ELD.PII.8.7.Br	<p><b>Launch:</b> Students will engage in a discussion reviewing why writers sometimes need to shorten quotations.</p> <p><b>Literacy Lab:</b> Students will learn how to use ellipses appropriately when omitting text from quotations.</p> <p><b>Learning in Action:</b> Part A: Conducting Research (W.8.7, W.8.8) Students will conduct research to gather and evaluate sources for their upcoming Civic Memory Brief.</p> <p>Part B: Quoting and Paraphrasing (W.8.8, W.8.9, L.8.2b) Students will practice quoting and paraphrasing text from one of their chosen sources.</p> <p><b>Look Back:</b> Students will write one sentence explaining when it is appropriate to use an ellipsis and one mistake to avoid.</p>			Quick Write



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Unit 1	Lesson 24	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students will build knowledge of how the Nashville Student Movement began under the leadership of Jim Lawson and the philosophy and discipline of nonviolence that is the foundation of the Civil Rights Movement.	Students will analyze how the Nashville Student Movement was born as Lewis and fellow volunteers learn the philosophy and discipline of nonviolent protest by reading and discussing pp. 74–82 in March.	Students will explain how philosophy and discipline shape actions by using cause–effect structures (because, so that, as a result), abstract academic nouns (discipline, philosophy, commitment), and explanation frames (This belief leads to . . . , This practice allows . . . ).	Students will identify affixes and determine the meaning of the terms nonviolence and passive resistance.	RI.8.2 RI.8.3 L.8.4.a L.8.4.b L.8.4.c L.8.4.d L.8.5.b	RI.8.1 RI.8.4 RI.8.5 RI.8.10 SL.8.1.a L.8.6	CA ELD Standards: ELD.PI.8.6.a.Em ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will engage in a turn-and-talk discussion reflecting on the guiding question they were assigned for homework.</p> <p><b>Literacy Lab:</b> Students will be introduced to two new vocabulary words relevant to pp. 74–82 of March using morpheme instruction.</p> <p><b>Learning in Action:</b> Part A: Close Reading (RI.8.3) While rereading pp. 74–82 of March, students will work in small groups to annotate for examples of nonviolence and passive resistance in the text and visuals.</p> <p>Part B: Discussing the Philosophy of Non-Violence (RI.8.2, RI.8.3) In small groups, students will engage in the Group Accountability Share routine to discuss text-dependent questions about pp. 74–82.</p> <p><b>Look Back:</b> Students will engage in a Think-Pair-Share with partners to discuss how the volunteers depicted in pp. 74–82 of March showed bravery through their nonviolence practice.</p>	nonviolence passive resistance eradicate dehumanize	reconciliation divinity philosophy discipline pacifist conveyed urgency liberated instigator	Turn and Talk Introduce New Words Using Morphology Group Accountability Share Think-Pair-Share Lesson Vocabulary:
Unit 1	Lesson 25	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students begin to learn about the Nashville and Greensboro lunch counter sit-in protests.	Students will learn about the lunch counter sit-ins by identifying new and developing central ideas and analyzing text structure through discussion and writing about March, pp. 83–90.	Students will summarize how events develop a central idea by using objective summarizing language, cause–effect connectors (because, therefore), and central idea frames (The text shows that . . . , This section emphasizes . . . ).	Students will draw connections between the words humiliating and dehumanize through a Word Association activity.	RI.8.2 RI.8.5 W.8.4 W.8.9.b L.8.5.b	RI.8.1 RI.8.3 RI.8.10 W.8.2.a W.8.2.b W.8.10 SL.8.1.a L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Br ELD.PI.8.6.a.Ex ELD.PI.8.2.Em ELD.PI.8.2.Ex ELD.PI.8.2.Br	<p><b>Launch:</b> Students will engage in a turn-and-talk discussion to share the two-to-three-sentence summaries they wrote for homework.</p> <p><b>Literacy Lab:</b> Students will draw connections between two vocabulary words relevant to pp. 83–90 of March using word associations.</p> <p><b>Learning in Action:</b> Part A: Discussing Text-Dependent Questions (RI.8.2, RI.8.5) Students will work in small groups to discuss text-dependent questions about pp. 83–90 of March.</p> <p>Part B: RACE Writing (RI.8.5, W.8.4, W.8.9b) Students will write paragraph responses to a question about pp. 83–90 of March using the RACE writing strategy.</p> <p><b>Look Back:</b> Students will share their RACE paragraphs with a partner and provide feedback on their writing.</p>	humiliating dehumanize	centralized policies interacial legitimate designated swelled harsh incident	Turn and Talk Word Associations Group Accountability Share RACE Writing Strategy Lesson Vocabulary:
Unit 1	Lesson 26	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell “Jim Lawson Conducts Nonviolence Workshops in Nashville”	Students will view a video of Jim Lawson training the volunteers in nonviolent protest while also showing coverage of the Nashville sit-ins.	Students will evaluate the advantages and disadvantages of how historical events are presented in two different formats while also synthesizing the new information they learn about nonviolent protest and the Nashville sit-ins.	Students will compare how different media present information by using comparison structures (both . . . , however . . . ), medium-specific language (the video emphasizes . . . , the text focuses on . . . ), and evaluative verbs (highlights, minimizes).	Students will identify a root word and analyze how affixes change word meanings.	RI.8.7 L.8.4.b L.8.4.c L.8.4.d	RI.8.1 RI.8.10 W.8.4 SL.8.1.a L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br	<p><b>Launch:</b> Students will engage in a whole-class discussion about the question they reflected on for homework.</p> <p><b>Literacy Lab:</b> Students will determine the meaning of two vocabulary words relevant to today’s lesson using morpheme instruction.</p> <p><b>Learning in Action:</b> Part A: Watching an Informational Video (RI.8.7) Students will watch an informational video about the Freedom Riders training for nonviolent civil rights protest twice and take notes.</p> <p>Part B: Comparing Text to Video (RI.8.7) Students will engage in the Group Accountability Share routine to compare and contrast the video with March in small groups.</p> <p><b>Look Back:</b> Students will participate in a whole-class discussion about their responses to the questions in Learning in Action B.</p>	advantage disadvantage		Turn and Talk Introduce New Words Using Morphology Group Accountability Share Quick Write



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 1	Lesson 27	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell "Jim Lawson Conducts Nonviolence Workshops in Nashville"	Students will continue to build knowledge of Jim Lawson and his leadership of the Nashville student movement.	Students will discuss an informational article about Jim Lawson and the Nashville nonviolence training and evaluate the advantages and disadvantages of how information is shared in an informational article versus March, a graphic novel.	Students will evaluate how text format shapes understanding by comparing how an informational article and a graphic memoir present nonviolent protest, using source-attribution language, comparative transitions, and academic evaluation verbs.	Students will practice reading at an appropriate rate during a fluency activity.	RI.8.1 RI.8.3 RI.8.7 SL.8.1.a	RI.8.10 W.8.4 SL.8.6	ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br	<p><b>Launch:</b> Students will engage in a turn-and-talk discussion to share the vocabulary word relationships they wrote for homework with a partner.</p> <p><b>Literacy Lab:</b> Students will practice reading at an appropriate rate using the informational article "Jim Lawson Conducts Nonviolence Workshops in Nashville."</p> <p><b>Learning in Action:</b> Part A: Close Reading and Group Discussion (RI.8.1, RI.8.3, SL.8.1.a) Students will reread the informational article before discussing and responding to a question about the article with partners.</p> <p>Part B: Comparing Different Text Formats (RI.8.7) Students will compare and contrast the article with March by contributing to a class T-chart.</p> <p><b>Look Back:</b> Students will engage in a Quick Write to respond to a question about the informational article.</p>	pacifist HBCU inferiority tactics conscience	Turn and Talk Fluency Practice Graffiti/Table Talk Quick Write	
Unit 1	Lesson 28	Writing	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell "Jim Lawson Conducts Nonviolence Workshops in Nashville"	Students will synthesize learning of the Nashville lunch counter sit-ins through a letter-writing task.	Students will explore and practice sentence combining to plan a draft letter from the perspective of one of the Nashville student protestors.	Students will combine sentences to explain ideas in a letter clearly by using compound and complex sentences, coordinating and subordinating conjunctions, and logical connectors (because, although, so that) when planning an explanatory letter.		W.8.2.a W.8.2.b W.8.2.c W.8.4 W.8.5 L.8.2.a	W.8.10 L.8.6	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will engage in a whole-group discussion about commas.</p> <p><b>Literacy Lab:</b> Students will learn how to combine sentences in their writing.</p> <p><b>Learning in Action:</b> Part A: Sentence Combining Practice (W.8.2.a-c) Students will generate ideas for their letters and practice combining sentences during the Graffiti/Table Talk routine.</p> <p>Part B: Gallery Walk (W.8.5) Students will engage in a Gallery Walk to check for sentence combining and provide feedback on their peers' ideas.</p> <p><b>Look Back:</b> Students will engage in a whole-class reflection about sentence combining.</p>		Sentence Combining Graffiti/Table Talk Gallery Walk	
Unit 1	Lesson 29	Writing	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell "Jim Lawson Conducts Nonviolence Workshops in Nashville"	Students will synthesize their learning of the Nashville lunch counter sit-ins through a letter-writing task.	Students will practice writing a letter from the perspective of one of the Nashville student protestors using sentence combining to fully develop their ideas and to create cohesion and clarity in their writing.	Students will produce a cohesive explanatory letter by integrating evidence, using organizational transitions, maintaining a formal register, and combining sentences to clarify relationships among ideas.		W.8.2.a W.8.2.b W.8.2.c W.8.2.d W.8.2.e W.8.2.f W.8.4 W.8.5 L.8.2.a	W.8.10 L.8.6	PI.8.10.a ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br	<p><b>Launch:</b> Students will engage in a whole-group discussion to develop goals for their letter writing.</p> <p><b>Literacy Lab:</b> Students will review the outlines they wrote for homework in preparation for their letter writing.</p> <p><b>Learning in Action:</b> Part A: Explanatory Letter Writing (W.8.2.a-f, W.8.4) Students will write a letter from the perspective of a Nashville student protestor using evidence from March and "Jim Lawson Conducts Nonviolence Workshops in Nashville."</p> <p>Part B: Peer Review Explanatory Letters (W.8.5) Students will review their letters in pairs and provide their partners with feedback.</p> <p><b>Look Back:</b> Students will reflect on the goals they made during the Lesson Launch.</p>		Turn and Talk	



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Unit 1	Lesson 30	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell "SNCC Statement of Purpose"	Students will learn about the first series of official Nashville lunch counter sit-ins.	Students will analyze how Lewis draws connections between the ideas of liberation and nonviolent protest during the Nashville lunch counter sit-ins.	Students will explain how nonviolent discipline leads to liberation by linking events with temporal connectors, abstract academic nouns, and interpretation verbs.	Students will practice reading fluently, using context to determine word meanings, and deconstructing sentences.	RI.8.3 RI.8.4 RI.8.5 RI.8.6 L.8.4.a L.8.4.c L.8.4.d	RI.8.1 RI.8.2 RI.8.10 SL.8.1.a W.8.4 L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will engage in a Think-Pair-Share to discuss the homework question from the previous lesson.</p> <p><b>Literacy Lab:</b> Students will unpack two key sentences from <i>March</i>, practicing their fluency, using context to determine word meanings, and synthesizing their understanding.</p> <p><b>Learning in Action:</b> Part A: Close Reading of Nashville Sit-Ins (RI.8.4, RI.8.5) Students will reread pp. 90–97 of <i>March</i> and discuss text-dependent questions with partners.</p> <p>Part B: Give One, Get One Discussion (RI.8.3, RI.8.4, RI.8.6) Students will reread pp. 98–102 before engaging in the Give One, Get One routine to discuss text-dependent questions with partners.</p> <p><b>Look Back:</b> Students will engage in a Quick Write to respond to a question about the author's point of view in <i>March</i>.</p>	beget eerie fury moratorium	subsided conspicuously	Think-Pair-Share Using Context Clues Give One, Get One Quick Write
Unit 1	Lesson 31	Academic Discussion	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell "SNCC Statement of Purpose"	Students will draw connections between the "SNCC Statement of Purpose" and the actions of nonviolent protest in <i>March</i> .	Students will draw connections between SNCC's Statement of Purpose and the Movement events depicted in <i>March</i> on pp. 74–102 through a fishbowl academic discussion.	Students will synthesize connections between <i>March</i> and the "SNCC Statement of Purpose" in a fishbowl discussion using discussion stems, evidence-based responses, and clarifying/probing questions.		RI.8.2 RI.8.3 RI.8.6 SL.8.1.a SL.8.1.b SL.8.1.c SL.8.1.d SL.8.2	RI.8.1 SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.5.Em ELD.PI.8.5.Ex ELD.PI.8.5.Br	<p><b>Launch:</b> Students will engage in a whole-group discussion about the connections they made for homework.</p> <p><b>Literacy Lab:</b> Students will be introduced to the Fishbowl Conversation routine and what they will be expected to do during today's academic discussion.</p> <p><b>Learning in Action:</b> Part A: Preparing for Discussion (RI.8.2, RI.8.3, RI.8.6, SL.8.1.a, SL.8.2) Students will prepare for the Fishbowl Conversation by looking for connections between <i>March</i> and the "SNCC Statement of Purpose."</p> <p>Part B: Fishbowl Conversation (RI.8.2, RI.8.3, RI.8.6, SL.8.1.a-d, SL.8.2) Students will engage in a Fishbowl Conversation to discuss connections between the "SNCC Statement of Purpose" and <i>March</i>.</p> <p><b>Look Back:</b> Students will engage in a Quick Write about a new connection between <i>March</i> and the "SNCC Statement of Purpose" they learned from today's discussion.</p>			Fishbowl Conversation Quick Write
Unit 1	Lesson 32	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students will learn about the arrests that followed the Nashville lunch counter sit-ins and the resulting discrimination the protestors faced in court.	Students will analyze the cause-and-effect connection between the discrimination the protestors face during the sit-ins and arrests and their continued commitment to their cause through group discussion activities.	Students will explain how discrimination leads to escalating collective action by using causal connectors (because, as a result, therefore), abstract nouns (commitment, resistance, discrimination), and interpretation verbs (demonstrates, reveals, reflects) with evidence from captions, dialogue, and panel sequences.	Students will practice reading fluently, using context to determine word meanings, and deconstructing sentences.	RI.8.3 L.8.5.a L.8.5.c	RI.8.1 RI.8.2 RI.8.10 W.8.4 SL.8.1.a L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will engage in a Think-Pair-Share to discuss the homework question from the previous lesson.</p> <p><b>Literacy Lab:</b> Students will investigate idioms, connotations, and denotations using an example from <i>March</i>.</p> <p><b>Learning in Action:</b> Part A: Group Accountability Share (RI.8.3) Students will engage in the Group Accountability Share routine to discuss a question prompt in small groups.</p> <p>Part B: Cause-and-Effect Analysis with Gallery Walk (RI.8.3) Students will construct cause-and-effect charts in small groups to post around the room before observing the charts in a Gallery Walk.</p> <p><b>Look Back:</b> Students will engage in a Quick Write to respond to a question about pp. 103–110 of <i>March</i>.</p>	powers-that-be idiom connotation denotation	paddy wagon jubilant euphoric defendants overruled motion compliant harassed workhouse outrage telegrams irate instigated	Think-Pair-Share Group Accountability Share Gallery Walk Quick Write



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Unit 1	Lesson 33	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students will learn about the bombing of the Loobys' house, which, in turn, leads to the march on the Nashville City Hall and the eventual desegregation of Nashville lunch counters.	Students will consider the impact of the final events in March through central idea analysis and connections between individuals, ideas, and events.	Students will summarize how linked events and decisions build a central idea by using objective summary language, cause-effect structures (because, as a result, therefore), and central-idea frames (This section shows that ... , These events work together to ...) with evidence from captions, dialogue, and panel sequences.	Students will explore the relationship between two key words from March.	RI.8.2 RI.8.3 L.8.5.b	RI.8.1 RI.8.5 RI.8.10 W.8.4 L.8.6	ELD.PI.8.2.Em ELD.PI.8.2.Ex ELD.PI.8.2.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br	<p><b>Launch:</b> Students will engage in a Think-Pair-Share to discuss a question about pp. 111–121 of March.</p> <p><b>Literacy Lab:</b> Students will investigate the relationship between the words progressive and conservative using sentences from March.</p> <p><b>Learning in Action:</b> Part A: Close Reading and Partner Discussion (RI.8.2, RI.8.3) Students will reread pp. 111–116 before engaging in a partner discussion about text-dependent questions.</p> <p>Part B: Close Reading and Whole-Class Discussion (RI.8.2, RI.8.3) Students will reread pp. 117–121 before engaging in a whole-class discussion about text-dependent questions.</p> <p><b>Look Back:</b> Students will engage in a Quick Write routine to respond to a question about pp. 117–121 of March.</p>	progressive conservative	revolt disciplined miraculously prestige appeal weary	Think-Pair-Share Word Relationship Quick Write
Unit 1	Lesson 34	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students will deepen their understanding of the events of the march on the Nashville City Hall and listen to perspectives of key individuals, including Mayor West and Diane Nash.	Students will watch a news report about the march on the Nashville City Hall and compare and contrast the information and analyze where the texts (the news report and March) disagree on matters of interpretation.	Students will analyze where March and a news report disagree in interpretation by using comparison structures, source-attribution language, and evaluation verbs (portrays, emphasizes, omits) to explain how wording, visuals, and emphasis shape meaning.	Students will review words taught in previous lessons using examples and non-examples.	RI.8.9 SL.8.2 L.8.4.a L.8.5.b	RI.8.1 RI.8.10 W.8.4	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br	<p><b>Launch:</b> Students will engage in a whole-group discussion about the question they reflected on for homework.</p> <p><b>Literacy Lab:</b> Students will review key vocabulary words using an Example/Non-Example activity.</p> <p><b>Learning in Action:</b> Part A: Watching a News Report (RI.8.9) Students will watch a news report about the march on Nashville City Hall twice and take notes.</p> <p>Part B: Comparing Text to Video (RI.8.9, SL.8.2) Students will engage in the Group Accountability Share protocol to compare and contrast the video with March in small groups.</p> <p><b>Look Back:</b> Students will share what they discussed in small groups during the Group Accountability Share.</p>	nonviolence passive resistance humiliating dehumanize fury powers-that-be progressive conservative	Example/Non-Example Group Accountability Share Quick Write	
Unit 1	Lesson 35	Academic Discussion	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell "Eric Reid: Why Colin Kaepernick and I Decided to Take a Knee"	Students will synthesize their understanding of the civil rights events presented in the book, including the Nashville lunch counter sit-ins and Bloody Sunday.	Students will draw connections between the Nashville Student Movement's actions and philosophy and Lewis's participation in Bloody Sunday as they analyze the structural choices Lewis makes in the graphic novel through an academic discussion.	Students will synthesize structure, events, and ideas across March in discussion by using evidence-based discussion stems, synthesis language (overall, taken together), and clarifying and probing questions.		RI.8.1 RI.8.3 RI.8.5 RI.8.6 SL.8.1.a SL.8.1.b SL.8.1.c	SL.8.6 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.5.Em ELD.PI.8.5.Ex ELD.PI.8.5.Br	<p><b>Launch:</b> Students will engage in a whole-group discussion about how March has enhanced or added to their understanding of the Civil Rights Movement.</p> <p><b>Literacy Lab:</b> Students will be introduced to the goals of today's Fishbowl Conversation and the question prompts they will be discussing.</p> <p><b>Learning in Action:</b> Part A: Preparing for Discussion (RI.8.1, RI.8.3, RI.8.5, RI.8.6) Students will prepare for the Fishbowl Conversation by looking for evidence in March.</p> <p>Part B: Fishbowl Conversation (RI.8.1, RI.8.3, RI.8.5, RI.8.6, SL.8.1.a, SL.8.1.b, SL.8.1.c) Students will engage in a Fishbowl Conversation to discuss the question prompts.</p> <p><b>Look Back:</b> Students will engage in a Quick Write, synthesizing their learning from today's discussion.</p>			Fishbowl Conversations Quick Writes



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Unit 1	Lesson 36	Reading	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell, p- "Eric Reid: Why Colin Kaepernick and I Decided to Take a Knee"	Students will learn about how nonviolence philosophy and discipline still shape civil rights reform as they read about recent protests in the National Football League.	Students will read Eric Reid's op-ed and analyze his purpose in writing through collaborative discussion.	Students will explain how point of view shapes an argument by using perspective markers, evaluative language, and comparison frames supported by evidence.	Students will practice reading accurately during a fluency activity.	RI.8.3 RI.8.6	RI.8.1 RI.8.2 RI.8.10 SL.8.6	ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will engage in the Think-Pair-Share routine to share ideas with partners about a question relevant to today's lesson.</p> <p><b>Literacy Lab:</b> Students will practice reading for accuracy using "Eric Reid: Why Colin Kaepernick and I Decided to Take a Knee."</p> <p><b>Learning in Action:</b> Part A: Analyzing the Introduction of an Op-Ed (RI.8.3, RI.8.6) Students will reread paragraphs 1–5 of the op-ed and discuss text-specific questions with partners.</p> <p>Part B: Analyzing the Body and Conclusion of an Op-Ed (RI.8.3, RI.8.6) Students will reread paragraphs 6–14 of the op-ed and discuss text-specific questions with partners.</p> <p><b>Look Back:</b> Students will engage in a whole-group discussion about the op-ed author's overall purpose in writing the opinion piece.</p>	brutality backlash systemic oppression smears misconstrued criticize solidarity paramount bystanders famine-stricken	Fluency Practice Give One, Get One Think-Pair-Share	
Unit 1	Lesson 37	Writing	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell, p- "Eric Reid: Why Colin Kaepernick and I Decided to Take a Knee"	Students will compare Lewis's protest work during the Civil Rights Movement to Eric Reid and Colin Kaepernick's modern-day protest of police brutality.	Students will draft explanatory paragraphs comparing Lewis's and Reid's points of view and explain how they address opposing viewpoints within their respective texts.	Students will compare Lewis's and Reid's points of view and explain how each addresses an opposing viewpoint by using comparison structures, logical connectors, and evidence integration frames.		RI.8.6 W.8.2.a W.8.2.b W.8.2.c W.8.2.d W.8.2.e W.8.2.f W.8.4 L.8.3.a	RI.8.1 W.8.10 L.8.6	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will review the writing skills and strategies they learned in this unit and set one goal for their writing today.</p> <p><b>Literacy Lab:</b> Students will investigate active and passive voice in writing.</p> <p><b>Learning in Action:</b> Learning in Action: Drafting an Explanatory Paragraph (RI.8.6, W.8.2.a–f, W.8.4) Students will respond to a question prompt by writing an explanatory paragraph using the skills and strategies they learned in this unit.</p> <p><b>Look Back:</b> Students will reflect on their writing goals from the Launch.</p>		Quick Write	
Unit 1	Lesson 38	End of Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.5 RI.8.6 RI.8.9 L.8.1 L.8.2.b L.8.3.a L.8.4.a L.8.5.c L.8.6			<p><b>Launch:</b> The teacher will establish the testing environment for students to take their assessment.</p> <p><b>Learning in Action:</b> Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like sorting and sequencing.</p> <p><b>Look Back:</b> Students will self-assess their ability to analyze conflicting interpretations.</p>		No routines/protocols are used today Passage Selection Lesson Sequence	
Unit 1	Lesson 39	Flex Day	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Deepening understanding of the Civil Rights Movement and Civic Memory.	Students will spend time in responsive flex day huddles to improve their understanding of point of view and purpose, analysis of conflicting information across texts, and use of punctuation to indicate pauses and breaks, or will engage in independent extension work.	Students will engage in collaborative academic discourse within differentiated huddles to clarify point of view and purpose, analyze conflicting ideas across texts, and use punctuation to indicate pauses and breaks, or will extend their mastery of these skills with knowledge-building and independent reading connected to the Civil Rights Movement and Civic Memory.		RI.8.6 RI.8.9 L.8.2.a		ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br	<p><b>Launch:</b> Students self-assess confidence with determining point of view, contrasting information in texts, and using punctuation so the teacher can form responsive huddles based on both student reflection and recent assessment evidence.</p> <p><b>Learning in Action:</b> Teacher uses flexible grouping to provide targeted 10-15-minute huddles anchored in a text excerpt of the teacher's choice; other students engage in independent reading or knowledge-building tasks.</p> <p><b>Look Back:</b> Students reflect on growth in confidence or new learning from independent work.</p>		Quick Write	



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Unit 1	Lesson 40	Showcase (Writing)	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students will begin to organize their ideas and research about a specific episode or event of the Civil Rights Movement for their performance task.	Students will use graphic organizers to engage in the prewriting and planning stages of their performance tasks.	Students will explain how historical memory motivates civic action by planning a multimedia brief using civic vocabulary, evidence integration phrases, and clear explanatory connections.		W.8.5 L.8.2.b	R.8.1 W.8.4 W.8.10	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will be reintroduced to the prompt for the performance task, along with its significance and criteria for success, and then discuss with a partner how their chosen topic fits the prompt.</p> <p><b>Literacy Lab:</b> Students will review using ellipses to shorten quotations for their outline drafting.</p> <p><b>Learning in Action:</b> Part A: Analyzing an Exemplar (W.8.5) Students will analyze an exemplar performance task and discuss how they know it meets the criteria of the prompt and the rubric.</p> <p>Part B: Planning and Outlining (W.8.5) Students will set a writing goal and begin outlining the written portion of their performance task.</p> <p><b>Look Back:</b> Students will reflect on which parts of the prewriting and planning process were easiest and most difficult and discuss with a partner.</p>		Turn and Talk Think-Pair-Share	
Unit 1	Lesson 41	Showcase (Writing)	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students begin to draft an explanatory brief about their specific Civil Rights Movement topic.	Students will draft their Civic Memory Brief using the information from their outline, previous research, and unit texts.	Students will organize and develop an explanatory brief by stating a thesis, linking evidence to ideas with cause-and-effect connectors, and using cohesive references to maintain clarity across paragraphs.		W.8.2.a W.8.2.b W.8.2.c W.8.2.d W.8.2.e W.8.2.f W.8.4 L.8.2.a	W.8.10	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PII.8.2.b.Em ELD.PII.8.2.b.Ex ELD.PII.8.2.b.Br	<p><b>Launch:</b> Students will discuss with a partner what information they will need to include in their drafts based on their outline from the previous lesson.</p> <p><b>Literacy Lab:</b> Students will review using commas and other punctuation marks to mark pauses in writing.</p> <p><b>Learning in Action:</b> Part A: Draft Writing from an Outline (W.8.4) Students will explain how an outline is expanded into complete sentences and ideas for their brief writing and then set a goal to use commas in their brief.</p> <p>Part B: Begin Drafting (W.8.2.a-f, W.8.4, L.8.2.a) Students will begin drafting their Civic Memory Brief using their outlines from the previous lesson and the Explanatory Writing Checklist.</p> <p><b>Look Back:</b> Students will draft a summary of their Civic Memory Brief in a Quick Write.</p>		Turn-and-Talk Quick Writes	
Unit 1	Lesson 42	Showcase (Writing)	<i>March: Book One</i> by John Lewis, Andrew Aydin, and Nate Powell	Students choose relevant civil rights images for their covers and include informational headlines and captions.	Students will choose images for the multimedia cover component and write headlines and captions.	Students will write headlines and captions for the images on their covers to explain the images and connect to their thesis.		W.8.2.a W.8.6 L.8.1.a	RI.8.5.a W.8.4 W.8.10 L.8.3.a L.8.6	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br ELD.PII.8.7.Em ELD.PII.8.7.Ex ELD.PII.8.7.Br	<p><b>Launch:</b> Students will discuss with a partner a goal they have for their multimedia cover.</p> <p><b>Literacy Lab:</b> Students will review the use of verbals and passive vs. active voice in writing to prepare for draft revisions and edits in subsequent lessons.</p> <p><b>Learning in Action:</b> Part A: Examine Exemplar Images, Headlines, and Captions (W.8.2.a) Students will examine an exemplar cover and discuss the process of choosing images and writing relevant headings and captions.</p> <p>Part B: Create a Cover with Images, Headlines, and Captions (W.8.2.a, W.8.6) Students will source two images for their multimedia covers and write headlines and captions for their images.</p> <p><b>Look Back:</b> Students will reflect on their writing goals for the lesson.</p>		Turn and Talk Think-Pair-Share	



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 1	Lesson 43	Showcase (Writing)		Students continue to review and revise their Civic Memory Briefs about a key event, action, or episode from the Civil Rights Movement.	Students will engage in peer review of each other's performance tasks by giving and receiving constructive criticism and using it to revise their drafts.	Students will give and respond to feedback by using respectful discussion stems, asking clarifying questions, and explaining revision suggestions with evidence and appropriate register.		W.8.5 W.8.6 L.8.2.a-c	W.8.4 W.8.10 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br	<p><b>Launch:</b> Students will review the Performance Task Rubric and then discuss with their partners which parts of the performance task they feel they need support with.</p> <p><b>Literacy Lab:</b> Students will review and practice editing passages for capitalization, spelling, and punctuation.</p> <p><b>Learning in Action:</b> Part A: Peer Review (W.8.5, W.8.6, L.8.2.a-c) Students will engage in peer review of each other's work.</p> <p>Part B: Revision (W.8.5, W.8.6, L.8.2.a-c) Students will use the feedback they received in the peer review process to revise and write their final drafts, finishing them for homework if necessary.</p> <p><b>Look Back:</b> Students will debrief with their peer review partners by discussing how their partner's feedback helped them improve their writing.</p>			Think-Pair-Share Turn-and-Talk
Unit 1	Lesson 44	Flex Day		Deepening understanding of the Civil Rights Movement and Civic Memory.	Students will spend time in responsive flex day huddles to improve their understanding of writing to engage the reader, using narrative techniques to develop ideas, and applying transition words and phrases or will engage in independent extension work.	Students will engage in collaborative academic discourse within differentiated huddles to clarify how to engage the reader, use narrative techniques, or apply transition words and phrases, or will extend their mastery of these skills with knowledge-building and independent reading connected to the Civil Rights Movement and Civic Memory.		W.8.3.a W.8.3.b W.8.3.c		ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br ELD.PII.8.2.b.Em ELD.PII.8.2.b.Ex ELD.PII.8.2.b.Br	<p><b>Launch:</b> Students self-assess confidence on W.8.3.a, W.8.3.b, W.8.3.c so the teacher can form responsive huddles based on both student reflection and recent assessment evidence.</p> <p><b>Learning in Action:</b> Teacher uses flexible grouping to provide targeted 10-15-minute huddles on using narrative techniques and transitions to engage the reader and develop ideas anchored in a text excerpt of the teacher's choice; other students engage in independent reading or knowledge-building tasks.</p> <p><b>Look Back:</b> Students reflect on growth in confidence and name what they learned about storytelling and civic memory as a tool for civic change.</p>			Discussion Annotation Quick Write
Unit 1	Lesson 45	Showcase (Presentation)		Students consolidate their understanding of March-related civil rights events by presenting their Civic Memory Briefs.	Students will practice presenting their Civic Memory Briefs with a peer in preparation for a presentation in the following lesson.	Students will present their briefs clearly by introducing visuals and text with academic language, explaining significance using evidence-based reasoning, and using precise interpretive verbs to make connections.		SL.8.4 SL.8.6	SL.8.5	ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will discuss what makes a good presentation or speech with their partners.</p> <p><b>Literacy Lab:</b> Students will listen as the teacher models poor- and high-quality presentations and practice giving feedback based on the given checklists.</p> <p><b>Learning in Action:</b> Learning in Action: Presentation Prep (SL.8.4, SL.8.6) Students will practice presenting, listening, and giving feedback with their partners, iterating as much as time allows to improve their presentation styles.</p> <p><b>Look Back:</b> Students will write a brief reflection on the process of practicing and receiving feedback on their presentations.</p>			Turn and Talk Think-Aloud Modeling Rehearse & Refine Quick Writes
Unit 1	Lesson 46	Showcase (Presentation)		Students complete their study of the Civil Rights Movement. Enduring Understanding: People shape civic memory through storytelling.	Students will apply their presentation skills to present their finished Multimedia Civic Memory Briefs.	Students will present their briefs clearly and reflect on learning using presentation language, audience-aware explanations, and evidence-based reflection.		SL.8.4 SL.8.6	SL.8.5	ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br	<p><b>Launch:</b> Students will discuss how they feel about the performance task they will present today with a partner.</p> <p><b>Literacy Lab:</b> Students will practice their presentations using the Speaking and Listening Checklist.</p> <p><b>Learning in Action:</b> Learning in Action: Presenting (SL.8.4, SL.8.6) Students will present their Multimedia Civic Memory Briefs to a small group of peers.</p> <p><b>Look Back:</b> Students will use a graphic organizer to reflect on the performance task they just completed.</p>			Think-Pair-Share



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 2	Lesson 1	Spark	"Photographs of Pre-Revolution Russian Empire"	In studying causes of political revolutions like the Russian Revolution, students build an understanding of how social and economic conditions can lead to a demand for governmental and societal change.	Students will learn about the concept of political revolution by examining the conditions and problems that led to the Russian Revolution through a gallery walk activity.	Students will explain causes of revolution using visual evidence by using cause-effect connectors (because, leads to, results in), descriptive academic language (inequality, oppression, instability), and evidence-based explanation frames (The image shows . . . This suggests . . .).		SL.8.1.c SL.8.2	RI.8.1 W.8.4 SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br	<p><b>Launch:</b> Students will begin investigating the concept of a revolution through a turn-and-talk activity.</p> <p><b>Learning in Action:</b> Investigating the Causes of the Russian Revolution (SL.8.1, SL.8.2) Students will be introduced to the Essential Questions of the unit and will learn about the conditions that led to the Russian Revolution through a gallery walk activity.</p> <p><b>Look Back:</b> Students will reflect on the gallery walk and their understanding of what led to the Russian Revolution.</p>	revolution absolute monarch	inevitable	Turn and Talk Gallery Walk Quick Write
Unit 2	Lesson 2	Spark	"Soviet Propaganda Posters and Their Purposes"	Students learn about propaganda and rhetorical techniques and how both work together to influence belief and action.	Students will analyze propaganda posters to determine purpose, audience, and rhetorical techniques, and explain how messaging influences action and behavior.	Students will use domain-specific vocabulary (emotional appeal, symbolism, fear appeal), evaluation verbs (promotes, manipulates, frames), and evidence-based justification to describe, interpret, and evaluate how persuasive imagery influences belief and action in discussion.		RI.8.6 SL.8.2	RI.8.1 RI.8.5.a RI.8.10 L.8.6	ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br	<p><b>Launch:</b> Students will observe a propaganda poster to understand purpose, audience, and persuasion.</p> <p><b>Learning in Action:</b> Part A: Explore Rhetorical Techniques (RI.8.6) Students will learn about and identify rhetorical techniques in a propaganda image. Part B: Analyze Propaganda for Impact (RI.8.6, SL.8.2) Students will analyze Russian Revolution propaganda images for purpose, audience, rhetorical techniques, and impact on actions and beliefs.</p> <p><b>Look Back:</b> Students will synthesize their understanding of how propaganda and rhetorical techniques shape belief and action.</p>	propaganda purpose audience rhetorical techniques emotional appeal fear appeal bandwagon cult of personality name-calling idealism scapegoating symbolism	rations	Reflect and Respond Turn and Talk Think-Pair-Write-Share
Unit 2	Lesson 3	Spark	"The Hare and the Tortoise," "The Fox and the Crow,"	Students build their knowledge of allegories and symbolism by analyzing how allegorical stories can present lessons or messages through characterization, actions, and setting that influence readers' beliefs and actions.	Students will analyze the development of theme in allegory, examining characters, actions, and events, and their symbolic meanings.	Students will explain symbolic meaning and author's message by using comparative language (represents, stands for, parallels), abstract nouns (arrogance, flattery), and explanation frames ("The character symbolizes . . . , which shows . . ."), supported by textual evidence.		RI.8.2 RI.8.3 SL.8.1.d	RI.8.1 RI.8.10 W.8.4 SL.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.8.Em ELD.PI.8.8.Ex ELD.PI.8.8.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br	<p><b>Launch:</b> Students will discuss how stories can influence people's beliefs and actions, and will be introduced to the literary terms allegory and symbolism.</p> <p><b>Learning in Action:</b> Part A: Analyze Theme Development in Allegory (RI.8.2, RI.8.3) Students will read and analyze two allegorical fables to identify symbolism that develops a theme about human behavior or society. Part B: Evaluating Allegory as Persuasion (SL.8.1) Students will engage in a Four Corners Debate to take positions on allegories as persuasion.</p> <p><b>Look Back:</b> Students will complete a check for understanding identifying one character or event from the fables and explaining what it might represent about human behavior or society.</p>	allegory symbolism		Think-Pair-Share Table Talk Four Corners Debate Quick Write
<b>Investigation 1</b>														
Unit 2	Lesson 4	Reading	<i>Animal Farm</i> by George Orwell	Students build knowledge of how a rebellion can begin from the inhumane treatment of others.	Students will read Chapter 1 of <i>Animal Farm</i> and discuss details that contribute to a theme and analyze how dialogue propels the action forward.	Students will cite specific lines from the text and use cause-and-effect connectors (because, as a result, therefore) to explain how emotional and persuasive language in Old Major's speech shapes belief.	Students will identify word roots and analyze how affixes influence meaning.	RL.8.1 RL.8.2 RL.8.3 L.8.4.b	RL.8.4 RL.8.10 SL.8.3 L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br	<p><b>Launch:</b> Students will consider the questions: Which characters besides Old Major stood out to you in Chapter 1? How does Orwell develop the characters?</p> <p><b>Literacy Lab:</b> Students will be introduced to two new vocabulary words relevant to <i>Animal Farm</i> using morpheme instruction.</p> <p><b>Learning in Action:</b> Part A: Determine Theme (RL.8.2) Students will discuss the conflict and ideas that Old Major expresses in his speech and the theme that develops as a result. Part B: Analyze Dialogue (RL.8.3) Students will identify lines of dialogue that propel the action of the plot and influence future decisions.</p> <p><b>Look Back:</b> Students will develop a 3-2-1 Summary of Old Major's speech.</p>	comrade rebellion	ensconced cynical troter	Turn-and-Talk Introduce New Words Using Morphology Think-Pair-Share 3-2-1 Summary Lesson Vocabulary:



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Unit 2	Lesson 5	Reading	<i>Animal Farm</i> by George Orwell	Students build knowledge of how language and shared ideas can shape understanding and influence group behavior during a rebellion.	Students will read Chapter 2 of <i>Animal Farm</i> and analyze the animal rebellion and the following incidents and dialogue that shape the new society on the farm.	Students will explain how language shapes authority by citing evidence and using academic verbs (defines, controls, restricts), nominalized ideas (control, leadership, authority), and evidence-based explanation language.	Students will identify word roots and analyze how affixes influence a word's meaning.	RL.8.3 RL.8.4 L.8.4.b	RL.8.1 RL.8.10 W.8.4 L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will turn and talk with a partner about the question: "What moments in the text suggest that the pigs are beginning to take charge?"</p> <p><b>Literacy Lab:</b> Students will be introduced to two new vocabulary words relevant to <i>Animal Farm</i> using morpheme instruction.</p> <p><b>Learning in Action:</b> Part A: Analyze Dialogue and Incidents in a Story (RL.8.3) Students will analyze how dialogue and events (incidents) move the story forward.</p> <p>Part B: Analyze the Impact of Specific Word Choices (RL.8.4) Students will close-read the text and analyze the impact of specific word choices.</p> <p><b>Look Back:</b> Students will engage in a Quick Write about the Seven Commandments.</p>	pre-eminent disciples	with one accord ecstasy spinney	Turn and Talk Introduce New Words Using Morphology Think-Pair-Share Quick Write Lesson Vocabulary:
Unit 2	Lesson 6	Reading	<i>Animal Farm</i> by George Orwell	Students continue to build knowledge of how propaganda can be used to influence a group's worldview and behavior.	Students will draw inferences about the animals and their roles after the Rebellion, and analyze how Squealer uses propaganda to explain the pigs' behavior.	Students will evaluate how Squealer's propaganda manipulates beliefs by naming rhetorical techniques (e.g., bandwagon, idealism, fear), quoting evidence, and using logical connectors (if...then, as a result) to explain the effect on the animals.	Students will identify word roots and analyze how affixes influence a word's meaning.	RL.8.1 RL.8.3 RL.8.6 L.8.4.b	RL.8.10 W.8.4 L.8.6	ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will turn and talk with a partner about the question: "What are some actions the pigs take that show their power is increasing?"</p> <p><b>Literacy Lab:</b> Students will be introduced to two new vocabulary words relevant to <i>Animal Farm</i> using morpheme instruction.</p> <p><b>Learning in Action:</b> Part A: Analyze Animal Roles and Organization (RL.8.1, RL.8.3) Students will make inferences about how the animals are organizing themselves after the Rebellion.</p> <p>Part B: Analyze How Rhetorical Techniques Influence the Plot (RL.8.3, RL.8.6) Students will close read Squealer's argument and examine its use of propaganda.</p> <p><b>Look Back:</b> Students will consider Orwell's purpose for including a particular portion of text in the novel by writing a Quick Write response.</p>	parasitical toiled	capacity indefatigable paddock forelock	Turn and Talk Introduce New Words Using Morphology Small Group Discussion Think-Pair-Share Quick Write Lesson Vocabulary:
Unit 2	Lesson 7	Writing	<i>Animal Farm</i> by George Orwell	Students will continue to build knowledge of how propaganda and, specifically, rhetorical techniques can be used to influence belief and action.	Students will analyze how Squealer's propaganda shapes beliefs and actions by writing an explanatory paragraph.	Students will write an explanatory paragraph explaining propaganda's impact by using a claim-evidence-reasoning structure, embedded quotations, cause-effect connectors (therefore, as a result), and complex sentences that explain how persuasive language influences beliefs and behavior.	Students will study a sentence from <i>Animal Farm</i> to learn about asides and passive and active voice.	RL.8.1 RL.8.3 W.8.2.a W.8.2.b W.8.2.f W.8.4 W.8.5 W.8.9.a	RL.8.10 W.8.10 L.8.3.a L.8.6	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will review propaganda techniques analyzed in the previous lesson's text analysis.</p> <p><b>Literacy Lab:</b> Students will analyze a sentence from <i>Animal Farm</i> and discuss its meaning in context.</p> <p><b>Learning in Action:</b> Part A: Preparing to Write (W.8.5, W.8.9.a) Students will prepare to write an explanatory paragraph using a three-column chart to gather their ideas and text evidence.</p> <p>Part B: Analyzing Propaganda in Writing (RL.8.1, RL.8.3, W.8.2.a-b, W.8.4, W.8.9.a) Students will write a formal explanatory paragraph about Squealer's use of propaganda techniques and the effects on the other animals' beliefs and actions.</p> <p><b>Look Back:</b> Students will reflect on their writing process.</p>			Language Study Iterative Conversation Turn-and-Talk



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 2	Lesson 8	Reading	<i>Animal Farm</i> by George Orwell	Students build knowledge about how propaganda can be used during a revolution to keep people loyal to the ideals of the revolution.	Students will analyze the human and animal points of view prior to the Battle of the Cowshed and consider how propaganda is created after the battle.	Students will analyze how rhetorical techniques shape beliefs about the Battle of the Cowshed by using evaluation verbs (emphasize, glorify, distort) and expanded noun phrases (continued loyalty to the rebellion) to explain how propaganda influences how the animals believe and act after the battle.	Students will identify word roots and analyze how affixes influence a word's meaning.	RL.8.3 RL.8.6 SL.8.1.a L.8.4.b L.8.5.b	RL.8.1 RL.8.10 SL.8.6 L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br	<p><b>Launch:</b> Students will paraphrase the Battle of the Cowshed and check for accuracy with a partner.</p> <p><b>Literacy Lab:</b> Students will be introduced to two new vocabulary words relevant to <i>Animal Farm</i> using morpheme instruction.</p> <p><b>Learning in Action:</b> Part A: Analyzing Point of View (RL.8.6) Students will analyze the points of view of the farmers and the animals prior to the Battle of the Cowshed.</p> <p>Part B: Making Connections to Rhetorical Techniques (RL.8.3, SL.8.1) Students consider the rhetorical techniques and propaganda created after the Battle of the Cowshed using a structured discussion protocol.</p> <p><b>Look Back:</b> Students will identify a symbol from the text and determine how the symbol shapes the animals' beliefs.</p>	posthumously skirmishing	ambush cannibalism irrepressible ignominious impromptu prophecy sentimentality tractable unanimously	Retell & Paraphrase Partner Check Introduce New Words Using Morphology Turn-and-Talk Close Read and Annotation Protocol Academic Talk Moves
Unit 2	Lesson 9	Reading	<i>Animal Farm</i> by George Orwell	Students will build knowledge about different forms of leadership and how leaders use rhetorical appeals to persuade others.	Students will compare how Snowball and Napoleon use different rhetorical techniques to convince the animals to join their side in the windmill debate.	Students will compare Snowball's and Napoleon's rhetorical appeals during the windmill debate by using comparative connectors (whereas, however), argument verbs (argues, dismisses, interrupts), and precision language to distinguish how each pig influences the animals' decisions.	Students will analyze syllable patterns to support accurate pronunciation of unfamiliar academic vocabulary.	RL.8.2 RL.8.3	RL.8.1 RL.8.6 RL.8.10 W.8.4 L.8.6	ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students will discuss developing central ideas in the first part of Chapter V of <i>Animal Farm</i>.</p> <p><b>Literacy Lab:</b> Students will examine the syllabification of new vocabulary from Chapter V of <i>Animal Farm</i>.</p> <p><b>Learning in Action:</b> Part A: Analyzing Arguments Through Rhetorical Techniques (RL.8.3) Students will analyze Snowball's and Napoleon's rhetorical appeals in their respective arguments about the windmill.</p> <p>Part B: Determining Central Ideas from Argument (RL.8.2, RL.8.3) Students will determine the central ideas in Snowball's and Napoleon's arguments about the windmill.</p> <p><b>Look Back:</b> Students will analyze the leadership strategies of Snowball and Napoleon and reflect on which they find most persuasive.</p>	canvassing factions logical appeal	aloof eloquence manifestly ratified dynamo unintelligible restive sordid	Turn and Talk Introduce New Words Using Syllables Think-Pair-Share Quick Write
Unit 2	Lesson 10	Reading	<i>Animal Farm</i> by George Orwell	Students build knowledge about political coups and how leaders can influence people using rhetorical techniques like pathos, ethos, and logos.	Students will analyze how Napoleon's use of fear and propaganda shifts power, reshapes decision-making, and advances the plot.	Students will explain how fear replaces logical reasoning by using conditional clauses ("If . . . , then . . ."), psychological verbs (doubt, accept, surrender, obey), and cause-effect chains supported by detailed text evidence from Chapter V.	Students will identify word roots and affixes to determine the meaning of unfamiliar academic vocabulary.	RL.8.3 RL.8.4 L.8.4.b	RL.8.1 RL.8.2 RL.8.10 L.8.6	ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br	<p><b>Launch:</b> Students will discuss the events that happen in the second half of Chapter V.</p> <p><b>Literacy Lab:</b> Students will be introduced to two new vocabulary words relevant to <i>Animal Farm</i> using morpheme instruction.</p> <p><b>Learning in Action:</b> Part A: Analyzing Napoleon's Coup (RL.8.3) Students will close-read and analyze Napoleon's coup in Chapter V.</p> <p>Part B: Analyze Pathos, Logos, and Ethos (RL.8.3, RL.8.4) Students will learn about pathos, logos, and ethos as rhetorical techniques and will then apply their understanding to Napoleon's and Squealer's actions and dialogue in the second half of Chapter V.</p> <p><b>Look Back:</b> Students will reflect on and summarize Chapter V's key ideas and topics in a 3–2–1 Summary.</p>	articulate disinterring coup	expulsion menacing maximally cunning tactics	Turn-and-Talk Introduce New Words Using Morphology 3–2–1 Summary



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Unit 2	Lesson 11	Academic Discussion	<i>Animal Farm</i> by George Orwell "Russian Revolution: A New Kind of Power"	Students will continue to build knowledge about revolutions and revolutionary leaders who might use fear, propaganda, or ideals to influence beliefs and actions.	Students will engage in a debate protocol about which force—ideals, propaganda, or fear—has the strongest impact on the animals' beliefs and actions in Chapters I–V.	Students will argue how ideals, propaganda, or fear influence belief and action in <i>Animal Farm</i> (Chapters I–V) by making an evidence-based claim, using academic discussion frames and comparative transitions, and responding to peers with rebuttal language grounded in cited textual evidence.		RL.8.3 SL.8.1.a-d SL.8.4	RL.8.1 RL.8.2 RL.8.10 W.8.4 SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br	<p><b>Launch:</b> Students will present the text evidence they collected for homework from Lesson 10 and receive teacher feedback.</p> <p><b>Literacy Lab:</b> Students will learn how to structure their argument for the debate using claims, relevant evidence, and logical reasoning.</p> <p><b>Learning in Action:</b> Part A: Preparing for the Debate (SL.8.1.a, SL.8.4) Students will prepare for the debate by reviewing their notes and annotations.</p> <p>Part B: Debating Ideals, Propaganda, and Fear (SL.8.1.a-d, SL.8.4) Students will engage in a debate protocol to discuss how either ideals, propaganda, or fear most influence the animals' beliefs and actions in Chapters I–V.</p> <p><b>Look Back:</b> Students will reflect on the debate through a Quick Write.</p>		Evidence Sticky-Note Check Debate Protocol Quick Write	
Unit 2	Lesson 12	Reading	<i>Animal Farm</i> by George Orwell "Russian Revolution: A New Kind of Power"	Students will build their knowledge of the Russian Revolution and make allegorical connections between <i>Animal Farm</i> and key figures and events of the Russian Revolution.	Students will analyze central ideas in an informational text about the Russian Revolution and explain how those ideas connect to the allegory in Chapters I–V of <i>Animal Farm</i> , using evidence from both texts.	Students will explain historical parallels between an informational text and <i>Animal Farm</i> by using comparative language (similarly, parallels, mirrors), abstract nouns (autocracy, oppression, ideology), expanded noun groups (political unrest, imperial failures), and cross-text evidence frames ("In the article . . ." "In the novel . . .") to build cause–effect explanations.	Students will identify examples and non-examples of vocabulary words and reflect on their meanings.	RL.8.2 RI.8.1 RI.8.2 L.8.4.a L.8.5.b	RL.8.1 RL.8.10 RI.8.3 RI.8.10 SL.8.1.a L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br	<p><b>Launch:</b> Students will paraphrase their understanding of an informational text with a partner, then verify their knowledge.</p> <p><b>Literacy Lab:</b> Students will explore examples of vocabulary words and compare them with non-examples.</p> <p><b>Learning in Action:</b> Part A: Analyzing the Russian Revolution (RL.8.2, RI.8.2) Students will review and consolidate their understanding of the Russian Revolution and prepare to connect historical figures and events to characters and events in <i>Animal Farm</i>.</p> <p>Part B: Connecting the Russian Revolution to <i>Animal Farm</i> (RL.8.2, RI.8.1, RI.8.2) Students will examine the connections between specific figures and concepts of the Russian Revolution and characters and events in <i>Animal Farm</i>.</p> <p><b>Look Back:</b> Students will reflect on how their understanding of the Russian Revolution impacts their understanding of <i>Animal Farm</i>.</p>	socialism dictatorship	Retell & Paraphrase Partner Check Example/Non-Example Think-Pair-Share Give One, Get One Turn-and-Talk	
Unit 2	Lesson 13	Writing	<i>Animal Farm</i> by George Orwell "Russian Revolution: A New Kind of Power"	Students will make allegorical connections between characters in <i>Animal Farm</i> and figures from the Russian Revolution, and draw connections between the text and historical figures and events.	Students will write an explanatory paragraph in which they draw connections between a character in <i>Animal Farm</i> and a historical figure in the Russian Revolution.	Students will explain a connection between the Russian Revolution and <i>Animal Farm</i> by using representation verbs (symbolizes, parallels, reflects), embedded quotations from both texts, clause expansion ("which shows . . ." "that reveals . . ."), and a formal academic register to build clear explanatory reasoning for the comparison.	Students will analyze sentence structure and verb voice to understand how language shows power and control in Chapter V.	RL.8.1 RI.8.1 W.8.2.a W.8.2.b W.8.2.c W.8.2.f W.8.4 W.8.9.a W.8.9.b L.8.1.b L.8.1.d	RL.8.10 RI.8.10 W.8.5 W.8.10 L.8.6	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PII.8.5.Em ELD.PII.8.5.Ex ELD.PII.8.5.Br	<p><b>Launch:</b> Students will determine a writing goal to apply to their explanatory writing.</p> <p><b>Literacy Lab:</b> Students will review how to recognize and correct inappropriate shifts in verb voice and mood.</p> <p><b>Learning in Action:</b> Part A: Preparing to Write (RL.8.1, RI.8.1, W.8.9.a-b) Students will review their notes and annotations for writing as they examine the structure of the text-to-text paragraph they will write.</p> <p>Part B: Explaining Connections Between the Russian Revolution and <i>Animal Farm</i> (RL.8.1, RI.8.1, W.8.2.a-c, W.8.2.f, W.8.4, W.8.9.a-b, L.8.1.b, L.8.1.d) Students will use textual and factual evidence to draw connections between two texts by writing an explanatory paragraph.</p> <p><b>Look Back:</b> Students will reflect on and discuss their writing goals.</p>		Quick Write Language Study Think-Aloud Modeling Think-Pair-Share Peer Review Protocol Turn and Talk	



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Unit 2	Lesson 14	Writing	<i>Animal Farm</i> by George Orwell	Students will evaluate whether ideals, propaganda, and fear influence others' beliefs and actions during a political revolution.	Students will write a brief argument identifying which force—ideals, propaganda, or fear—most strongly shapes the animals' beliefs and actions in Chapters I–V and support their claim with textual evidence.	Students will state a claim, embed textual evidence, and explain reasoning using logical connectors (because, as a result, consequently).	Students will chunk a sentence down to its parts and evaluate it for meaning through thematic reasoning.	RL.8.2 W.8.1.a W.8.1.b W.8.1.e W.8.4 W.8.5 W.8.9.a	RL.8.1 RL.8.10 W.8.10 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.11.Em ELD.PI.8.11.Ex ELD.PI.8.11.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br	<p><b>Launch:</b> Students will have their annotations checked and verified to ensure accurate planning for their writing.</p> <p><b>Literacy Lab:</b> Students will break down a sentence from the text, extrapolating meaning and making connections to the themes of propaganda and control.</p> <p><b>Learning in Action:</b> Part A: Learning to Write an Argument (W.8.1.a-b, W.8.1.e, W.8.5, W.8.9.a) Students will learn about argument writing and develop their outlines for writing an argument paragraph.</p> <p>Part B: Writing an Argument (RL.8.2, W.8.1.a-b, W.8.4, W.8.9.a) Students will write an argument paragraph using a claim, evidence from the text, and logical reasoning.</p> <p><b>Look Back:</b> Students will reflect on their writing and make a connection to real-world revolutions and movements.</p>			Annotation Spot Check Language Study Think-Aloud Modeling Turn-and-Talk
Unit 2	Lesson 15	Mid-Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.6 L.8.4.a L.8.4.b L.8.5.b			<p><b>Launch:</b> The teacher will establish the testing environment for students to take their assessment.</p> <p><b>Learning in Action:</b> Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing.</p> <p><b>Look Back:</b> Students will self-assess their ability to demonstrate the skills assessed.</p>			No routines/protocols are used today Lesson Sequence
Unit 2	Lesson 16	Flex Day	<i>Animal Farm</i> by George Orwell	Students revisit how language shapes belief, especially in scenes from <i>Animal Farm</i> where words are used to distort truth.	Students will analyze the impact of specific word choices on meaning and tone in a literary passage.	Students will explain word meaning and point of view using evidence-based academic language and context-clue frames.	Students will use context clues and word relationships to determine the meaning of unknown and multiple-meaning words.	RL.8.4 RL.8.6 L.8.4.a	RL.8.1 W.8.4 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.5.Em ELD.PI.8.5.Ex ELD.PI.8.5.Br ELD.PI.8.11.Em ELD.PI.8.11.Ex ELD.PI.8.11.Br	<p><b>Launch:</b> Students self-assess confidence on RL.8.4, RL.8.6, and L.8.4.a to help the teacher form huddles.</p> <p><b>Learning in Action:</b> Teacher uses flexible grouping to provide targeted 10–15-minute huddles in connotation and tone, point of view and effect, and using context clues; other students complete independent reading or knowledge-building tasks.</p> <p><b>Look Back:</b> Students reflect on growth in confidence or new learning from huddle work or independent work.</p>	connotation perspective	biased infer	Quick Write
Unit 2	Lesson 17	Research	<i>Animal Farm</i> by George Orwell Soviet Propaganda Posters	Students extend the unit's study of propaganda from slogans and speeches in <i>Animal Farm</i> to visual persuasion in historical images.	Students will conduct short research to answer a question about how historical propaganda images use visual choices to shape meaning.	Students will analyze visual rhetoric using precise nouns, verbs, and cause-effect language to explain an image's argument and then propose a design change.		W.8.6 W.8.7 W.8.8	W.8.4 SL.8.1.a-d	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br ELD.PI.8.11.Em ELD.PI.8.11.Ex ELD.PI.8.11.Br	<p><b>Launch:</b> Activate prior knowledge by moving from noticing a propaganda image to questioning how visual choices shape meaning.</p> <p><b>Literacy Lab:</b> Explicitly teach the Visual Rhetoric routine so students can read an image as an argument rather than as a neutral record.</p> <p><b>Learning in Action:</b> Part A: Search, Select, and Save an Image (W.8.7, W.8.8) Students will research one historical propaganda image, record source information, and gather notes about its message and visual choices.</p> <p>Part B: Analyze and Revise the Message (W.8.6, W.8.8) Students will write a short analysis of their image's argument and plan one visual change or original design choice.</p> <p><b>Look Back:</b> Students will reflect on what they learned about visual persuasion and identify a research question to carry forward.</p>			Think-Pair-Share Turn and Talk Think-Pair-Write-Share Quick Write



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Unit 2	Lesson 18	Research	<i>Animal Farm</i> by George Orwell Soviet Propaganda Posters	Students build from Lesson 17, when they analyzed a propaganda image's argument, to this lesson's focus on verifying that analysis across sources.	Students will conduct short research by corroborating claims about a historical propaganda poster across credible sources.	Students will use comparison, certainty, and source-attribution language to explain agreement, divergence, and source usefulness in an evidence-based research response.		W.8.6 W.8.7 W.8.8	W.8.4 SL.8.1.a-d	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br ELD.PI.8.11.Em ELD.PI.8.11.Ex ELD.PI.8.11.Br	<p><b>Launch:</b> Reconnect students to the poster argument from Lesson 17, and identify what still needs to be verified.</p> <p><b>Literacy Lab:</b> Explicitly teach the corroboration routine so students can compare sources instead of relying on a single interpretation.</p> <p><b>Learning in Action:</b> Part A: Find and Compare New Sources (W.8.6, W.8.7, W.8.8) Students will locate additional credible sources about their propaganda poster and record agreement, divergence, and source usefulness.</p> <p>Part B: Write What You Can Verify (W.8.7, W.8.8) Students will write a short evidence-based explanation of what their corroboration allows them to verify and what still needs further research.</p> <p><b>Look Back:</b> Students will reflect on how corroboration changed their understanding and set a next research step.</p>	corroboration lateral reading divergence	credible verify	Quick Write Think-Pair-Share Turn and Talk
<b>Investigation 2</b>														
Unit 2	Lesson 19	Reading	<i>Animal Farm</i> by George Orwell	Students will learn how revolutions can slowly drift from their original ideals as leaders use their power to increase demands, rewrite rules, and justify changes with persuasive language.	Students will read and analyze Chapter VI, considering how the original commandments of the revolution have changed and how Napoleon's point of view contributes to developing themes about the revolution.	Students will explain how Chapter VI shows contradictions between ideals and actions by using evaluative/analytic verbs, cause-effect chains, and expanded noun groups (e.g., "the gradual erosion of equality").	Students will examine the morphology of vocabulary words, including identifying root words and suffixes.	RL.8.2 RL.8.6 L.8.4.b	RL.8.10 W.8.4 SL.8.1.a	ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students will reflect on whether or not the animals are following the revolution's original commandments in a Quick Write.</p> <p><b>Literacy Lab:</b> Students will analyze the morphology of vocabulary words, including root words and suffixes.</p> <p><b>Learning in Action:</b> Part A: Analyzing How the Commandments Are Changing (RL.8.2) Students will engage in a Graffiti/Table Talk activity to discuss how the revolution's commandments have changed since the beginning of the revolution.</p> <p>Part B: Investigating Point of View and Theme (RL.8.2 &amp; RL.8.6) Students will analyze Napoleon's point of view about the destruction of the windmill and how his point of view contributes to developing themes about the revolution.</p> <p><b>Look Back:</b> Students will reflect on changing ideals and find examples of how the pigs have justified the changes.</p>	intermediary solicitor	broker laborious absented abolished repose indignation rolling timidly	Quick Write Introduce New Words Using Morphology Graffiti/Table Talk
Unit 2	Lesson 20	Reading	<i>Animal Farm</i> by George Orwell	Students build knowledge of scapegoating and how it can be used by leaders to shape people's beliefs. Additionally, students will continue to build knowledge of dramatic irony as a literary device.	Students will learn about the concept of scapegoating and cite evidence showing how Napoleon and Squealer use scapegoating as propaganda in the first section of Chapter VII of <i>Animal Farm</i> .	Students will explain how scapegoating shapes the animals' beliefs by using precise analytical verbs (accuses, fabricates, rewrites, manipulates) and citing direct textual evidence.	Students will explore the meaning of vocabulary through context and associations.	RL.8.3 RL.8.6 SL.8.1.d L.8.5.b	RL.8.1 RL.8.2 RL.8.10 W.8.4	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will discuss how the conditions of the farm have changed.</p> <p><b>Literacy Lab:</b> Students will explore vocabulary by using associations to understand their meaning further.</p> <p><b>Learning in Action:</b> Part A: Scapegoating as Propaganda (RL.8.3, SL.8.1) Students will use Academic Talk Stems to explore scapegoating as propaganda and synthesize the impact it has on the farm.</p> <p>Part B: Analyzing Dramatic Irony (RL.8.6) Students will analyze Orwell's use of dramatic irony, considering how the readers' understanding surpasses that of the animals and how that understanding highlights the corruption of the pigs.</p> <p><b>Look Back:</b> Students explain in writing how Snowball is used as a scapegoat.</p>	capitulate scapegoat	Famine infanticide knoll rejoice spinney	Turn and Talk Word Associations Academic Talk Stems Think-Pair-Share Quick Write



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 2	Lesson 21	Reading	<i>Animal Farm</i> by George Orwell	Students learn how revolutions can turn violent when leaders use forced confessions, executions, and fear to maintain control.	Students will summarize and analyze incidents in the last section of Chapter VII, noting how they contribute to the collapse of the revolution's ideals through a jigsaw reading and central idea analysis.	Students will explain how forced confessions and executions in Chapter VII contribute to a central idea using precise analytical verbs (accuses, fabricates, justifies, manipulates) and direct textual evidence.	Students will practice applying vocabulary in context using a Cloze Vocabulary strategy.	RL.8.2 RL.8.3 L.8.4.a SL.8.1.a	RL.8.1 RL.8.10 W.8.4	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br	<p><b>Launch:</b> Students will discuss with a partner the feelings that come up for the animals in Chapter VII.</p> <p><b>Literacy Lab:</b> Students will use cloze vocabulary to increase fluency with the new words.</p> <p><b>Learning in Action:</b> Part A: Analyzing Events and Their Impact (RL.8.3) Students will work in small groups to close-read a passage and then participate in a Jigsaw Reading discussion with the whole class.</p> <p>Part B: Identifying Central Ideas in the Novel's Turning Point (RL.8.2, SL.8.1.a) Students will identify central ideas in the novel's turning point as they participate in a Group Accountability Share.</p> <p><b>Look Back:</b> Students will reflect in writing on the ultimate betrayal of ideals as a result of the confessions and executions.</p>	abolished tumult	countenance categorically treachery retribution	Turn and Talk Cloze Vocabulary Jigsaw Reading Group Accountability Share Quick Write
Unit 2	Lesson 22	Writing	<i>Animal Farm</i> by George Orwell	Students deepen their understanding of how revolutionary movements can be corrupted from within, specifically, how leaders consolidate power through fear, propaganda, and the systematic rewriting of shared ideals. By analyzing how Orwell portrays the gap between the revolution's original promises and Napoleon's actions in Chapters VI–VII, students build knowledge of the mechanisms through which authoritarian control replaces collective governance, a pattern that recurs across historical and contemporary contexts.	Students will write an argument paragraph explaining how a specific moment in Chapters VI–VII shows the revolution betraying its ideals.	Students will construct a clear argumentative paragraph using a Claim–Evidence–Reasoning structure, embedding direct quotations and using academic verbs (illustrates, demonstrates, reveals) to explain how a specific moment in Chapters VI–VII shows the revolution betraying its ideals.	Students will study what makes an effective argument claim.	RL.8.2 RL.8.3 W.8.1.a W.8.1.b W.8.1.c W.8.1.e W.8.4 W.8.9.a	RL.8.1 W.8.10	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PII.8.5.Em ELD.PII.8.5.Ex ELD.PII.8.5.Br	<p><b>Launch:</b> Students will discuss the function of claims in argument writing.</p> <p><b>Literacy Lab:</b> Students will learn what makes a strong claim in argument writing.</p> <p><b>Learning in Action:</b> Part A: Creating a Claim and Gathering Relevant Text Evidence (W.8.1.a–b, W.8.1.e, W.8.9.a) Students will prepare their claims and complete an outline of their argumentative paragraph.</p> <p>Part B: Writing an Argument Paragraph (RL.8.2, RL.8.3, W.8.1.a–c, W.8.1.e, W.8.4) Students will write an argumentative paragraph using their notes and organizers.</p> <p><b>Look Back:</b> Students will connect their claim from their writing to one of the unit's essential questions.</p>			Turn and Talk
Unit 2	Lesson 23	Reading	<i>Animal Farm</i> by George Orwell "The Russian Revolution: A New Kind of Power" "Revolution, Civil War and Terror: The Birth of the Soviet Union" "Independence and the Articles of Confederation" Patrick Henry's "Give Me Liberty or Give Me Death"	Students will continue to build knowledge of how a leader can consolidate power to create an authoritarian government.	Students will read and analyze key excerpts of Chapter VIII of <i>Animal Farm</i> to consider how Napoleon's leadership is changing through a peer discussion and a gallery walk.	Students will explain how praise imagery and rewritten "laws" shape perception in Chapter VIII by using expanded noun groups and cause/effect connectors to cite evidence.	Students will explore the vocabulary word censured through contextual discussion and application.	RL.8.2 RL.8.3 L.8.4.a L.8.5.b	RL.8.1 RL.8.10 W.8.4	ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students will reflect on Napoleon's leadership and how it has changed.</p> <p><b>Literacy Lab:</b> Students will examine a new vocabulary word and expand their knowledge based on situations and examples.</p> <p><b>Learning in Action:</b> Part A: Close Reading and Discussion of Chapter VIII (RL.8.3) Students will reread key excerpts of Chapter VIII of <i>Animal Farm</i> and answer text-dependent questions with partners.</p> <p>Part B: Determining Central Ideas Gallery Walk (RL.8.2) Students will engage in a gallery walk in which they determine one central idea from Chapter VIII.</p> <p><b>Look Back:</b> Students will choose a moment from Chapter VIII that shows Napoleon's growing power and write about it in a Quick Write.</p>	censured	gambolled pensioner beatifically hullabaloo forgery sentinel	Think-Pair-Share Generating Situations, Context, and Examples Gallery Walk Quick Write



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Unit 2	Lesson 24	Reading	<i>Animal Farm</i> by George Orwell "Russian Revolution: A New Kind of Power" "Revolution, Civil War and Terror: The Birth of the Soviet Union" "Independence and the Articles of Confederation" Patrick Henry's "Give Me Liberty or Give Me Death"	Students will build knowledge about the goals, key leaders, and outcomes of the American and Russian Revolutions and compare the different ways each revolution used rhetoric and persuasive messaging to gain support.	Students will compare informational texts about the American and Russian Revolutions and connect their ideas to events in <i>Animal Farm</i> .	Students will compare how informational texts frame the American and Russian Revolutions by comparing ideas, using cohesive devices, and using accurate paraphrasing to connect those ideas to Orwell's allegory in <i>Animal Farm</i> .	Students will explore vocabulary words by discussing their context.	RL.8.3 RI.8.3 SL.8.1.a L.8.4.a L.8.5.b	RL.8.1 RI.8.1 W.8.4 RL.8.10 RI.8.10	ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br	<b>Launch:</b> Students will reflect on the goals of the American and Russian Revolutions.  <b>Literacy Lab:</b> Students will analyze how key vocabulary in the informational texts shapes meaning and tone.  <b>Learning in Action:</b> Part A: Comparing Revolutions (RI.8.3, SL.8.1.a) Students will reflect on the comparisons between the American and Russian Revolutions in a Jigsaw Reading and discussion.  Part B: Drawing Connections to <i>Animal Farm</i> (RL.8.3, RI.8.3) Students will analyze how each revolution is connected to Orwell's allegory in <i>Animal Farm</i> .  <b>Look Back:</b> Students will reflect on revolutions and their betrayal of ideals.	subjugation liberties  civil war petition reconciliation	Think-Pair-Share Generating Situations, Context, and Examples Jigsaw Reading Quick Write	
Unit 2	Lesson 25	Academic Discussion	<i>Animal Farm</i> by George Orwell "Russian Revolution: A New Kind of Power" "Revolution, Civil War and Terror: The Birth of the Soviet Union" "Independence and the Articles of Confederation" Patrick Henry's "Give Me Liberty or Give Me Death"	Students continue to build their knowledge of the American and Russian Revolutions through comparisons to <i>Animal Farm</i> 's revolutionary ideals.	Students will participate in structured academic discussions in pairs and small groups about how revolutions protect or betray their ideals, citing evidence from informational texts.	Students will sustain a collaborative, text-based discussion that synthesizes evidence from three to four sources and uses transitions to build comparisons and counterclaims about how revolutions protect or betray their ideals.		RL.8.1 RI.8.1 SL.8.1.a SL.8.1.b SL.8.1.d SL.8.3 SL.8.6	RL.8.3 RI.8.3 W.8.4 SL.8.4 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br	<b>Launch:</b> Students will compare the Russian and American Revolutions to analyze how revolutionary ideals are protected or lost.  <b>Literacy Lab:</b> Students will explore how to create a counterclaim and how to respond to a counterclaim by finding relevant and specific evidence.  <b>Learning in Action:</b> Discussing Revolutionary Ideals (RL.8.1, RI.8.1, SL.8.1.a, SL.8.1.b, SL.8.1.d, SL.8.3, SL.8.6) Students will conduct pair, group, and class-wide discussions about how revolutionary ideals are protected or betrayed by citing evidence from fictional and informational texts.  <b>Look Back:</b> Students will reflect on and compare rhetoric from the American and Russian Revolutions.		Turn and Talk Check for Understanding	
Unit 2	Lesson 26	Writing	<i>Animal Farm</i> by George Orwell "The Russian Revolution: A New Kind of Power" "Revolution, Civil War and Terror: The Birth of the Soviet Union" "Independence and the Articles of Confederation" Patrick Henry's "Give Me Liberty Or Give Me Death"	Students synthesize ideas from <i>Animal Farm</i> , the Russian Revolution, and the American Revolution to explain how revolutions can either protect or betray their founding ideals.	Students will develop and refine a precise, arguable claim explaining why revolutions may protect or betray their ideals, using evidence from <i>Animal Farm</i> and historical examples studied in the unit.	Students will state and revise a clear argumentative claim that answers the Performance Task prompt by synthesizing ideas and using academic connectors (because, therefore, as a result) to express cause-and-effect reasoning.	Students will learn how strong argument claims are constructed and practice identifying strong argument claims	W.8.1.a W.8.4 W.8.5	W.8.10	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<b>Launch:</b> Students will discuss how revolutions betray or protect their ideals with a partner.  <b>Literacy Lab:</b> Students will learn what makes a strong argument claim as they analyze examples of weak and strong claims.  <b>Learning in Action:</b> Part A: Developing an Argument Claim (W.8.1.a) Students will organize their ideas and prepare to write a precise, arguable claim in response to the upcoming performance task prompt.  Part B: Introducing the Claim (W.8.1.a, W.8.4, W.8.5) Students will draft a clear introductory paragraph that develops their argumentative claim and then review a peer's work to help refine and strengthen the claim.  <b>Look Back:</b> Students will reflect on how developing their claim helped deepen their understanding of why revolutions protect or betray their ideals.		Think-Pair-Share Peer Review Protocol Turn-and-Talk	



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Unit 2	Lesson 27	Reading	<i>Animal Farm</i> by George Orwell	Students will continue to build knowledge of the revolution's authoritarian tactics and failing ideals by reading Chapter IX and discussing its key events and themes.	Students will analyze key excerpts from Chapter IX and discuss how Boxer's fate further develops themes of the revolution's betrayal and corruption through fishbowl conversations.	Students will cite textual evidence from Chapter IX to explain how Orwell reveals ideological collapse, using cohesive transitions to show cause and consequence and to analyze how language manipulates loyalty.	Students will analyze root words and explore how words can change over time and with affixes.	RL.8.2 RL.8.3 SL.8.1.a L.8.4.b	RL.8.1 RL.8.10 W.8.4 L.8.5.b	ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will reflect on the initial promises of the revolution and how they are broken in Chapter IX.</p> <p><b>Literacy Lab:</b> Students will explore vocabulary words in this chapter and examine the meanings of the roots.</p> <p><b>Learning in Action:</b> Part A: Close Reading for Theme, Character, and Dialogue (RL.8.2, RL.8.3, SL.8.1.a) Students will conduct a close read of key excerpts of Chapter IX of <i>Animal Farm</i> and discuss text-dependent questions in a fishbowl discussion.</p> <p>Part B: Synthesizing Central Ideas (RL.8.2, RL.8.3) Students will synthesize central ideas that are further developed in Chapter IX.</p> <p><b>Look Back:</b> Students will reflect on how Orwell uses Boxer's death to show the pigs' corruption of the revolution's original ideals.</p>	superannuated borne poultices tureen knacker maxim	Turn and Talk Introduce New Words Using Morphology Close Read and Annotation Fishbowl Conversations Quick Write	
Unit 2	Lesson 28	Reading	<i>Animal Farm</i> by George Orwell	Students will continue to build their knowledge of the path that authoritarian leaders of revolutions take to become the oppressors themselves.	Students will finish their close read of <i>Animal Farm</i> , Chapter X, and analyze key moments in the text to consider how Orwell constructs his conclusion while also determining central ideas.	Students will explain how key events in Chapter X develop a final warning about authoritarian revolutions by citing evidence and using expanded noun groups to describe key symbolic details.	Students will explore new vocabulary by focusing on the syllabification of the words.	RL.8.2 RL.8.3 RL.8.6 L.8.5.a	RL.8.1 RL.8.10 W.8.4	ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students will discuss a moment they feel most represents the betrayal of ideals in Chapter X.</p> <p><b>Literacy Lab:</b> Students will analyze the syllabification of vocabulary words from Chapter X.</p> <p><b>Learning in Action:</b> Part A: Targeted Close Reading (RL.8.3, RL.8.6) Students will engage in a close read of Chapter X and analyze key moments using text-dependent questions.</p> <p>Part B: Analyzing the Conclusion of <i>Animal Farm</i> (RL.8.2, RL.8.3, RL.8.6, L.8.5.a) Students will share their reactions to the ending of <i>Animal Farm</i> and examine how Orwell brings the novel to a close through the impact of specific quotations and events.</p> <p><b>Look Back:</b> Students will revisit Essential Question 2, regarding why and how revolutions betray their ideals.</p>	frugally insoluble inebriates rheumy filial deputation eminent incumbent bot mot	Turn and Talk Introduce New Words Using Syllables Close Read and Annotation Give One, Get One Think-Pair-Share Check for Understanding	
Unit 2	Lesson 29	Reading	<i>Animal Farm</i> by George Orwell	Students build knowledge about how to compare a novel to a film adaptation by evaluating how it stays true to or departs from the source text.	Students will analyze key movie scenes from the <i>Animal Farm</i> movie (1999) and compare the scenes to the novel, evaluating the choices made by the directors and actors.	Students will explain how the 1999 film adaptation interprets or changes key moments in <i>Animal Farm</i> by using comparative language and citing specific evidence from both the film and the novel.	Students will learn how to compare a movie adaptation to a novel, such as actor choices, script changes, and scene rewrites.	RL.8.7	RL.8.1 RL.8.10 SL.8.1.a	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br	<p><b>Launch:</b> Students will discuss with a partner some examples of film adaptations and how they are different from or the same as their source books.</p> <p><b>Literacy Lab:</b> Students will examine how and why film adaptations might be different from the book versions and how to identify these changes.</p> <p><b>Learning in Action:</b> Part A: Comparing the Film to the Novel (RL.8.7) Students will watch two key scenes from the <i>Animal Farm</i> movie and compare the scenes to the novel, evaluating the choices made by the director or actors.</p> <p><b>Look Back:</b> Students will discuss the choices they would make in filming a key scene from <i>Animal Farm</i>.</p>	adaptation shot soundtrack pacing	Think-Pair-Share Turn-and-Talk	



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Unit 2	Lesson 30	Reading	<i>Animal Farm</i> by George Orwell	Students continue deepening their understanding of how film adaptations can maintain or change key parts of a novel.	Students will continue to analyze key movie scenes from the <i>Animal Farm</i> movie (1999) and compare the scenes to the novel, evaluating the choices made by the directors and actors.	Students will explain how the 1999 film adaptation interprets or changes key moments in <i>Animal Farm</i> by using comparative language and citing specific evidence from both the film and the novel.	Students will practice fluency and reading with emotion by practicing a key excerpt from Chapter IX of <i>Animal Farm</i> .	RL.8.7	RL.8.1 RL.8.10 SL.8.1.a	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.5.Em ELD.PI.8.5.Ex ELD.PI.8.5.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br	<p><b>Launch:</b> Students will activate prior knowledge by revisiting the differences between the film and novel versions of Old Major's speech.</p> <p><b>Literacy Lab:</b> Students will build fluency and comprehension through repeated reading of a paragraph from Chapter IX about Boxer's fate.</p> <p><b>Learning in Action:</b> Part A: Comparing the Battle Scene (RL.8.7) Students will watch the Battle of the Cowshed from the <i>Animal Farm</i> movie and compare the scene to the novel, evaluating the choices made by the director and actors.</p> <p>Learning in Action B: Comparing Boxer's End (RL.8.7) Students will watch Boxer's final days from the <i>Animal Farm</i> movie and compare the scene to the novel, evaluating the choices made by the director and actors.</p> <p><b>Look Back:</b> Students will discuss the choices they would make in filming key scenes from <i>Animal Farm</i>.</p>	adaptation shot soundtrack pacing	Think-Pair-Share Fluency Practice Turn-and-Talk	
Unit 2	Lesson 31	Writing	<i>Animal Farm</i> by George Orwell	Students apply their understanding of <i>Animal Farm</i> and historical revolutions to practice writing an argumentative body paragraph that explains how revolutions may uphold or betray their original ideals.	Students will write an argument body paragraph that supports their claim about why revolutions uphold or betray their ideals by using the TREE Strategy.	Students will write an argument body paragraph using the TREE structure (Topic sentence, Reasons, Examine evidence, Ending) by embedding quotations from <i>Animal Farm</i> and explaining how the evidence demonstrates their argument claim.	Students will learn how to write an argument body paragraph by creating a topic sentence, using evidence from the text, explaining evidence through reasoning, and creating a conclusion that connects back to their claim.	RL.8.1 W.8.1.b W.8.9.a	W.8.5 W.8.10 L.8.6	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PII.8.5.Em ELD.PII.8.5.Ex ELD.PII.8.5.Br	<p><b>Launch:</b> Students activate prior knowledge about argumentative writing and reflect on how previous learning has prepared them to write body paragraphs.</p> <p><b>Literacy Lab:</b> Students learn the TREE Strategy for writing argument body paragraphs and examine how a body paragraph supports the argument's claim with evidence and reasoning.</p> <p><b>Learning in Action:</b> Practicing Argument Writing Using TREE (RL.8.1, W.8.1.b, W.8.9.a) Students plan and begin drafting a body paragraph using the TREE Strategy with evidence from <i>Animal Farm</i> and historical examples from the unit.</p> <p><b>Look Back:</b> Students reflect on how the TREE Strategy helped them organize evidence and reasoning in their body paragraph.</p>		Think-Pair-Share TREE Strategy Turn-and-Talk	
Unit 2	Lesson 32	Writing	<i>Animal Farm</i> by George Orwell	Students deepen their understanding of how effective argument paragraphs synthesize literary and historical evidence to explain patterns in revolutions.	Students will draft and refine a complete argument body paragraph that supports their claim using evidence from <i>Animal Farm</i> , with clear reasoning that explains how each piece of evidence supports the claim.	Students will strengthen their argument writing by revising for clarity, formal tone, and logical flow, using precise academic language and connectives (e.g., therefore, as a result, consequently, similarly).	Students will improve their writing through evaluation and revision of a model paragraph.	W.8.1.a W.8.1.b W.8.1.c W.8.1.d W.8.1.e W.8.4 W.8.5 W.8.9.a	RL.8.1 W.8.10 L.8.6	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PII.8.5.Em ELD.PII.8.5.Ex ELD.PII.8.5.Br	<p><b>Launch:</b> Students engage in a turn-and-talk discussion to identify and justify the strongest evidence supporting their claim, preparing them to write with purpose and clarity.</p> <p><b>Literacy Lab:</b> Students analyze a model body paragraph using the TREE structure to identify strengths and suggest specific improvements, especially in reasoning and cross-text connections.</p> <p><b>Learning in Action:</b> Part A: Independent Writing (W.8.1.a-e, W.8.4, W.8.9.a) Students independently write a complete, polished body paragraph.</p> <p>Part B: Peer Review (W.8.5) Students exchange paragraphs and use a focused checklist to provide each other with peer feedback.</p> <p><b>Look Back:</b> Students complete a Check for Understanding reflecting on one specific way they strengthened their writing.</p>		Turn and Talk Peer Review Protocol	



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Unit 2	Lesson 33	Reading	"The Four Freedoms Speech" by Franklin D. Roosevelt	Students extend the unit's study of power and persuasion by shifting from Orwell's fictional story to a real historical speech by FDR about America's involvement in World War II.	Students will delineate claims and evidence and begin to analyze how Roosevelt supports his argument in the opening half of "The Four Freedoms Speech."	Students will use context clues, claim-evidence language, and cause-effect connectors to explain how Roosevelt develops his argument.	Students will use context clues to determine the meaning of two key words from the speech.	RI.8.3 RI.8.4 RI.8.8 L.8.2.c L.8.4.a L.8.4.c L.8.4.d	RI.8.1 RI.8.10 W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br	<p><b>Launch:</b> Students will activate prior knowledge about the meaning of delineating an argument as preparation for reading Roosevelt's speech.</p> <p><b>Literacy Lab:</b> Students will use context clues to determine the meaning of key words that shape Roosevelt's argument in the speech's opening.</p> <p><b>Learning in Action:</b> Part A: Analyzing the Opening Argument of "The Four Freedoms Speech" (RI.8.3) Students will closely read and annotate the first half of the speech for historical background and key claims.</p> <p>Part B: Tracing Claims and Evidence in "The Four Freedoms Speech" (RI.8.8) Students will identify Roosevelt's claims and connect them to supporting evidence.</p> <p><b>Look Back:</b> Students will synthesize Roosevelt's opening argument to Congress in a brief evidence-based Quick Write.</p>	unprecedented isolation	pacification unalterably assailed discord soft-headed appeasement immunity	Turn and Talk Using Context Clues Close Reading and Annotation Quick Write
Unit 2	Lesson 34	Reading	"The Four Freedoms Speech" by Franklin D. Roosevelt	Students continue analyzing FDR's seminal speech, "The Four Freedoms," to delineate his argument.	Students will delineate and evaluate claims, evidence, and reasoning in the second half of "The Four Freedoms Speech" by FDR.	Students will use context-clue analysis, claim-evidence-reasoning language, and summary frames to explain Roosevelt's argument.	Students will use context clues to determine the meaning of two key words from the speech.	RI.8.3 RI.8.4 RI.8.8 L.8.2.c L.8.4.a L.8.4.c L.8.4.d	RI.8.1 RI.8.10 W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br	<p><b>Launch:</b> Students discuss Roosevelt's claims in the second half of the speech as a bridge into delineating his full argument.</p> <p><b>Literacy Lab:</b> Students use context clues to determine the meaning of key argument words in the second half of the speech.</p> <p><b>Learning in Action:</b> Part A: Delineating the Second Half of the Speech (RI.8.3) Students will reread and annotate the second half of Roosevelt's speech to identify how his ideas develop toward his final appeal.</p> <p>Part B: Delineating Claims, Evidence, and Reasoning (RI.8.8) Students will work in groups to delineate Roosevelt's specific claims, supporting evidence, reasoning, and overall argument.</p> <p><b>Look Back:</b> Students synthesize Roosevelt's overall argument in an evidence-based Quick Write.</p>	acquiesce arsenal	prevail armament innumerable munitions breach	Turn-and-Talk Using Context Clues Close Read and Annotation Protocol Group Accountability Share Quick Write
Unit 2	Lesson 35	Academic Discussion	"The Four Freedoms Speech" by Franklin D. Roosevelt	Students move from tracing Roosevelt's argument to judging how well it works, deepening the unit's study of how leaders shape belief through persuasive language.	Students will evaluate the argument in "The Four Freedoms Speech" by assessing the strength of Roosevelt's claims, evidence, and reasoning.	Students will justify a stance using evaluation and evidence-based discussion frames during a Four Corners Debate.		RI.8.8 SL.8.1.a SL.8.1.b SL.8.1.c SL.8.1.d L.8.6	W.8.4 SL.8.3 SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br	<p><b>Launch:</b> Students discuss what it means to evaluate an argument.</p> <p><b>Literacy Lab:</b> Students are introduced to the Four Corners Debate protocol so they can take a stance, support it with evidence, and respond respectfully to other viewpoints.</p> <p><b>Learning in Action:</b> Part A: Debate Preparation (RI.8.8, SL.8.1.a, L.8.6) Students will use homework notes and the full speech to prepare evidence-based positions about the strength of Roosevelt's claims, evidence, and reasoning.</p> <p>Part B: Four Corners Debate (RI.8.8, SL.8.1.a-d, L.8.6) Students will evaluate Roosevelt's argument by taking positions, defending them with text evidence, and responding to counterarguments in a structured debate.</p> <p><b>Look Back:</b> Students reflect in writing on what made Roosevelt's argument strong and what weakened it, using specific details from the speech.</p>			Turn and Talk Four Corners Debate Quick Write



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 2	Lesson 36	End of Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.6 RL.8.7   RI.8.1 RI.8.3 RI.8.4 RI.8.8   L.8.4.a L.8.4.b L.8.5.b L.8.6			<p><b>Launch:</b> The teacher will establish the testing environment for students to take their assessment.</p> <p><b>Learning in Action:</b> Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing.</p> <p><b>Look Back:</b> Students will self-assess their ability to demonstrate the skills assessed.</p>			No routines/protocols are used today Lesson Sequence
Unit 2	Lesson 37	Flex Day	<i>Animal Farm</i> by George Orwell	Students continue examining how language shapes belief, especially when leaders control truth.	Students will develop claims with logical reasons and relevant evidence in argument writing about Animal Farm.	Students will use cohesive words and phrases and correct spelling to clarify relationships among claims, reasons, evidence, and counterclaims in revision.		W.8.1.b W.8.1.c L.8.2.c	W.8.4 W.8.9.a	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br ELD.PI.8.11.Em ELD.PI.8.11.Ex ELD.PI.8.11.Br	<p><b>Launch:</b> Students self-assess confidence on W.8.1.b, W.8.1.c, and L.8.2.c to help the teacher form huddles.</p> <p><b>Learning in Action:</b> Teacher uses flexible grouping to provide targeted 10–15-minute huddles on choosing relevant evidence, linking ideas with cohesion, and spelling correctly; other students engage in independent reading or knowledge-building tasks.</p> <p><b>Look Back:</b> Students reflect on growth in confidence or new learning from independent work.</p>			Quick Write
<b>Showcase</b>														
Unit 2	Lesson 38	Writing	<i>Animal Farm</i> by George Orwell	Students will synthesize their understanding of how revolution is portrayed in Animal Farm by creating a claim for their performance task.	Students will re-examine evidence from Animal Farm to develop and/or finalize their claim for their Performance Task.	Students will draft and refine a defensible claim that responds to the Performance Task prompt, using academic language, reasoning, and cohesive phrasing to preview their argument and connect it to prioritized evidence from Animal Farm.		W.8.1.a W.8.5 W.8.9.a	W.8.4 W.8.10 SL.8.1.a	ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br	<p><b>Launch:</b> Students will review the purpose of an argument's claim.</p> <p><b>Literacy Lab:</b> Students will become familiar with the structure and expected content of the argument essay they will write for this unit's Performance Task, and will briefly discuss ideas for a claim.</p> <p><b>Learning in Action:</b> Part A: Gathering and Reviewing Evidence (W.8.5, W.8.9.a) Students will gather and review evidence from Animal Farm about ideals that are preserved and corrupted.</p> <p>Part B: Finalizing a Claim (W.8.1.a) Students will finalize a clear, strong claim for their Performance Task argument essay.</p> <p><b>Look Back:</b> Student pairs will examine each other's claims for strength and clarity.</p>			Turn and Talk Table Talk Think-Pair-Share Peer Feedback
Unit 2	Lesson 39	Writing	<i>Animal Farm</i> by George Orwell	Students will continue to consolidate their understanding of how revolutions protect or corrupt their original ideals by analyzing the entirety of Animal Farm through argument essay writing.	Students will analyze an argument essay exemplar and the Unit 2 Performance Task Rubric to further understand the expectations of the Performance Task while beginning to draft the introduction to their essay.	Students will discuss performance task criteria and apply it to an exemplar, using academic verbs (demonstrates, aligns, meets) to explain how the exemplar meets expectations.		W.8.1.a W.8.4 W.8.5	W.8.10	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PII.8.5.Em ELD.PII.8.5.Ex ELD.PII.8.5.Br	<p><b>Launch:</b> Students will discuss questions they have about the performance task and set a goal for writing.</p> <p><b>Literacy Lab:</b> Students will examine the Unit 2 Performance Task Rubric.</p> <p><b>Learning in Action:</b> Part A: Analyze an Exemplar Argument (W.8.5) Students will explore parts of the Argument Essay Exemplar and draw connections to the Unit 2 Performance Task Rubric.</p> <p>Part B: Draft an Introduction (W.8.1.a, W.8.4) Students will begin drafting the introduction to their argument essay, including their finalized claim.</p> <p><b>Look Back:</b> Students share their introduction with a peer for in-the-moment feedback.</p>			Turn and Talk Think-Pair-Share Table Talk Peer Review Protocol



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 2	Lesson 40	Writing	<i>Animal Farm</i> by George Orwell	Students will deepen their understanding of how evidence and reasoning work together to develop an argument about how revolutions preserve or corrupt ideals.	Students will draft Body Paragraph 1 of their argument essay, using relevant and sufficient evidence from <i>Animal Farm</i> and one additional unit text, with clear reasoning that supports their claim.	Students will construct a coherent body paragraph by expanding an evidence block into a structured body paragraph using academic language, precise connectives, and properly embedded quotations.		W.8.1.a W.8.1.b W.8.1.c W.8.1.d W.8.4 W.8.5 W.8.9.a	RL.8.1 W.8.10 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br ELD.PI.8.11.Em ELD.PI.8.11.Ex ELD.PI.8.11.Br	<p><b>Launch:</b> Students review how body paragraphs support a claim within an argument essay.</p> <p><b>Literacy Lab:</b> Students observe a teacher model of how to expand an evidence block into a complete body paragraph.</p> <p><b>Learning in Action:</b> Part A: Draft Body Paragraphs (W.8.1.a-d, W.8.4, W.8.9.a) Students draft body paragraph(s) for their argument essay.</p> <p>Part B: Peer Feedback (W.8.5) Students exchange paragraphs and use a focused checklist to provide each other with peer feedback for future revision of their body paragraphs.</p> <p><b>Look Back:</b> Students reflect on their body paragraph development with a peer.</p>			Think-Pair-Share Turn and Talk Peer Review Protocol
Unit 2	Lesson 41	Writing	<i>Animal Farm</i> by George Orwell	Students will deepen their understanding of how persuasive language and rhetorical techniques shape belief and behavior in <i>Animal Farm</i> .	Students will continue to draft the body paragraphs of their argument essay, analyzing how propaganda and rhetorical techniques in <i>Animal Farm</i> influence belief and behavior and support their overall argument claim.	Students will construct a body paragraph that explains how a rhetorical technique works, using precise academic language, transitions, and formal tone.		W.8.1.a W.8.1.b W.8.1.c W.8.1.d W.8.4 W.8.5 W.8.9.a	RL.8.1 W.8.10 L.8.6	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br	<p><b>Launch:</b> Students will review how propaganda and rhetorical techniques in <i>Animal Farm</i> influence belief and action.</p> <p><b>Literacy Lab:</b> Students will learn how to analyze a rhetorical technique in a body paragraph.</p> <p><b>Learning in Action:</b> Part A: Drafting Body Paragraphs for Persuasive Techniques (W.8.1.a-d, W.8.4, W.8.9.a) Students will draft another body paragraph, explaining how a rhetorical technique in <i>Animal Farm</i> supports their claim through evidence and clear reasoning.</p> <p>Part B: Peer Feedback (W.8.5) Students will exchange paragraphs and use a focused checklist to evaluate clarity of reasoning, use of evidence, and logical connections between ideas.</p> <p><b>Look Back:</b> Students will reflect on how effectively their paragraphs develop their argument claim.</p>			Turn and Talk Peer Review Protocol
Unit 2	Lesson 42	Writing	<i>Animal Farm</i> by George Orwell	Students will deepen their understanding of how arguments are strengthened by addressing opposing viewpoints.	Students will draft a counterclaim and rebuttal conclusion paragraph that acknowledges an opposing claim and refutes it using relevant evidence and reasoning.	Students will construct a coherent counterclaim paragraph using academic language, clear transitions, and formal tone to present, explain, and refute an opposing claim.		W.8.1.a W.8.1.b W.8.1.c W.8.1.d W.8.1.e W.8.4 W.8.5 W.8.9.a	RL.8.1 W.8.10	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br	<p><b>Launch:</b> Students will consider what they know about counterclaims.</p> <p><b>Literacy Lab:</b> Students will analyze a model counterclaim and rebuttal to understand how to draft their concluding paragraph.</p> <p><b>Learning in Action:</b> Part A: Drafting Counterclaims and Rebuttals (W.8.1.a-e, W.8.4, W.8.9.a) Students will draft a counterclaim and a rebuttal conclusion paragraph.</p> <p>Part B: Peer Feedback (W.8.1.a-e, W.8.5) Students will exchange paragraphs and use a focused checklist to evaluate counterclaims and rebuttals.</p> <p><b>Look Back:</b> Students will reflect on how addressing opposing viewpoints strengthens their argument and improves clarity and credibility.</p>			Turn and Talk Think Aloud Modeling Peer Review Protocol



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 2	Lesson 43	Writing	<i>Animal Farm</i> by George Orwell	Students will deepen their understanding of how arguments are strengthened through clear organization, precise language, and logical connections between ideas.	Students will revise their argument essays to improve cohesion, formal style, and clarity, ensuring that ideas are logically connected and the argument is clearly expressed.	Students will revise their writing by using varied transitions, maintaining a formal tone, and strengthening concluding statements to clarify relationships among ideas.		W.8.1.a W.8.1.b W.8.1.c W.8.1.d W.8.1.e W.8.4 W.8.5 L.8.6	W.8.10	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br	<p><b>Launch:</b> Students will distinguish between informal and formal writing.</p> <p><b>Literacy Lab:</b> Students will analyze and revise examples to understand how varied transitions and formal language improve cohesion, clarity, and flow in an argument essay.</p> <p><b>Learning in Action:</b> Part A: Revising Your Essay (W.8.1.a-e, W.8.5, L.8.6) Students will revise their essays to improve cohesion and clarity.</p> <p>Part B: Peer Feedback (W.8.1.a-e, W.8.5) Students will exchange essays and provide peer feedback on their essay revisions.</p> <p><b>Look Back:</b> Students will reflect on their revision choices and create a clear plan for finalizing their essays.</p>			Turn and Talk Peer Review Protocol Think Aloud Modeling Quick Write
Unit 2	Lesson 44	Flex Day	<i>Animal Farm</i> by George Orwell	Students continue examining how language shapes belief and power in <i>Animal Farm</i> and in arguments about revolution.	Students will revise argument writing to create cohesion among claims, reasons, evidence, and counterclaims, to establish and maintain a formal style, and to write concluding statements that follow from and support an argument.	Students will use transitions, formal word choices, and conclusion language to strengthen an argument about power, propaganda, and truth.		W.8.1.c W.8.1.d W.8.1.e	W.8.1.a W.8.1.b W.8.4 L.8.3.a SL.8.1.a-d W.8.10	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br ELD.PI.8.11.Em ELD.PI.8.11.Ex ELD.PI.8.11.Br	<p><b>Launch:</b> Students self-assess confidence on cohesion, formal style, and conclusions so the teacher can form responsive revision huddles.</p> <p><b>Learning in Action:</b> Teacher uses flexible grouping to provide targeted 10–15-minute huddles: W.8.1.c cohesion, W.8.1.d formal style, and W.8.1.e conclusions. Students not in a huddle complete independent reading or knowledge-building writing connected to the unit theme.</p> <p><b>Look Back:</b> Students reflect on growth in revision skills or on new learning from independent work.</p>			Quick Write
Unit 2	Lesson 45	Writing	<i>Animal Farm</i> by George Orwell	Students consolidate their understanding of how revolutions either corrupt or uphold their original ideals as they bring their analysis of <i>Animal Farm</i> to a close.	Students will revise and edit the full argument essays to ensure a clear claim, well-developed reasoning, effective use of evidence, and logical coherence across paragraphs.	Students will refine their writing by editing for writing conventions, strengthening formal style, improving transitions, embedding evidence smoothly, and using precise academic language.		W.8.1.a W.8.1.b W.8.1.c W.8.1.d W.8.1.e W.8.4 W.8.5 W.8.10 L.8.2.a-c L.8.6	RL.8.1	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PII.8.5.Em ELD.PII.8.5.Ex ELD.PII.8.5.Br	<p><b>Launch:</b> Students will identify one area they still need to improve in their argument essay.</p> <p><b>Literacy Lab:</b> Students will learn how to edit their writing for commas, dashes, ellipses, and spelling.</p> <p><b>Learning in Action:</b> Edit and Polish Your Essay (W.8.1.a-e, W.8.4, W.8.5, W.8.10, L.8.2.a-c, L.8.6) Students will revise, edit, and finalize their argument essays.</p> <p><b>Look Back:</b> Students will reflect on their learning from the unit.</p>			Turn and Talk Self-Assessment and Reflection
<b>Unit 3 — Recovery &amp; Reciprocity: Ecology, Science &amp; Our Natural World   Anchor Text: <i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith   Writing Genre: Informational / Research &amp; Synthesis</b>														
<b>Spark</b>														
Unit 3	Lesson 1	Spark		In watching the video and listening to Robin Wall Kimmerer, students build an understanding of who she is as an Indigenous person and as a botanist.	Students will learn about Dr. Robin Wall Kimmerer through a video and generate questions they are curious about as they begin exploring the unit's Essential Questions.	Students will watch a multimedia informational source and use observation language to convey noticings.		RI.8.1 SL.8.1.c	W.8.4 SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br	<p><b>Launch:</b> Students will connect to the unit's themes by reflecting on their own personal experiences in nature.</p> <p><b>Learning in Action:</b> Part A: Introducing Robin Wall Kimmerer and Her Work (RI.8.1) Students will view an informational video about Robin Wall Kimmerer and record evidence-based noticings and wonderings.</p> <p>Part B: Exploring the Unit Essential Questions (SL.8.1.c) Students will unpack the unit Essential Questions, develop inquiry questions, and exchange ideas with peers.</p> <p><b>Look Back:</b> Students will synthesize their lesson learning in a Quick Write about gifts from the land.</p>			Think-Write-Pair-Share Turn and Talk Give One, Get One Quick Write



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 3	Lesson 2	Spark	"Indian Treaties and the Removal Act of 1830"	Students build a historical context of the events and actions that precipitated the Indian Removal Act and an understanding of the consequences of that experience for Indigenous communities.	Students will analyze an informational text to better understand how events and government actions led to the Indian Removal Act.	Students will compare ideas and explain consequences using contrast connectors and cause-and-effect language in discussion.		RI.8.1 RI.8.3	RI.8.10 SL.8.1.c W.8.4	ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br	<p><b>Launch:</b> Students will build historical background and activate prior knowledge about Indigenous nations and Native American removal.</p> <p><b>Learning in Action:</b> Part A: Understanding Native American Removal (RI.8.3) Students will read and annotate an informational article to trace causes, actions, and consequences regarding Native American removal.</p> <p>Part B: Inferring Impact (RI.8.1) Students will use evidence from the article to infer how forced separation from land, language, and community affects a culture and its relationship with the land.</p> <p><b>Look Back:</b> Students will reflect in writing on one new understanding about Native American removal and support it with evidence from the text.</p>	indigenous treaty removal	Collaborative Idea Board Close Read & Annotation Protocol Turn-and-Talk Quick Write	
Unit 3	Lesson 3	Spark		Students deepen their understanding of reciprocity by examining how teachings about sweetgrass and Kimmerer's interview present responsibility, gratitude, and mutual care.	Students will interpret information presented in an excerpt and two videos to explain relationships among humans, plants, and other living things.	Students will explain the relationship between humans and living things and acknowledge multiple perspectives using connectors such as because, which leads to, as a result, and therefore.		SL.8.2	W.8.4	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br	<p><b>Launch:</b> Students will closely read a short excerpt from Braiding Sweetgrass and discuss what it suggests about humans as learners within nature.</p> <p><b>Learning in Action:</b> Part A: Exploring Sweetgrass Teachings (SL.8.2) Students will view a video about sweetgrass teachings and record what it explains about human responsibility and reciprocity.</p> <p>Part B: What Nature Teaches Us About Giving Back (SL.8.2) Students will view an interview with Robin Wall Kimmerer and explore what science and the Indigenous worldview help people notice about nature and reciprocity.</p> <p><b>Look Back:</b> Students will synthesize their learning in a Check for Understanding about how different ways of knowing help humans better understand nature.</p>		Think-Write-Pair-Share Check for Understanding	
<b>Investigation 1</b>														
Unit 3	Lesson 4	Reading	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith	Students will examine what Indigenous stories and the language they use can reveal about the importance of gratitude and reciprocity for nature.	Students will analyze Chapters 1–3 of Braiding Sweetgrass, examining how the text develops key terms and central ideas like gratitude and reciprocity with nature.	Students will cite textual evidence to explain how a text develops tone, central ideas, and key ideas.	Students will use morphology to identify the meaning of a target word.	RI.8.2 RI.8.3 RI.8.4 RI.8.5 L.8.4.b L.8.5.a	RI.8.1 RI.8.10 L.8.6	ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PII.8.2.b.Ex ELD.PII.8.2.b.Br	<p><b>Launch:</b> Students will share with a partner the annotations they made to Chapters 1–3 of Braiding Sweetgrass for homework.</p> <p><b>Literacy Lab:</b> Students will decode the target word flourish using both context clues and morphology with a focus on Latin roots.</p> <p><b>Learning in Action:</b> Part A: Analyze "An Invitation to Remember" (RI.8.3, RI.8.4) Students will reread and analyze "An Invitation to Remember" in partners.</p> <p>Part B: Exploring "Skywoman Falling" (RI.8.2, RI.8.4, RI.8.5, L.8.5.a) Students will discuss how sentences from Chapter 2 of Braiding Sweetgrass help develop the chapter's central ideas, linking their study of the word flourish to the chapter's central ideas.</p> <p><b>Look Back:</b> Students will complete a check for understanding detailing something they learned about the chapter's central ideas of reciprocity using the target word flourish.</p>	flourish	kinship commodification inanimate disseminated alchemy	Turn and Talk Introduce New Words Using Morphology Close Read and Annotation Check for Understanding



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 3	Lesson 5	Reading	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith	Students will learn about the differences between market economies and gift economies.	Students will analyze "The Council of Pecans" and "The Gift of Strawberries" in <i>Braiding Sweetgrass</i> , focusing on the author's point of view.	Students will compare the author's perspectives on gift and market economies by citing textual evidence and using compare/contrast connectors (however, whereas, in contrast) and precise academic vocabulary (abundance, commodity, exchange).	Students will use a word association strategy to draw connections between the words abundance and flourish.	RI.8.1 RI.8.3 RI.8.6 L.8.5.b	RI.8.10 L.8.6	ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br	<p><b>Launch:</b> Students will share with partners their paraphrased takeaways from last night's reading homework.</p> <p><b>Literacy Lab:</b> Students will use a word association strategy to draw connections between the target vocabulary.</p> <p><b>Learning in Action:</b> Part A: Making and Supporting Inferences About the Author's Point of View (RI.8.1, RI.8.3, RI.8.6) Students will practice making inferences about an author's point of view and supporting them by citing textual evidence.</p> <p>Part B: Analyzing the Author's Comparison of Different Economies (RI.8.3, RI.8.6) Students will analyze the author's comparison of two economic systems.</p> <p><b>Look Back:</b> Students will summarize the chapters "The Council of Pecans" and "The Gift of Strawberries" from <i>Braiding Sweetgrass</i>.</p>	abundance	synchrony pheromones scarcity	Retell & Paraphrase Partner Check Annotation Spot-Check Word Associations Reflect-and-Respond Dialogue Group Accountability Share 3–2–1 Summary
Unit 3	Lesson 6	Reading	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith "Perhaps the World Ends Here" by Joy Harjo "Don't Bother the Earth Spirit" by Joy Harjo	Students examine how Kimmerer uses descriptions of everyday practices such as offerings, observation of plants, and maple harvesting to illustrate how natural systems model reciprocity and balance.	Students will close-read key excerpts from the <i>Braiding Sweetgrass</i> chapters "An Offering," "Asters and Goldenrod," and "Maple Sugar Moon," examining how the author uses imagery and figures of speech to develop ideas about reciprocity between humans and the natural world.	Students will discuss and refine analytical responses about how Kimmerer uses imagery and figurative language to express ideas about reciprocity by citing evidence, using comparative connectors, and revising responses through discussion.	Students will practice fluency by reading an excerpt from <i>Braiding Sweetgrass</i> .	RI.8.3 RI.8.4 SL.8.1.a SL.8.1.d L.8.5.a	RI.8.1 RI.8.10 W.8.4 SL.8.6	ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.2.Em ELD.PI.8.2.Ex ELD.PI.8.2.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br	<p><b>Launch:</b> Students will work with a partner to retell and paraphrase the annotations they made for homework.</p> <p><b>Literacy Lab:</b> Students will engage in Fluency Practice with a key excerpt from <i>Braiding Sweetgrass</i>.</p> <p><b>Learning in Action:</b> Part A: Understanding Ceremony (RI.8.3, RI.8.4, SL.8.1.a) Students will reread a key excerpt from the chapter "An Offering" and discuss text analysis with partners in a Give One, Get One discussion protocol. Part B: Analyzing Figurative Language (RI.8.4, SL.8.1.d, L.8.5.a) Students will apply the Iterative Conversation routine to analyze excerpts from <i>Braiding Sweetgrass</i>.</p> <p><b>Look Back:</b> Students will reflect on their learning by writing a final version of their response to the last Iterative Conversation question, incorporating ideas and feedback from the discussion.</p>			Retell & Paraphrase Partner Check Fluency Practice Give One, Get One Iterative Conversation Quick Write
Unit 3	Lesson 7	Reading	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith "Perhaps the World Ends Here" by Joy Harjo "Don't Bother the Earth Spirit" by Joy Harjo	Students will examine the unusual timing of witch hazel blossoms as an example of how living systems model reciprocity and balance.	Students will analyze how Kimmerer and Harjo use imagery, metaphor, and figurative language to convey the idea that the earth operates on its own timing and that understanding nature requires humility, not control.	Students will compare how Kimmerer and Harjo use figurative language, including personification, extended metaphor, and imagery, to develop ideas about the earth's role in human life by identifying figures of speech by name, citing text evidence from both writers, and using compare/contrast connectors (both, however, while) in written analysis.	Students will practice fluency in reading poetry by listening to the teacher read as a model, echo-reading with the teacher, and then practicing reading with a partner.	RL.8.4 RI.8.4 W.8.4 L.8.5.a	RL.8.1 RL.8.10 RI.8.1 RI.8.10 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.5.Em ELD.PI.8.5.Ex ELD.PI.8.5.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will engage in a Quick Write explaining similarities between how the writers talk about the earth.</p> <p><b>Literacy Lab:</b> Students will practice reading poetry fluently using one of the poems by Joy Harjo.</p> <p><b>Learning in Action:</b> Part A: Analyzing Figurative Language in Joy Harjo's Poetry (RL.8.4, L.8.5.a) Students will analyze "Perhaps the World Ends Here," identifying the extended metaphor of the kitchen table and personification of dreams. Students will then analyze "Don't Bother the Earth Spirit," identifying the personification of the earth spirit as a storyteller.</p> <p>Part B: Drawing Connections Between Figurative Language in Multiple Texts (RL.8.4, RI.8.4, W.8.4, L.8.5.a) Students will briefly revisit the "Witch Hazel" excerpt (p. 79) with a partner to identify Kimmerer's figurative language, then write individual responses comparing how both writers personify the earth as active and animate.</p> <p><b>Look Back:</b> Students will summarize their reading and comparison of Kimmerer's and Harjo's work in a Turn-and-Talk.</p>	obligated ("Don't Bother the Earth Spirit")	Quick Write Turn and Talk Fluency Practice	



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 3	Lesson 8	Reading	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith	Students examine the Indigenous tradition of the Thanksgiving Address to explore what it can reveal about relationships with the natural world.	Students will analyze Kimmerer's interpretation of the Haudenosaunee Thanksgiving Address, examining how its structure reflects oral tradition, how repeated phrasing creates rhythm, and how its meaning contrasts with that of the American Pledge of Allegiance.	Students will explain how the Thanksgiving Address and the Pledge of Allegiance communicate different ideas by using compare/contrast language, academic verbs, and precise noun phrases to analyze how structure and repetition shape meaning.	Students will determine the meaning of target words from the reading using context clues.	RI.8.4 RI.8.5 W.8.2.a W.8.2.b W.8.4 L.8.4.a L.8.4.c L.8.4.d	RI.8.1 RI.8.10 L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br	<p><b>Launch:</b> Students will complete a Quick Write reflecting on their homework reading.</p> <p><b>Literacy Lab:</b> Students will use context clues to determine the meaning of two new words.</p> <p><b>Learning in Action:</b> Part A: Partner Read and Discussion: "Allegiance to Gratitude" (RI.8.4, RI.8.5) Students will reread and discuss the Thanksgiving Address and how its language, repetition, and structure help communicate those ideas.</p> <p>Part B: Analyzing the Thanksgiving Address in Writing (RI.8.5, W.8.1.a, W.8.1.b, W.8.4) Students will build on their discussion by writing a short analytical response explaining how repetition in the Thanksgiving Address reinforces ideas about gratitude and reciprocity, using textual evidence from the discussion questions to support their explanation.</p> <p><b>Look Back:</b> Students will complete a Turn and Talk comparing the Thanksgiving Address with the Pledge of Allegiance.</p>	oratory sovereignty interdependence	edible invocation gratification contentment preamble	Quick Write Using Context Clues Turn and Talk Check for Understanding
Unit 3	Lesson 9	Writing	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith	Students build on earlier reading about abundance, reciprocity, and the Three Sisters by comparing Kimmerer's written explanation with a video source about land-based food or medicine knowledge.	Students will write an explanatory paragraph that assesses the advantages and disadvantages of a video compared to Kimmerer's text.	Students will use participial phrases to add descriptive detail and improve clarity in their writing.	Students will use participial phrases correctly and avoid misplaced or dangling modifiers in analytical writing.	RI.8.7 W.8.2.a W.8.2.b W.8.4 L.8.1.a L.8.3.a	RI.8.1 RI.8.10 W.8.9.b W.8.10 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br	<p><b>Launch:</b> Students will reflect on their homework by considering how Kimmerer describes the Three Sisters.</p> <p><b>Literacy Lab:</b> Students will learn about participial phrases, with a focus on correct placement and clear noun attachment.</p> <p><b>Learning in Action:</b> Part A: Watch and Compare Mediums (RI.8.7) Students will view a video and evaluate how the video and the anchor text each convey ideas about land as abundance and gift, and about humans' reciprocal relationship with the natural world.</p> <p>Part B: Comparing Mediums in Writing (RI.8.7, W.8.2.a, W.8.2.b, W.8.4) Students will write an explanatory comparison paragraph that evaluates the effectiveness of each medium and includes a correctly placed participial phrase.</p> <p><b>Look Back:</b> Students will reflect on their use of participial phrases and revise their writing to improve sentence clarity.</p>			Think-Pair-Share Language Study Check for Understanding
Unit 3	Lesson 10	Reading	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith	Students explore ash trees and the relationships that Indigenous basket makers have with them as an example of how living systems model reciprocity and balance.	Students will read and analyze the chapter "Wisgaak Gokpenagen: A Black Ash Basket" and discuss how Kimmerer's description of the basket-making process further develops central ideas in her text.	Students will paraphrase Kimmerer's ideas and use those details to clearly explain, in discussion, how she connects the physical process of basket making to deeper spiritual and ethical meanings.	Students will use morpheme analysis to determine the meaning of the target vocabulary word vigorous.	RI.8.2 RI.8.3 RI.8.4 L.8.4.b L.8.5.a	RI.8.1 RI.8.10 W.8.4	ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br	<p><b>Launch:</b> Students will engage in a Retell &amp; Paraphrase Partner Check, sharing annotations they made for homework and comparing each other's paraphrases to their own understanding of the chapter.</p> <p><b>Literacy Lab:</b> Students will use morphology to find the meaning of the target vocabulary word vigorous.</p> <p><b>Learning in Action:</b> Part A: Partner Discussion: "Wisgaak Gokpenagen: A Black Ash Basket" (RI.8.3, L.8.5.a) Students will analyze the chapter by discussing text-dependent questions.</p> <p>Part B: Analyzing a Central Idea (RI.8.2, RI.8.3, RI.8.4) Students will analyze the central ideas that Kimmerer further develops in this chapter of the text.</p> <p><b>Look Back:</b> Students will summarize today's discussion by completing a Check for Understanding about how the author forms her ideas in this chapter and why they are important.</p>	vigorous	symbiosis	Retell & Paraphrase Partner Check Introduce New Words Using Morphology Turn-and-Talk Collaborative Idea Board Check for Understanding



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 3	Lesson 11	Reading	Braiding Sweetgrass for Young Readers by Robin Wall Kimmerer, adapted by Monique Gray Smith, illustrations by Nicole Neidhardt	Students extend their understanding of scientific research by analyzing how Kimmerer uses the structure of a research paper to compare scientific observation and Indigenous knowledge.	Students will analyze how Kimmerer adapts the structure of technical research writing to connect scientific knowledge and Indigenous knowledge.	Students will explain how text structure develops ideas by using compare-contrast language in discussion and writing.	Students will distinguish shades of meaning between related words by comparing the connotations of thrive and vigorous.	RI.8.2 RI.8.3 RI.8.5 L.8.5.b L.8.5.c	RI.8.1 RI.8.10 W.8.4 SL.8.1.a	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PII.8.1.Em ELD.PII.8.1.Br	<p><b>Launch:</b> Students engage in a turn-and-talk to discuss what technical writing is and the purpose it serves.</p> <p><b>Literacy Lab:</b> Students examine shades of meaning by comparing thrive and vigorous through a word association routine.</p> <p><b>Learning in Action:</b> Part A: Using the Research Journey to Combine Science and Traditional Knowledge (RI.8.3, RI.8.5) Students will reread and discuss how Kimmerer uses a scientific research structure to draw connections between knowledge systems.</p> <p>Part B: Determining Central Ideas (RI.8.2, RI.8.5) Students will discuss how this chapter develops a central idea about science and traditional knowledge.</p> <p><b>Look Back:</b> Students will complete a check for understanding about how Kimmerer uses technical structure to develop ideas about reciprocity.</p>	thrive vigorous	technical writing converge	Turn-and-Talk Word Associations Close Read & Annotation Protocol Group Accountability Share Check for Understanding
Unit 3	Lesson 12	Academic Discussion	Braiding Sweetgrass for Young Readers by Robin Wall Kimmerer, adapted by Monique Gray Smith, illustrations by Nicole Neidhardt	Students deepen their knowledge of Braiding Sweetgrass by listening to Robin Wall Kimmerer further develop her ideas in a spoken interview.	Students will delineate and evaluate a speaker's argument by identifying and evaluating claims, reasoning, and relevant evidence.	Students will discuss and evaluate how well a speaker's claims are supported using academic language.		SL.8.3	SL.8.1.a SL.8.1.c SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br	<p><b>Launch:</b> Students review their homework reading of "Maple Nation: A Citizenship Guide."</p> <p><b>Literacy Lab:</b> Students review how to delineate an argument by reviewing key terms, including claims, evidence, reasoning, relevance, sufficiency, and soundness.</p> <p><b>Learning in Action:</b> Part A: Delineating a Spoken Argument (SL.8.3) Students will listen to an interview with Robin Wall Kimmerer and identify specific claims, evidence, and reasoning.</p> <p>Part B: Evaluating Evidence and Reasoning (SL.8.3) Students will evaluate whether the speaker's evidence is relevant and sufficient and whether the reasoning is sound.</p> <p><b>Look Back:</b> Students will reflect on why relevant and sufficient evidence matters in an argument in a partner discussion.</p>			Turn-and-Talk Group Accountability Share
Unit 3	Lesson 13	Reading	Braiding Sweetgrass for Young Adults by Robin Wall Kimmerer, adapted by Monique Gray Smith	Students explore how fur trappers, hunters, ecologists, and others practice care and sustainability in their work as part of the Honorable Harvest principles. These examples model for students the essential question of how to live responsibly within natural systems.	Students will identify the key principles of the Honorable Harvest and analyze how Kimmerer uses specific examples to illustrate what it means to live responsibly within natural systems.	Students will interpret how Kimmerer uses stories and examples to teach the principles of the Honorable Harvest, using interpretive verbs, evidence-based explanation, and figurative-language analysis to explain what behavior within natural systems looks like.	Students infer the meaning of two target words using context clues.	RI.8.2 RI.8.3 RI.8.4 SL.8.1.a L.8.4.a L.8.4.c-d	RI.8.1 RI.8.10 W.8.4 L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PII.8.5.Em ELD.PII.8.5.Ex ELD.PII.8.5.Br	<p><b>Launch:</b> Students will complete a Quick Write connecting an idea they read about in "The Honorable Harvest" to ideas from earlier chapters.</p> <p><b>Literacy Lab:</b> Students will use context clues to infer the meaning of two target words from the chapter.</p> <p><b>Learning in Action:</b> Part A: Analyzing the Principles of the Honorable Harvest (RI.8.2, RI.8.3) Students will work in pairs to analyze the principles of the Honorable Harvest.</p> <p>Part B: Discussing the Principles of the Honorable Harvest (RI.8.2, RI.8.3, SL.8.1.a) Students discuss the principles of the Honorable Harvest and the connections to the unit essential question.</p> <p><b>Look Back:</b> Students will complete an exit ticket, synthesizing information about the principles of the Honorable Harvest.</p>	sustain restore		Quick Write Using Context Clues Turn and Talk Collaborative Idea Board Exit Ticket



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**Threads & Themes**

ELA | Grade 8 Scope & Sequence

Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 3	Lesson 14	Reading	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith	Students analyze the traditional story of Nanabozho to deepen their understanding of what it means to live responsibly within natural systems.	Students will analyze and write about how Kimmerer structures her text and uses the Nanabozho story to teach responsible behavior in nature, identifying specific moments that function as "instructions" for how to live with reciprocity.	Students will explain how the Nanabozho story teaches responsible behavior in nature by using cause-and-effect reasoning, verbs of agency and process, and precise evidence-based explanation to show how story events become ethical instructions for human action.	Students will review target vocabulary words from earlier in the unit with a Generating Situations activity.	RI.8.3 RI.8.5 W.8.4 W.8.9.b L.8.4.a L.8.5.b	RI.8.1 RI.8.2 RI.8.10 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br	<p><b>Launch:</b> Students will discuss fables from Unit 8.2 that teach a moral lesson to prepare for this lesson's analysis.</p> <p><b>Literacy Lab:</b> Students will work with peers to develop scenarios that illustrate the meanings of target vocabulary words.</p> <p><b>Learning in Action:</b> Part A: Analyzing Text Structure and Word Relationships in "In the Footsteps of Nanabozho" (RI.8.3, RI.8.5, L.8.5.b) Students will read and discuss text-dependent questions about the chapter.</p> <p>Part B: Independent Writing on the Nanabozho Story (RI.8.3, W.8.4, W.8.9.b) Students will write an analysis of how the Nanabozho story teaches lessons that guide human behavior and explore why and how those lessons are still applicable today.</p> <p><b>Look Back:</b> Students will read each other's writing work from Learning in Action B and provide brief feedback.</p>	vigorous thrive sustain restore	indigenous	Think-Pair-Share Give One, Get One Check for Understanding
Unit 3	Lesson 15	Reading	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith	Students examine what Kimmerer's students learned about the marshlands in their fieldwork to further explore different sources of learning that can lead to stronger human relationships with nature.	Students will analyze how Kimmerer uses examples in "Sitting in a Circle" to argue that learning comes from many sources, not just teachers and books, and how this idea connects to responsible relationships with the natural world.	Students will narrate and discuss how learning from experience and the natural world shapes responsibility, using temporal sequencing, reflective language, and varied verb moods to explain how firsthand learning changes the way people relate to nature.	Students will practice fluency with a selection from "Sitting in a Circle" using a teacher's model reading, echo reading with the class, and individual practice with a partner.	RI.8.3 RI.8.6	RI.8.1 RI.8.10 W.8.4	ELD.PI.8.2.Em ELD.PI.8.2.Ex ELD.PI.8.2.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will discuss with a partner the connections between "Sitting in a Circle" and earlier chapters.</p> <p><b>Literacy Lab:</b> Students will practice fluency by reading an excerpt that focuses on the idea that learning can come from many sources.</p> <p><b>Learning in Action:</b> Part A: Analyzing Braiding Sweetgrass: "Sitting in a Circle" (RI.8.3) Students will work with a partner to analyze "Sitting in a Circle" using text-dependent questions.</p> <p>Part B: Analyzing Author's Point of View (RI.8.6) Students will complete a graphic organizer on the different sources of learning and engage in a partner discussion about Kimmerer's point of view about learning and deepening human relationships to nature.</p> <p><b>Look Back:</b> Students will reflect on today's lesson experience by completing a Quick Write in response to a prompt.</p>			Think-Pair-Share Turn and Talk Fluency Practice Quick Write
Unit 3	Lesson 16	Writing	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith	Students study examples of ancient land management practices and ceremonies to explore how historical events and cultural changes affect the restoration and balance of ecosystems.	Students will learn and practice the ACE strategy for analytical writing, using evidence and analysis from the chapter "Burning Cascade Head."	Students will explain relationships between contrasting ideas and outcomes in Braiding Sweetgrass by using evidence; contrast structures such as whereas, in contrast, and while; and cause-and-effect reasoning to show how different kinds of human intervention can either damage or restore ecological balance.	Students will study the difference between active and passive voice and the effects the two voices can have on writing.	RI.8.1 W.8.2.a W.8.2.b W.8.2.c W.8.2.d W.8.4 W.8.9.b L.8.1.b	W.8.10 L.8.3.a L.8.6	ELD.PI.8.2.Em ELD.PI.8.2.Ex ELD.PI.8.2.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students will discuss the "Salmon Ceremony" in a Think-Pair-Share.</p> <p><b>Literacy Lab:</b> Students will review the differences between the active and passive voice and practice converting examples of active voice from the text to passive voice.</p> <p><b>Learning in Action:</b> Part A: Gathering Evidence in "Burning Cascade Head" (RI.8.1, W.8.2.b, W.8.2.d, W.8.9.b) Students will learn how to use the ACE Strategy to answer a writing prompt about the text and use precise, domain-specific vocabulary as they discuss evidence.</p> <p>Part B: Practice Using the ACE Strategy (W.8.4, W.8.2.a-b, W.8.2.d, W.8.9.b, L.8.1.b) Students will watch the teacher model the ACE Strategy for responding to the writing prompt and practice it by writing their own brief response.</p> <p><b>Look Back:</b> Students will reflect on the lesson by completing an Exit Ticket about which parts of the ACE Strategy were easiest and most difficult for them to use.</p>		Prodigal Spawn Headland Degradation Reverence Dichotomy	Think-Pair-Share Language Study Check for Understanding



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Unit 3	Lesson 17	Writing	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith	Students study the effects of the Carlisle school and the efforts of the Mohawk community to reverse them.	Students will apply the ACE Strategy independently to write and revise an analytical response about Kimmerer's ideas in the chapter "Putting Down Roots."	Students will explain how text evidence shows that feeling rooted shapes responsibility by using ACE response language, text-based transitions, and consistent verb voice and mood in an analytical paragraph.	Students will practice recognizing and correcting inappropriate shifts in verb voice and mood.	RI.8.1 W.8.2.a W.8.2.b W.8.4 W.8.5 W.8.9.b L.8.1.c L.8.1.d	RI.8.3 W.8.2.c W.8.2.d W.8.2.e W.8.10 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will explain how they can incorporate their homework annotations into the ACE Strategy.</p> <p><b>Literacy Lab:</b> Students will learn about and practice recognizing and correcting inappropriate shifts in verb mood, which they will apply to their writing later in the lesson.</p> <p><b>Learning in Action:</b> Part A: Part A: Drafting Using the ACE Strategy (RI.8.1, W.8.4, W.8.9.b) Students will draft a paragraph using the ACE Strategy.</p> <p>Part B: Revising for Verb Voice and Mood (W.8.5, L.8.1.d) Students will revise their paragraph for inappropriate shifts in verb voice and mood.</p> <p><b>Look Back:</b> Students will set goals for the next time they write an analytical response.</p>			Quick Write
Unit 3	Lesson 18	Academic Discussion	<i>Braiding Sweetgrass for Young Readers</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith, illustrations by Nicole Neidhardt	Students deepen their understanding of Kimmerer's ideas about restoring natural habitats.	Students will present, delineate, and evaluate claims, evidence, and reasoning during a partner debate about the impact of Kimmerer's actions.	Students will present claims orally, connect evidence to reasoning, and respond to a partner using precise discussion moves and academic vocabulary.		SL.8.3 SL.8.4	W.8.4 SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.5.Em ELD.PI.8.5.Ex ELD.PI.8.5.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students identify the claim they will argue during the debate protocol.</p> <p><b>Literacy Lab:</b> Students engage in a model of the Debate Protocol to prepare to present a claim, support it with relevant evidence and reasoning, and delineate and evaluate other speakers' arguments.</p> <p><b>Learning in Action:</b> Part A: Debate Protocol (SL.8.3, SL.8.4) Students will present and listen during a structured partner debate protocol in which students evaluate which actions Kimmerer describes have the largest impact on restoration.</p> <p>Part B: Feedback on the Argument (SL.8.3) Students will give other feedback about their arguments by evaluating the claims, evidence, and reasoning.</p> <p><b>Look Back:</b> Students will reflect on how oral arguments compare to written arguments in a Quick Write.</p>			Think-Pair-Share Debate Protocol Quick Write
Unit 3	Lesson 19	Reading	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith	Students learn about old-growth forests and how people are practicing land restoration while also learning about the Anishinaabe people's legendary monster, the Windigo, to explore overconsumption and greed.	Students will analyze how Kimmerer makes connections between ideas, expresses her point of view, and makes intentional structural choices to compare and contrast land regeneration with our current mode of overconsumption.	Students will explain how comparisons, contrasts, and cause-and-effect relationships across the two chapters reveal connections among ideas and Kimmerer's point of view in discussion and writing.	Students will use morphology to decode the meanings and explore the relationship of two target vocabulary words that share the same suffix.	RI.8.3 RI.8.5 RI.8.6 SL.8.1.a-d L.8.4.b	RI.8.1 RI.8.2 W.8.4 SL.8.6 L.8.6 RI.8.10	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.5.Em ELD.PI.8.5.Ex ELD.PI.8.5.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br	<p><b>Launch:</b> Students will share and discuss the annotations they made for homework about problems in the human-nature relationship and the solutions that Kimmerer proposes for them.</p> <p><b>Literacy Lab:</b> Students will break down the morphology of two target vocabulary words to determine their meanings and relationship.</p> <p><b>Learning in Action:</b> Part A: Close Read and Annotation: "Old-Growth Children" and "Windigo Footprints" (RI.8.3, RI.8.5, RI.8.6) Students will reread targeted excerpts from Chapters 21 and 22 of <i>Braiding Sweetgrass</i> and annotate them for connections among ideas, text structure, and author's point of view.</p> <p>Part B: Socratic Seminar (RI.8.3, RI.8.5, RI.8.6) Students will participate in a Socratic Seminar to discuss their annotations and ideas from Chapters 21 and 22 of <i>Braiding Sweetgrass</i>. They will answer a question to engage in discussion about how the two chapters relate to each other.</p> <p><b>Look Back:</b> Students will complete a check for understanding by writing a brief response on an example of "balance" and the consequences of the loss of that balance described in these chapters.</p>	prosperity stability	buoyant diminished exterminated regeneration insatiably deviously overconsumption ostracized banished	Think-Pair-Share Introduce New Words Using Morphology Close Read and Annotation Protocol Socratic Seminar Check for Understanding



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Unit 3	Lesson 20	Reading	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith	Students examine ancestral wisdom such as that contained in the Mayan creation story as an example of what language and story can reveal that scientific data alone cannot.	Students will draw connections between Kimmerer's point of view and central ideas in the chapters "People of Corn, People of Light" and "Shkitagen: The People of the Seventh Fire."	Students will explain how Kimmerer's point of view develops central ideas using evidence-based discussion.	Students will use context clues to infer the meaning of two target words from the chapters.	RI.8.2 RI.8.3 RI.8.6 L.8.4.a L.8.4.c-d	RI.8.1 RI.8.10 SL.8.1.a W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br	<p><b>Launch:</b> Students will discuss the annotations they completed for homework with a partner.</p> <p><b>Literacy Lab:</b> Students will use context clues to infer the meaning of target words from the text.</p> <p><b>Learning in Action:</b> Part A: Analyzing "People of Corn, People of Light" and "Shkitagen: The People of the Seventh Fire" (RI.8.2, RI.8.3) Students will reread excerpts from the "People of Corn, People of Light" and "Shkitagen: The People of the Seventh Fire" and discuss a set of text-dependent questions.</p> <p>Part B: Drawing Connections Between Point of View and Central Ideas (RI.8.2, RI.8.6) Students will draw connections between Kimmerer's points of view and her developing central ideas in these two chapters.</p> <p><b>Look Back:</b> Students will use a Quick Write routine to write about central ideas in the text.</p>	<p>catastrophes demise</p> <p>ancestral predecessors prophecy condone respiration symbiotic revitalization</p>	<p>Think-Pair-Share Using Context Clues Gallery Walk Quick Write</p>	
Unit 3	Lesson 21	Writing	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith "Jane Goodall taught us to see the natural world. Now it's our turn to act." by Jeff Corwin	Students examine Kimmerer's use of the Windigo myth and other Indigenous stories, focusing on how these examples support her ideas about human responsibility toward the natural world.	Students will build on their explanatory writing skills to craft a written response using evidence from across Braiding Sweetgrass to describe how Kimmerer argues that "defeating" the Windigo inside ourselves is necessary to live responsibly within natural systems.	Students will use the conditional verb mood to express relationships between actions and consequences and consider how their language choices help clarify these relationships.	Students will practice forming sentences using the conditional verb mood to express conditional ideas.	W.8.2.a W.8.2.b W.8.2.c W.8.2.d W.8.2.e W.8.2.f W.8.4 W.8.5 W.8.9.b L.8.1.c L.8.1.d L.8.3.a	RI.8.1 RI.8.3 W.8.10 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will discuss the "Defeating Windigo" chapter of Braiding Sweetgrass with a partner.</p> <p><b>Literacy Lab:</b> Students will learn how to form sentences with verbs in the conditional mood to express conditional ideas, first watching a teacher model and then practicing on their own.</p> <p><b>Learning in Action:</b> Part A: Planning an Evidence-Based Outline (W.8.5, L.8.1.c, L.8.3a) Students create an outline for their written response.</p> <p>Part B: Defeating Windigo Response (W.8.2.a-f, W.8.4, W.8.9.b, L.8.1.c-d, L.8.3.a) Students draft a written response to the following prompt: Using evidence from across the book, how does Kimmerer argue that "defeating Windigo" is necessary to live responsibly in relation to the natural world and one another?</p> <p><b>Look Back:</b> Students will reflect on their work today by completing a Check for Understanding that prompts them to compare their work against a checklist of criteria.</p>	<p>affirmation detachment</p> <p>remarkable prestige traffickers ivory tower prestige accolades dignitaries decimated hoax brevice</p>	<p>Think-Pair-Share Language Study Check for Understanding</p>	
Unit 3	Lesson 22	Reading	"Jane Goodall taught us to see the natural world. Now it's our turn to act." by Jeff Corwin	Students learn about Jane Goodall's impact on science and the natural world by reading and analyzing an op-ed.	Students will read an op-ed about Jane Goodall's impact and delineate the author's claims, evidence, and reasoning.	Students will explain an argument using claim-evidence-reasoning language and connectors such as because and as a result, along with key vocabulary such as affirmation and detachment.	Students will use context clues and word parts to determine and confirm the meaning and spelling of unfamiliar academic words.	RI.8.4 RI.8.8 SL.8.1.a L.8.2.c L.8.4.a L.8.4.c-d L.8.2.c	RI.8.1 RI.8.10 W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br	<p><b>Launch:</b> Students activate prior knowledge about argument texts.</p> <p><b>Literacy Lab:</b> Students use context clues to determine the meanings of affirmation and detachment in the article.</p> <p><b>Learning in Action:</b> Part A: Close Reading an Op-Ed (RI.8.4, RI.8.8) Students reread and analyze Corwin's argument in his op-ed.</p> <p>Part B: Delineating the Argument (RI.8.8, SL.8.1.a) Students work in groups to delineate Corwin's claims, evidence, reasoning, and overall argument using a Collective Idea Board routine.</p> <p><b>Look Back:</b> Students demonstrate their understanding of Corwin's overall argument and explain how it functions as a call to action.</p>	<p>affirmation detachment</p> <p>remarkable prestige traffickers ivory tower prestige accolades dignitaries decimated hoax brevice</p>	<p>Turn and Talk Using Context Clues Think-Pair-Share Collaborative Idea Board Quick Write</p>	



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Unit 3	Lesson 23	Academic Discussion	"Jane Goodall taught us to see the natural world. Now it's our turn to act." by Jeff Corwin	Students deepen their understanding of Jane Goodall and her contributions to the natural world and science by evaluating an argument about her impact.	Students will evaluate the argument in an op-ed about Jane Goodall by assessing whether the author's claims are supported by relevant and sufficient evidence and sound reasoning.	Students will use evaluative language, text evidence, and discussion stems to build on, question, and refine ideas during a Socratic Seminar.	Students will practice fluency using key excerpts from the op-ed.	RI.8.8 SL.8.1.a-d	W.8.4 SL.8.6 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br ELD.PI.8.10.Em ELD.PI.8.10.Br	<p><b>Launch:</b> Students will draw connections between Jane Goodall and Kimmerer's work.</p> <p><b>Literacy Lab:</b> Students will build fluency with a key excerpt from the op-ed.</p> <p><b>Learning in Action:</b> Part A: Discussion Prep—Evaluating Corwin's Argument (RI.8.8, SL.8.1.a) Students will prepare for a Socratic Seminar discussion about the strengths and weaknesses of Corwin's argument.</p> <p>Part B: Socratic Seminar—Is Corwin's Argument Effective? (RI.8.8, SL.8.1.a-d) Students participate in a Socratic Seminar to evaluate Corwin's claims, evidence, and reasoning and respond to one another's ideas.</p> <p><b>Look Back:</b> Students will reflect in writing on how the discussion shaped their thinking about Corwin's argument.</p>		Turn and Talk Fluency Practice Think-Pair-Share Socratic Seminar Quick Write	
Unit 3	Lesson 24	Mid-Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RI.8.2 RI.8.3 RI.8.4 RI.8.5 RI.8.5.a RI.8.6 L.8.1.d L.8.3.a L.8.4.a L.8.4.b L.8.4.d			<p><b>Launch:</b> The teacher will establish the testing environment for students to take their assessment.</p> <p><b>Learning in Action:</b> Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing.</p> <p><b>Look Back:</b> Students will self-assess their ability to demonstrate the skills assessed.</p>		No routines/protocols are used today Lesson Sequence	
Unit 3	Lesson 25	Flex Day		Students pause to strengthen reading and language tools they need to understand how texts about stewardship, restoration, and reciprocity are built.	Students will analyze how a section contributes to the whole text and will strengthen control of verb voice and mood in reading and writing.	Students will explain text structure and language choices using academic terms including section, develops, active voice, passive voice, conditional, and subjunctive.		RI.8.5, L.8.1.c, L.8.3.a	RI.8.1, SL.8.1a, SL.8.1d, W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6a.Em ELD.PI.8.6a.Ex ELD.PI.8.6a.Br	<p><b>Launch:</b> Students self-assess confidence on RI.8.5, L.8.1c, and L.8.3a so the teacher can form responsive huddles connected to recent learning.</p> <p><b>Learning in Action:</b> Teacher uses flexible grouping to provide targeted 10–15-minute huddles on text structure, inappropriate shifts in verb voice and mood, and language choices for effect; other students complete independent reading or knowledge-building tasks.</p> <p><b>Look Back:</b> Students reflect on their growth in confidence and identify what they learned or what they still need to practice.</p>		Quick Write	
<b>Investigation 2</b>														
Unit 3	Lesson 26	Research		Students build from examples of reciprocity in Braiding Sweetgrass to topics they can investigate through their own research.	Students will generate and narrow possible research topics connected to reciprocity, restoration, or balance in human and natural systems.	Students will justify the relevance of a possible research topic using cause-effect connectors, domain-specific vocabulary, and complex sentences.		W.8.7	W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br	<p><b>Launch:</b> Students will activate prior knowledge from Braiding Sweetgrass and connect unit learning to the research performance task.</p> <p><b>Literacy Lab:</b> Students will be introduced to the unit performance task so they understand how to begin their research in this lesson.</p> <p><b>Learning in Action:</b> Part A: Brainstorming Potential Research Topics (W.8.7) Students will discuss examples of reciprocity from Braiding Sweetgrass and expand them into possible research topics with a partner. Part B: Choosing Possible Topics (W.8.7) Students will independently brainstorm and describe several possible research topics using a four-column chart.</p> <p><b>Look Back:</b> Students will select one or two promising topics and reflect on why those topics are worth researching.</p>	inquiry	Think-Pair-Share Unpack the Prompt Turn and Talk Quick Write	



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Unit 3	Lesson 27	Research		Students move from choosing a research topic to generating inquiry questions that can uncover relationships, causes, and multiple perspectives within ecological systems.	Students will develop focused inquiry questions and related search terms to guide their research project.	Students will generate and refine inquiry questions using precise academic verbs, abstract nouns, and complex question forms.		W.8.7	W.8.4 W.8.8	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br	<p><b>Launch:</b> Students will reflect on their interest in their research topics with a partner.</p> <p><b>Literacy Lab:</b> Students will learn how to develop strong inquiry questions that lead to open-ended and comprehensive research.</p> <p><b>Learning in Action:</b> Part A: Developing Strong Inquiry Questions (W.8.7) Students will draft, test, and revise 6–8 inquiry questions for their own research topic. Part B: Searching for Sources with Inquiry Questions (W.8.7) Students will practice creating search terms from inquiry questions and begin to look for signs of source credibility.</p> <p><b>Look Back:</b> Students will reflect on which inquiry questions will guide their research and identify next steps for source gathering.</p>			Think-Pair-Share Turn and Talk Quick Write
Unit 3	Lesson 28	Research		Students move from generating inquiry questions to gathering and evaluating sources that show different perspectives on their research topic.	Students will gather and evaluate credible and accurate sources that directly address their inquiry questions.	Students will explain source credibility and relevance using attribution syntax, appositive phrases, and comparison language.		W.8.7 W.8.8	W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students reflect on how their inquiry questions can help them find information for their research.</p> <p><b>Literacy Lab:</b> Students learn how to gather and evaluate sources for credibility and accuracy.</p> <p><b>Learning in Action:</b> Part A: Gather and Evaluate Sources (W.8.8) Students gather and evaluate potential sources for their inquiry questions. Part B: Determine Strongest Sources and Refine Inquiry Questions (W.8.7, W.8.8) Students identify their strongest sources and refine their inquiry questions.</p> <p><b>Look Back:</b> Students explain how two of their sources are credible and useful in a Quick Write.</p>	credibility accuracy		Think-Pair-Share Turn and Talk Quick Write
Unit 3	Lesson 29	Research		Students continue to learn about the research process by evaluating source usefulness and honing in on one specific research question that will guide the rest of their research.	Students will evaluate sources for usefulness and credibility in relation to their overarching inquiry question.	Students will explain their evaluation decisions using cause-and-effect reasoning, transition words, and evaluative vocabulary.		RI.8.7 W.8.7 W.8.8	W.8.4	ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students determine the overarching inquiry question that will guide the rest of their research.</p> <p><b>Literacy Lab:</b> Students learn how to evaluate source usefulness through specific criteria.</p> <p><b>Learning in Action:</b> Part A: Source Evaluation (RI.8.7, W.8.8) Students review their gathered sources and determine which are the most useful and credible for their final source list. Part B: Deep Evaluation of One Source (W.8.7, W.8.8) Students write a short explanation of one chosen source to explain why it is useful to their future research.</p> <p><b>Look Back:</b> Students reflect on how source evaluation changed their research plan and identify next steps for continuing their research.</p>			Think-Pair-Share Quick Write



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Unit 3	Lesson 30	Research	<i>Braiding Sweetgrass for Young Adults</i> by Robin Wall Kimmerer, adapted by Monique Gray Smith	Students continue learning about the research process by building an understanding of how to avoid plagiarism as they take notes on their research sources.	Students will learn how to paraphrase and record relevant information from their sources to answer their research inquiry question.	Students will use attribution phrases and clause restructuring to paraphrase source ideas and explain how evidence answers a research question.		W.8.8	RI.8.3 W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students discuss what plagiarism is with a partner.</p> <p><b>Literacy Lab:</b> Students learn how to paraphrase source material, avoid plagiarism, and decide when to quote directly.</p> <p><b>Learning in Action:</b> Part A: How to Take Notes on Research (W.8.8) Students learn how to read and take notes on their research using a 3-Column Chart.</p> <p>Part B: Take Notes from Your Own Sources (W.8.8) Students read and take notes on their research sources.</p> <p><b>Look Back:</b> Students reflect on challenges, next steps, and how today's note-taking supports their research process.</p>	plagiarism	paraphrase citation attribute	Think-Pair-Share Quick Write
Unit 3	Lesson 31	Research		Students move from paraphrased notes to synthesis by showing how multiple sources connect, compare, and build on each other.	Students will synthesize ideas from multiple sources into a clear paragraph that answers an inquiry question.	Students will use signal phrases, comparison transitions, and complex sentences to connect ideas across multiple sources.	Students will accurately use common signal phrases and transitions when combining ideas from multiple sources.	W.8.4 W.8.8	RI.8.3 W.8.10	ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.Em ELD.PI.8.6.Ex ELD.PI.8.6.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br	<p><b>Launch:</b> Students activate prior research by identifying ideas that repeat across sources and connect note-taking to synthesis.</p> <p><b>Literacy Lab:</b> Students learn how to combine paraphrased notes using signal phrases, comparison transitions, and complex sentences.</p> <p><b>Learning in Action:</b> Part A: Synthesizing Research Notes (W.8.4, W.8.8) Students learn how to synthesize their research notes into paragraphs that combine information from multiple sources.</p> <p><b>Look Back:</b> Students reflect on how synthesis language supported their work and identify next steps for completing their research writing.</p>			Think-Pair-Share Language Study Quick Write
Unit 3	Lesson 32	Research		Students deepen their understanding of how responsible researchers use evidence by learning to cite sources accurately and revise their thinking based on peer feedback.	Students will gather relevant information from sources and accurately cite those sources when using quotations or paraphrases in research notes and outlines.	Students will use evaluative feedback stems and complex sentences with because, so that, and this connects to explain revisions.	Students will apply ellipses for quotations when omitting unnecessary words from a source.	W.8.5 W.8.7 W.8.8 L.8.2.b	W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br ELD.PI.8.12.Em ELD.PI.8.12.Ex ELD.PI.8.12.Br	<p><b>Launch:</b> Students will activate their prior knowledge by considering what they know about citations.</p> <p><b>Literacy Lab:</b> Students will learn how to cite a source and how to use an ellipsis to omit unnecessary words while keeping the original meaning of a quotation.</p> <p><b>Learning in Action:</b> Part A: Note-Taking and Citation (W.8.7, W.8.8) Students will continue taking research notes and updating their outline with paraphrases or short direct quotations that answer their inquiry question.</p> <p>Part B: Use Peer Feedback to Strengthen Your Note-Taking and Synthesis (W.8.5) Students will give and receive constructive feedback, then revise their research notes or synthesis paragraphs based on specific suggestions.</p> <p><b>Look Back:</b> Students will reflect on one piece of peer feedback and identify a clear next step for revising their research.</p>			Turn and Talk Language Study Peer Review Protocol Check for Understanding
Unit 3	Lesson 33	Flex Day		Students continue researching how reciprocity, restoration, and stewardship shape human and natural systems.	Students will refine inquiry questions, gather and paraphrase relevant information from sources, and compare information across sources to support research.	Students will explain research decisions using inquiry language, relevance language, and synthesis language including focused question, relevant, paraphrase, compare, and supports.		W.8.7, W.8.8, W.8.9	W.8.4, SL.8.1, a, SL.8.1.d	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6a.Em ELD.PI.8.6a.Ex ELD.PI.8.6a.Br	<p><b>Launch:</b> Students self-assess confidence on W.8.7, W.8.8, and W.8.9 so the teacher can form responsive research huddles.</p> <p><b>Learning in Action:</b> Teacher uses flexible grouping to provide targeted 10–15-minute huddles on refining research questions, gathering relevant paraphrased notes, and comparing sources; other students complete independent reading or knowledge-building tasks.</p> <p><b>Look Back:</b> Students reflect on research growth, process changes, and next steps for their inquiry work.</p>			Quick Write



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Unit 3	Lesson 34	End of Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RI.8.2 RI.8.3 RI.8.4 RI.8.5 RI.8.5.a RI.8.6 RI.8.8 RI.8.9 L.8.1.b L.8.1.c L.8.1.d L.8.2.a L.8.3.a			<p><b>Launch:</b> The teacher will establish the testing environment for students to take their assessment.</p> <p><b>Learning in Action:</b> Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing.</p> <p><b>Look Back:</b> Students will self-assess their ability to demonstrate the skills assessed.</p>			
Unit 3	Lesson 35	Flex Day		Students continue strengthening the reading and language tools they need to study reciprocity, stewardship, and restoration across multiple sources.	Students will evaluate an author's argument, compare how two sources interpret the same topic, and correct inappropriate shifts in verb voice or mood.	Students will explain source quality and source relationships using evaluative and comparison language including claim, relevant, sufficient, agree, differ, interpretation, active voice, and passive voice.		RI.8.8, RI.8.9, L.8.1.d	RI.8.1, W.8.4, SL.8.1.a, SL.8.1.d	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6a.Em ELD.PI.8.6a.Ex ELD.PI.8.6a.Br	<p><b>Launch:</b> Students self-assess confidence on RI.8.8, RI.8.9, and L.8.1.d to help the teacher form responsive huddles.</p> <p><b>Learning in Action:</b> Teacher uses flexible grouping to provide targeted 10–15-minute huddles on evaluating arguments, comparing source interpretations, and fixing inappropriate shifts in verb voice or mood; other students engage in independent reading or knowledge-building tasks.</p> <p><b>Look Back:</b> Students reflect on growth in confidence or new learning from huddles or independent work.</p>			Reflection Quick Write
<b>Showcase</b>														
Unit 3	Lesson 36	Presentation		Students transition from research into presentation planning by deciding how to communicate what they learned about reciprocity, restoration, and systems balance by identifying the task, audience, and purpose.	Students will analyze the performance task prompt and identify the task, audience, and purpose for their research presentation.	Students will use precise academic language to define the task, audience, and purpose of their presentation.	Students will combine ideas using complex sentences and use the active voice to strengthen spoken presentation language.	RI.8.1 SL.8.4 L.8.1.b	SL.8.1.a W.8.4 SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.8.Em ELD.PI.8.8.Ex ELD.PI.8.8.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students will share prior experiences with presenting and performing.</p> <p><b>Literacy Lab:</b> Students will combine ideas into complex sentences and practice using the active voice when speaking clearly to an audience.</p> <p><b>Learning in Action:</b> Part A: Reviewing the Performance Task Prompt (RI.8.1) Students will annotate the presentation task and rubric to identify what they need to do.</p> <p>Part B: Naming Task, Audience, and Purpose (SL.8.4) Students will use the Performance Task prompt and guiding questions to define the task, audience, and purpose of their own research presentation.</p> <p><b>Look Back:</b> Students will reflect on the message they want their audience to remember as part of their presentation.</p>			Think-Pair-Share Language Study Group Accountability Share Quick Write
Unit 3	Lesson 37	Presentation		Students learn how to select a presentation format that fits their audience, task, and purpose for communicating their research to others.	Students will select and justify a presentation format that organizes their research claims and findings clearly for a specific task, audience, and purpose.	Students will justify the choice of their presentation format by using evaluative language and comparative structures.	Students will expand noun phrases with appositives and use commas to set off added source information in presentation planning.	SL.8.4 L.8.2.a	W.8.4 SL.8.6	ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will activate thinking about how presenters communicate information and use materials to support their presentations.</p> <p><b>Literacy Lab:</b> Students will use appositives and commas to introduce sources clearly in presentation language.</p> <p><b>Learning in Action:</b> Part A: Match Your Format to Your Message (SL.8.4) Students will listen to a teacher model to consider which presentation format best fits their research message.</p> <p>Part B: Selecting Your Presentation Format (SL.8.4) Students will review presentation models, choose a format, and explain how that format highlights their research clearly.</p> <p><b>Look Back:</b> Students will reflect on their format choice and explain how it supports their presentation task, audience, and purpose.</p>			Think-Pair-Share Language Study Gallery Walk Quick Write



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Unit 3	Lesson 38	Flex Day		Students continue shaping research about reciprocity, restoration, and stewardship into clear explanations for real audiences.	Students will revise informative writing to use precise language and domain-specific vocabulary, maintain formal style, and provide a concluding section that follows from the information presented.	Students will explain revision choices using academic language including precise, domain-specific, formal style, conclude, and significance.		W.8.2.d, W.8.2.e, W.8.2.f	W.8.4, W.8.5, SL.8.1.a, SL.8.1.d	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.10a.Em ELD.PI.8.10a.Ex ELD.PI.8.10a.Br	<p><b>Launch:</b> Students self-assess confidence on W.8.2d, W.8.2e, and W.8.2f to help the teacher form responsive revision huddles.</p> <p><b>Learning in Action:</b> Teacher uses flexible grouping to provide targeted 10–15-minute huddles on precise language, formal style, and conclusions; other students engage in independent reading or knowledge-building tasks.</p> <p><b>Look Back:</b> Students reflect on growth in revision and identify what improved or what still needs attention in their writing.</p>			Reflection Quick Write
Unit 3	Lesson 39	Presentation		Students learn how to draft an introduction that includes the thesis statement for their overarching research inquiry question.	Students will draft an introduction for their presentation that states a thesis in response to their overarching research inquiry question.	Students will use signal phrases, cohesive devices, and significance statements to integrate source-based ideas into a presentation introduction.	Students will learn and practice how to use signal phrases for source integration.	W.8.2.a SL.8.4 L.8.3.a	W.8.4 SL.8.6	ELD.PI.8.5.Em ELD.PI.8.5.Ex ELD.PI.8.5.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students draft an answer to their overarching research inquiry question.</p> <p><b>Literacy Lab:</b> Students learn how to use signal phrases and cohesion to introduce paraphrased evidence clearly and purposefully.</p> <p><b>Learning in Action:</b> Part A: Analyzing an Introduction Structure (W.8.2.a, SL.8.4) Students will analyze a model introduction to identify the hook, context, thesis, and preview.</p> <p>Part B: Drafting an Introduction (W.8.2.a, SL.8.4) Students will draft their own presentation introduction.</p> <p><b>Look Back:</b> Students will draft their thesis statements in a check for understanding.</p>			Think-Pair-Write-Share Language Study
Unit 3	Lesson 40	Presentation		Students continue to develop their research-based presentations to showcase their knowledge about one aspect of reciprocity.	Students will develop a presentation body section that introduces findings, uses relevant evidence, synthesizes sources, and explains how the evidence supports a thesis.	Students will use transitional words, synthesis phrases, and signal phrases to connect ideas and sources clearly during oral presentation drafting.		W.8.2.b W.8.2.c W.8.2.d SL.8.4 L.8.6	W.8.4 W.8.5 SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br ELD.PI.8.12.Em ELD.PI.8.12.Ex ELD.PI.8.12.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will plan their presentation body and connect today's work to the unit question and final presentation.</p> <p><b>Literacy Lab:</b> Students will learn how transitional words and phrases help speakers connect ideas clearly for an audience.</p> <p><b>Learning in Action:</b> Part A: Modeling Presentation Drafting (W.8.2.b-d, SL.8.4) Students will analyze a teacher model to see how a presentation body section is organized and delivered orally.</p> <p>Part B: Drafting a Research-based Presentation (W.8.2.b-d, SL.8.4, L.8.6) Students will draft one body section of their own presentation and rehearse it with clear transitions and source synthesis.</p> <p><b>Look Back:</b> Students will reflect on the drafting progress, name how they synthesized sources, and identify next steps for completing the presentation.</p>			Turn and Talk Language Study Modeled Writing Exit Ticket
Unit 3	Lesson 41	Presentation		Students continue developing their presentations to explain their research on reciprocity, restoration, and human responsibility within natural systems.	Students will develop multimedia and visual displays to support their oral presentations and will draft a concluding section that follows from the information and explanation presented.	Students will explain how a visual supports a claim using precise presentation vocabulary and cause-and-effect language.		W.8.2.f W.8.6 SL.8.4 SL.8.5	W.8.4 W.8.5 SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br ELD.PI.8.12.Em ELD.PI.8.12.Ex ELD.PI.8.12.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students name how visuals can clarify information for an audience during an oral presentation.</p> <p><b>Literacy Lab:</b> Students learn how multimedia and visual displays should clarify information, strengthen evidence, and add interest to their oral presentations.</p> <p><b>Learning in Action:</b> Part A: Developing the Multimedia Part of Your Presentation (W.8.6, SL.8.5) Students develop the multimedia component of their oral presentations.</p> <p>Part B: End with Impact (W.8.2.f, SL.8.4) Students will draft or revise a conclusion that synthesizes main ideas, explains broader significance, and leaves the audience with a final thought.</p> <p><b>Look Back:</b> Students will reflect on how today's revisions moved their presentation toward completion and identify next steps.</p>			Turn and Talk Model the Process Check for Understanding



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Unit 3	Lesson 42	Presentation		Students learn how to draft a bibliography for their research presentations.	Students will format a bibliography for their presentation and continue developing the multimedia components of their presentations.	Students will use precise source language, expanded noun phrases, and analytical connectors to explain how a source or visual supports their message.		W.8.6 W.8.8 SL.8.5	W.8.4 W.8.5 SL.8.4 SL.8.6	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students activate their prior knowledge of what a bibliography is and why it matters.</p> <p><b>Literacy Lab:</b> Students learn how to draft a bibliography, why it matters, and how to identify the parts of a complete entry.</p> <p><b>Learning in Action:</b> Part A: Draft Your Bibliography (W.8.8) Students will turn source records and citations into a complete bibliography for their presentation.</p> <p>Part B: Developing the Multimedia Component of the Presentation (W.8.6, SL.8.5) Students will continue to develop the multimedia component of their presentation while also engaging in peer feedback to revise their presentations.</p> <p><b>Look Back:</b> Students will reflect on presentation readiness, identify remaining revisions, and name next steps before the oral presentation.</p>			Think-Pair-Share Peer Review Protocol Quick Write
Unit 3	Lesson 43	Presentation		Students practice their oral presentation to explain how their research connects to reciprocity, restoration, and balance in human and natural systems.	Students will revise and edit presentation drafts to maintain a formal style, and they will rehearse their presentation with a peer to receive feedback.	Students will use precise academic vocabulary, varied sentence structures, and presentation language to rehearse claims and findings clearly for an audience.		W.8.2.a W.8.2.b W.8.2.c W.8.2.d W.8.2.e W.8.2.f W.8.5 SL.8.4 SL.8.5 SL.8.6 L.8.6	W.8.4	ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br ELD.PI.8.12.Em ELD.PI.8.12.Ex ELD.PI.8.12.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PII.8.5.Em ELD.PII.8.5.Ex ELD.PII.8.5.Br	<p><b>Launch:</b> Activate prior learning from the bibliography and visual revision work, and clarify the difference between revising and editing before final presentation practice.</p> <p><b>Literacy Lab:</b> Teach students how to shift presentation language from conversational to formal academic style for publication and public speaking.</p> <p><b>Learning in Action:</b> Part A: Revise and Edit Presentation Drafts (W.8.2.a-f, W.8.5, SL.8.5) Students will revise and edit their presentation drafts, notes, and visuals using a formal academic style checklist.</p> <p>Part B: Rehearse for the Showcase (SL.8.4, SL.8.5, SL.8.6, L.8.6) Students will practice their presentation with a partner using an outline and rehearsal checklist that targets delivery and multimedia use.</p> <p><b>Look Back:</b> Students will reflect on one strength in their final draft and identify a final rehearsal goal before the showcase presentation.</p>			Think-Pair-Share Language Study Rehearse & Refine Quick Write
Unit 3	Lesson 44	Presentation		Students formally share their research about reciprocity, restoration, and balance in human and natural systems.	Students will formally present their research-based presentations and engage in peer feedback.	Students will use precise evaluative language to give peer feedback and reflect on how their understanding of reciprocity has changed.		SL.8.4 SL.8.5 SL.8.6	SL.8.1.a W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br ELD.PI.8.12.Em ELD.PI.8.12.Ex ELD.PI.8.12.Br	<p><b>Launch:</b> Students set a personal goal for today's presentation.</p> <p><b>Literacy Lab:</b> Students are introduced to a peer feedback form in which they can provide their peers with targeted feedback on their presentations.</p> <p><b>Learning in Action:</b> Showcase Presentation (SL.8.4, SL.8.5, SL.8.6) Students formally present their research while peers listen and provide feedback.</p> <p><b>Look Back:</b> Students reflect in writing on how their understanding of reciprocity has changed across the unit.</p>			Quick Write Peer Review Protocol



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Unit 4	Lesson 1	Spark	"How Wisdom Became the Property of the Human Race" "How We Have Turned Memories and Stories into Histories" "10 Things: Going Interstellar" "These Sci-Fi Visions for Interstellar Travel Just Might Work"	Students begin the unit by exploring stories as systems for carrying memory, wisdom, history, and cultural knowledge.	Students will explore how knowledge is recorded and shared by drawing connections between the central ideas in a folktale and an informational article.	Students will exchange ideas and use observation and inference sentence frames with evidence to explain how storytelling connects to memory, identity, and survival.	Students will compare and contrast how a folktale and an informational article explain why stories matter.	RI.8.2 RL.8.2	RI.8.1 RL.8.1 W.8.4 SL.8.1.a SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br	<p><b>Launch:</b> Students will begin the unit by reading and discussing a folktale about shared wisdom.</p> <p><b>Learning in Action:</b> Part A: Annotating for Central Ideas (RI.8.2) Students partner-read an informational article and annotate for reasons humans preserve stories and histories, and discuss why stories from the oral tradition are as important as evidence-based histories.</p> <p>Part B: Making Connections Between Texts (RL.8.2, RI.8.2) Students use the Give One, Get One routine to connect the folktale's theme to the article's central idea, citing evidence from both texts.</p> <p><b>Look Back:</b> Students reflect in writing on what might happen if stories about the past disappear.</p>	species foraging oral history or "oral tradition" evidence-based history	Turn-and-Talk Close Read & Annotation Give One, Get One Quick Write	
Unit 4	Lesson 2	Spark	"10 Things: Going Interstellar" "These Sci-Fi Visions for Interstellar Travel Just Might Work" "Your Brain Forms Memories Differently Based on How Stories Are Told"	Students learn about the challenges and possibilities of interstellar travel and how fictional writers imagine interstellar travel and worlds beyond Earth in their writing.	Students will consider interstellar travel and living outside of Earth by reading and analyzing two informational articles.	Students will use academic vocabulary and connectors to explain relationships among scientific challenges, preservation, and future human choices.		RI.8.3	RI.8.1 W.8.4 SL.8.1.b SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students learn about the genres of dystopian and science fiction literature while also being introduced to the unit essential questions.</p> <p><b>Learning in Action:</b> Part A: Analyzing Informational Text About Interstellar Travel (RI.8.3) Students reread and annotate two informational texts to consider the challenges of and the imagination behind interstellar travel.</p> <p>Learning in Action B: Considering Life Outside of Earth (RI.8.3) Students discuss the ethical choices humans would face if they had to preserve both life and culture during interstellar travel.</p> <p><b>Look Back:</b> Students synthesize today's learning in a Quick Write that connects scientific limits to decisions about preserving stories, traditions, and knowledge.</p>	interstellar	Turn-and-Talk Think-Pair-Share Group Accountability Share Quick Write	
Unit 4	Lesson 3	Spark	<i>The Last Cuentista</i> by Donna Barba Higuera "Your Brain Forms Memories Differently Based on How Stories Are Told"	Students build on their learning about storytelling and its connections to cultural memory and shared knowledge by studying how the brain remembers stories.	Students will analyze information about how our brains respond to different kinds of stories and consider how this information can be used to improve memory.	Students will use evidence connectors to explain relationships among memory, storytelling, and identity.		RI.8.1 RI.8.3	SL.8.1.a W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students discuss why stories matter and how they connect to memory.</p> <p><b>Learning in Action:</b> Learning in Action: Part A: Making Connections Between Story and the Brain (RI.8.1, RI.8.3) Students reread and annotate the article with partners to identify key details about how different kinds of stories activate the brain and support memory.</p> <p>Learning in Action B: Synthesizing Ideas About Stories and the Brain (RI.8.1, RI.8.3) Students synthesize ideas in a whole-class discussion about why storytelling supports memory, identity, and cultural survival.</p> <p><b>Look Back:</b> Students reflect in writing on why storytelling matters and what is lost when stories disappear.</p>		Think-Pair-Share Close Read and Annotation Protocol Quick Write	



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Unit 4	Lesson 4	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapters 1–3	Students will learn about the exposition of the novel, which reflects a futuristic setting in which a comet is coming to destroy Earth and interstellar transportation is possible.	Students will analyze how Petra's memories and stories in Chapters 1–3 shape her identity and what she might lose if those memories disappear through an iterative conversation protocol.	Students will explain how Petra's memories and cuentos shape her identity and what is at risk if those memories disappear by using evidence-based discussion moves and expanded noun phrases (e.g., cultural memory, inherited stories, family traditions).	Students will use context clues to determine the meaning of unfamiliar words.	RL.8.3 RL.8.4 SL.8.1.c L.8.4.a L.8.4.c L.8.4.d	RL.8.1 RL.8.10 W.8.4 SL.8.1.a L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.c.Br ELD.PI.8.6.c.Br ELD.PI.8.6.c.Br ELD.PII.8.4.Ex ELD.PII.8.4.Br	<p><b>Launch:</b> Students will use the Turn and Talk routine to discuss their homework annotations from Chapters 1–3 of <i>The Last Cuentista</i> and reflect on the exposition of the novel.</p> <p><b>Literacy Lab:</b> Students will use context clues to determine the meaning of the target vocabulary word <i>cuento</i>.</p> <p><b>Learning in Action:</b> Part A: Understanding Character Development Through Discussion (RL.8.3) Students will reread a passage from <i>The Last Cuentista</i> and observe as the teacher models the Iterative Conversation protocol.</p> <p>Part B: Iterative Conversations: Partner Rounds (RL.8.3, SL.8.1.a) Students will respond to a question about <i>The Last Cuentista</i> and then work with a partner to refine their responses through the Iterative Conversation protocol.</p> <p><b>Look Back:</b> Students will use the Check for Understanding routine to summarize their learning from the lesson.</p>	cuento	pendant obsidian Yucateco panadería secluded interstellar exodus conspiracy behemoth furtively morbid hypothetical consensus unison dogma viable	Turn and Talk Using Context Clues Iterative Conversation Check for Understanding
Unit 4	Lesson 5	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapters 4–6	Students will analyze and make connections between the rules and systems on the ship and how they impact memory, identity, and choice for the characters.	Students will analyze how the rules and systems introduced in Chapters 4–6 begin to threaten memory, identity, or choice.	Students will explain how the ship's rules and systems in Chapters 4–6 shape behavior and threaten memory, identity, or choice by citing evidence and using cause-and-effect connectors (because, therefore, as a result, which leads to).	Students use morphology to determine the meaning of unfamiliar words.	RL.8.3 W.8.4 L.8.4.b L.8.4.d L.8.5.b	RL.8.1 RL.8.10 L.8.6	ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br	<p><b>Launch:</b> Students will use the Retell and Paraphrase Partner Check to review their notes about Chapters 4–5.</p> <p><b>Literacy Lab:</b> Students will be introduced to the words botany and geology using morpheme instruction.</p> <p><b>Learning in Action:</b> Part A: Small-Group Reading and Quick Write (RL.8.3, W.8.4) Students will orally read Chapter 6 in a small group and respond to a Quick Write about life on the ship so far.</p> <p>Part B: Analysis of Rules and Systems (RL.8.3) Students will close-read passages from Chapters 4–6 to track and discuss how rules and systems begin to threaten memory, identity, or choice in the novel.</p> <p><b>Look Back:</b> Students will reflect on events in Chapters 4–6 by responding to a Check for Understanding prompt.</p>	botany geology	cognizance encapsulates atrium stasis protocol simulate senescent lidocaine arrullo hyperventilating reverberates octave exosphere	Retell and Paraphrase Partner Check Introduce New Words Using Morphology Quick Write Check for Understanding
Unit 4	Lesson 6	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapters 7–9	Students build an understanding of the progression of time and the goals of the Collective from Petra's observations and reflections shared from stasis.	Students will analyze how the author develops central ideas, moves the plot forward, and uses dramatic irony to create suspense in Chapters 7–9 of <i>The Last Cuentista</i> .	Students will explain character perspective, narrator's voice, and central ideas using academic vocabulary in discussion and writing.	Students will read a Chapter 7 excerpt with accurate pronunciation, phrasing, and prosody to convey suspense and meaning.	RL.8.2 RL.8.3 RL.8.6 SL.8.1.a SL.8.6	RL.8.1 RL.8.10 W.8.4 SL.8.1.b L.8.4.a	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br	<p><b>Launch:</b> Students will activate prior knowledge from Chapters 7–9 and discuss how characters respond to the systems around them and analyze the choices the characters make.</p> <p><b>Literacy Lab:</b> Students will build fluency through pronunciation and prosody practice in order to hear how voice and pacing shape suspense and meaning in Chapter 7.</p> <p><b>Learning in Action:</b> Part A: Analyzing Events and Point of View (RL.8.3, RL.8.6, SL.8.1.a) Students reread Chapters 7, 8, or 9 in expert groups, prepare evidence-based explanations, and share brief synopses of their learning with other groups.</p> <p>Part B: Analyzing Central Ideas in Chapters 7–9 (RL.8.2) Students synthesize information, events, and ideas across Chapters 7–9 in a whole-class discussion about the development of a central idea regarding memory and stories.</p> <p><b>Look Back:</b> Students write an evidence-based Quick Write to explain why Petra's memories matter.</p>	purged	perspective collective	Turn-and-Talk Pronunciation and Prosody Drill Jigsaw Reading



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Unit 4	Lesson 7	Writing	<i>The Last Cuentista</i> by Donna Barba Higuera	Students analyze the narrative writing craft of Donna Barba Higuera to consider how fiction authors engage and orient their readers by establishing context and point of view through description and narration.	Students will be introduced to narrative writing and practice crafting a short narrative moment by establishing context and point of view to engage the reader, using a scene from <i>The Last Cuentista</i> .	Students will use first-person narration, character-specific description, and thought language to establish a point of view in narrative writing.		W.8.3.a W.8.4	RL.8.3 RL.8.6 W.8.5 W.8.10	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.8.Em ELD.PI.8.8.Ex ELD.PI.8.8.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br	<p><b>Launch:</b> Students activate prior knowledge about point of view in literature during a turn-and-talk discussion.</p> <p><b>Literacy Lab:</b> Students analyze how the author, Donna Barba Higuera, establishes context and point of view during the opening of Chapter 7.</p> <p><b>Learning in Action:</b> Part A: Choosing a Voice and Setting the Scene (W.8.3.a) Students will analyze a model and plan a short narrative moment from another character's point of view.</p> <p>Part B: Drafting the Narrative Moment (W.8.3.a, W.8.4) Students will write and refine a short scene from <i>The Last Cuentista</i> from another character's point of view that clearly establishes context and point of view.</p> <p><b>Look Back:</b> Students reflect on how they oriented the reader and showed the point of view in their own narrative writing.</p>	point of view orient narrator	Turn and Talk Modeled Writing	
Unit 4	Lesson 8	Academic Discussion	<i>The Last Cuentista</i> by Donna Barba Higuera	Students continue to build an understanding of the connection between memory and identity and of the impact of the author's choices in presenting the narrative.	Students will analyze how Petra's memories, the Collective, and the author's choice of narrative point of view develop character, conflict, and perspective in Chapters 1–9 of <i>The Last Cuentista</i> .	Students will intentionally use active and passive voice and conditional and subjunctive moods to contribute to a Socratic Seminar about memory, identity, and risk.	Students will use knowledge of language and its conventions to choose an appropriate voice and mood to achieve particular effects when engaging in academic discussion.	RL.8.1 RL.8.3 SL.8.1.a-d L.8.1.c L.8.3.a	RL.8.6 RL.8.10 W.8.4 SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.5.Em ELD.PI.8.5.Ex ELD.PI.8.5.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will prepare for the academic discussion by revisiting a key moment from Chapters 1–9 and explaining its meaning.</p> <p><b>Literacy Lab:</b> Students learn how choices of verb voice and mood can convey ideas clearly in a text-based discussion.</p> <p><b>Learning in Action:</b> Part A: Preparation for Text-Based Discussion (RL.8.1, SL.8.1.a-b) Students will develop claims and gather evidence to prepare for a small-group Socratic Seminar.</p> <p>Part B: Small-Group Socratic Seminar (SL.8.1.a-d, RL.8.1, RL.8.3) Students will discuss in small groups how memory, systems, and narration shape meaning in Chapters 1–9 by engaging in a Socratic Seminar.</p> <p><b>Look Back:</b> Students will reflect on how the discussion changed or deepened their thinking about the novel.</p>		Quick Write Socratic Seminar Check for Understanding	
Unit 4	Lesson 9	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapters 10–11	Students will continue to build knowledge about the rules and systems the Collective implements in <i>The Last Cuentista</i> and will build understanding of how these structures are used to control memory and identity.	Students will close read key excerpts from Chapters 10–11 to analyze and discuss how the Collective controls information, behavior, and memory.	Students will analyze how the Collective controls information, behavior, and memory in <i>The Last Cuentista</i> by citing specific evidence from Chapters 10–11, using cause-and-effect language and expanding noun phrases.	Students use morphology to determine the meaning of unfamiliar words.	RL.8.2 RL.8.3 L.8.2.c L.8.4.b L.8.5.a	RL.8.1 RL.8.4 RL.8.10 W.8.4 L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br	<p><b>Launch:</b> Students will use the Turn-and-Talk routine to discuss the events of Chapters 10–11 of <i>The Last Cuentista</i>.</p> <p><b>Literacy Lab:</b> Students will be introduced to one target vocabulary word relevant to the novel using morpheme instruction.</p> <p><b>Learning in Action:</b> Part A: Close Reading—Waking Up to the Collective (RL.8.2, RL.8.3) Students will close read and annotate passages from Chapter 10 to explore themes, character actions, and events that move the plot forward.</p> <p>Part B: Partner Discussion—Waking Up to the Collective (RL.8.2, RL.8.3, L.8.5.a) Students will use their annotations from Part A to participate in a partner discussion about the development of themes in Chapters 10–11 of <i>The Last Cuentista</i>.</p> <p><b>Look Back:</b> Students will reflect on their text analysis of Chapters 10–11 by responding to a Quick Write prompt.</p>	assimilation  tolerate mutinies epidemic quarantine anomaly	Turn and Talk Introduce New Words Using Morphology Close Read and Annotation Protocol Quick Write	



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Unit 4	Lesson 10	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapters 12–13	Students will learn more about the concept of dogma and draw connections to past reading and analysis of <i>Animal Farm</i> and <i>The Last Cuentista</i> .	Students will close-read and discuss key scenes from Chapters 12–13 to analyze the Collective's dogma, the way the characters respond to it, and the events that create tension and move the plot forward.	Students will explain how the Collective's systems enforce compliance and intensify control over memory and truth by using cause-and-effect connectors and precise academic vocabulary (e.g., dogma, compliance, indoctrination) while citing evidence from Chapters 12–13.	Students will use the Context Clues routine to infer the meaning of target words from the novel.	RL.8.2 RL.8.3 RL.8.4 L.8.4.a L.8.4.c-d	RL.8.1 RL.8.10 L.8.6	ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Br ELD.PI.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students will use the Retell &amp; Paraphrase Partner Check to review a key moment in Chapters 12–13 and explain its meaning.</p> <p><b>Literacy Lab:</b> Students will use the Using Context Clues routine to infer the meanings of defective, aberration, and variance, then test and verify those meanings in context.</p> <p><b>Learning in Action:</b> Part A: Understanding the Collective's Dogma (RL.8.2, RL.8.3, RL.8.4) Students will close-read and annotate passages from Chapters 12–13 to identify moments of the Collective's dogma, Petra's and others' reactions and actions, and events that drive the plot and create tension.</p> <p>Part B: Analyzing the Collective's Dogma (RL.8.2, RL.8.3) Students will work with a partner to answer text-dependent questions about Chapters 12–13.</p> <p><b>Look Back:</b> Students will co-create a 3–2–1 Summary to reflect on their understanding of Chapters 12–13.</p>	defective aberration variance dogma	compliance translucent imperceptible impeccable tristeza iridescent unanimity concoction quetzal salinity forage predecessors incompatible	Retell & Paraphrase Partner Check Using Context Clues Turn-and-Talk 3–2–1 Summary
Unit 4	Lesson 11	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera "The Fox and the Crow" Vocabulary	Students build knowledge of how fictional writers can use traditional stories to frame and understand contemporary situations within works of modern fiction.	Students will analyze how <i>The Last Cuentista</i> draws on the fable "The Fox and the Crow" by adapting its themes and character types, and compare the structure of both texts to explain how these differences shape meaning and style.	Students will analyze how an author uses a fable in the novel using text-to-text connection language and evidence connectors.	Students will draw connections between word relationships and distinguish among connotations of words with similar denotations.	RL.8.5 RL.8.9 L.8.5.b L.8.5.c	RL.8.1 RL.8.10 W.8.4 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br	<p><b>Launch:</b> Students activate prior learning from Chapter 13 by discussing how Petra recalls and uses a fable Lita told her to understand her current situation.</p> <p><b>Literacy Lab:</b> Students analyze word relationships and distinguish connotations among words with similar denotations by analyzing the Collective's use of the words harmony and unanimity.</p> <p><b>Learning in Action:</b> Part A: Analyzing Traditional Stories in Modern Texts (RL.8.9) Students will analyze how the author integrates "The Fox and the Crow" into her contemporary story to show how Petra understands her current situation.</p> <p>Part B: Comparing Text Structures (RL.8.5) Students will analyze how the author's choice to embed a traditional fable in her novel contributes to meaning and style.</p> <p><b>Look Back:</b> Students will turn and talk with a partner to reflect on the author's choice to include the fable within the novel.</p>	harmony unanimity		Turn and Talk Word Relationship Think-Pair-Share
Unit 4	Lesson 12	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapters 14–15	Students will continue to build their understanding of how narrators use point of view to establish tension and conflict as they analyze how the Collective imagines a new future for the ship's inhabitants.	Students will analyze the differing perspectives of characters and examine how those differences reveal the ways the Collective establishes control and uses erasure of memory as a tool in Chapters 14 and 15 of <i>The Last Cuentista</i> .	Students will explain how the Collective uses conformity to justify control by citing evidence from Chapters 14–15, using cause-and-effect connectors, and using abstract reasoning language (e.g., justifies, reframes, normalizes, trade-off, consequence).	Students will use context clues to determine the meanings of unfamiliar words in context.	RL.8.2 RL.8.3 RL.8.4 RL.8.6 L.8.4.a L.8.4.c-d	RL.8.1 RL.8.10 W.8.4 L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br	<p><b>Launch:</b> Students will use the Turn and Talk routine to discuss how the Collective creates conditions that threaten memory.</p> <p><b>Literacy Lab:</b> Students will use context clues to infer the meaning of two target words from the novel.</p> <p><b>Learning in Action:</b> Part A: Analyzing Point of View (RL.8.3, RL.8.6) Students will analyze the differing points of view of the characters and identify the effect these different points of view have on the novel.</p> <p>Part B: Determine How Plot Develops a Theme (RL.8.3) Students will use the Write-Pair-Share routine to respond to a text-dependent question about Chapter 15.</p> <p><b>Look Back:</b> Students will reflect on the role of conformity and forgetting in Chapter 15 by responding to a Check for Understanding prompt.</p>	vices origin	saunters sphagnum hologram elusive trajectory particulate acclimating disoriented	Turn and Talk Annotation Spot Check Using Context Clues Think-Write-Pair-Share Check for Understanding



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Unit 4	Lesson 13	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapter 16 "Blancaflor"	Students explore how storytelling is an act of resistance and a way to preserve cultural memory and knowledge.	Students will analyze the significance of storytelling in Chapter 16 by working collaboratively with peers in a Graffiti/Table Talk activity.	Students will explain how Petra's storytelling in Chapter 16 challenges the Collective's control of memory by citing text evidence and using cause-and-effect connectors, while expanding abstract noun phrases (e.g., the loss of agency, the erosion of identity, the pressure to conform).	Students will form word associations between target vocabulary words.	RL.8.2 RL.8.3 SL.8.1.a L.8.5.b	RL.8.1 RL.8.10 W.8.4	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br	<p><b>Launch:</b> Students will use the Turn and Talk routine to reflect on their homework annotations for Chapter 16.</p> <p><b>Literacy Lab:</b> Students will use the Word Associations routine to review and make connections between target vocabulary words from previous lessons.</p> <p><b>Learning in Action:</b> Part A: Graffiti/Table Talk (RL.8.2, RL.8.3, SL.8.1.a, SL.8.1.c-d) Students will use the Graffiti/Table Talk routine to collaboratively respond to text-dependent questions about Chapter 16.</p> <p>Part B: Gallery Walk (RL.8.2, RL.8.3, SL.8.1.a, SL.8.1.c-d) Students will identify similarities and differences between group responses to the question sets.</p> <p><b>Look Back:</b> Students will complete a Check for Understanding by choosing a target vocabulary word (assimilation, unanimity, aberration, compliance, dogma) and explaining how Petra pushes back against the Collective.</p>	assimilation aberration compliance dogma unanimity	oblivious yearning	Turn and Talk Word Associations Graffiti/Table Talk Gallery Walk Check for Understanding
Unit 4	Lesson 14	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera "Blancaflor"	Students analyze how Higuera uses a traditional story within her modern novel to enhance meaning and character development.	Students will compare the content and structure of a folktale, "Blancaflor," and its adaptation within <i>The Last Cuentista</i> .	Students will compare structure, pacing, and point of view using compare-and-contrast language and text evidence.	Students will practice fluency by reading a short excerpt of Blancaflor with accuracy, phrasing, and attention to punctuation and expression.	RL.8.5 RL.8.9	RL.8.1 RL.8.3 RL.8.10 SL.8.1.a W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br	<p><b>Launch:</b> Students revisit their homework to share annotations about the similarities and differences between the two versions of "Blancaflor."</p> <p><b>Literacy Lab:</b> Students practice fluency with a short excerpt from "Blancaflor" to develop expression and pacing.</p> <p><b>Learning in Action:</b> Part A: Comparing Content and Structure (RL.8.5, RL.8.9) Students will compare the traditional tale and Petra's retelling by determining similarities and differences in the content, characters, structure, and pacing.</p> <p>Part B: Analyzing Adaptations (RL.8.5, RL.8.9) Students will share ideas with various partners about how Higuera makes the cuento her own through structure, pacing, point of view, and dialogue.</p> <p><b>Look Back:</b> Students synthesize their learning about Higuera's structural choices by completing a Quick Write response.</p>			Turn-and-Talk Fluency Practice Give One, Get One Quick Write
Unit 4	Lesson 15	Writing	<i>The Last Cuentista</i> by Donna Barba Higuera	Students continue to learn about how narrative writers develop experiences, events, and characters by analyzing Higuera's writing craft in <i>The Last Cuentista</i> to explore how she intentionally uses dialogue and pacing.	Students will practice writing a narrative scene by using the narrative techniques of dialogue and pacing to develop experiences, events, and characters.	Students will use dialogue, punctuation, and time transitions to develop a coherent narrative scene.		W.8.3.a W.8.3.b W.8.4	W.8.10	ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br ELD.PI.8.2.Em ELD.PI.8.2.Ex ELD.PI.8.2.Br	<p><b>Launch:</b> Students talk with a partner about a line of dialogue that stood out to them from <i>The Last Cuentista</i>.</p> <p><b>Literacy Lab:</b> Students learn the narrative techniques of dialogue and pacing by studying a mentor example from <i>The Last Cuentista</i>.</p> <p><b>Learning in Action:</b> Part A: Reading Like a Writer (W.8.3.b) Students analyze how Higuera uses dialogue and pacing in Chapter 15 to develop conflict, character, and event sequence.</p> <p>Part B: Drafting a Scene That Uses Dialogue and Pacing (W.8.3.a, W.8.3.b, W.8.4) Students draft a narrative scene that orients the reader and uses dialogue and pacing to develop experiences, events, and characters.</p> <p><b>Look Back:</b> Students reflect on one strength and one next step in their narrative writing and explain the narrative technique they used.</p>	dialogue pacing		Turn-and-Talk Modeled Writing Quick Write



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Unit 4	Lesson 16	Writing	<i>The Last Cuentista</i> by Donna Barba Higuera	Students continue building their knowledge of how narrative writers use narrative techniques like description and reflection to develop experiences, events, and characters in their writing.	Students will revise and expand their narrative scene from Lesson 15 to practice using description and reflection to develop experiences, events, and characters.	Students will use sensory detail, internal thinking language, and peer feedback stems to strengthen a narrative scene and explain revision choices.		W.8.3.a W.8.3.b W.8.4 W.8.5	W.8.10	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br	<p><b>Launch:</b> Students reflect on their narrative writing scene from Lesson 15 to consider where they can include more descriptive details.</p> <p><b>Literacy Lab:</b> Students study how description and reflection develop characters, events, and experiences in Higuera's writing.</p> <p><b>Learning in Action:</b> Part A: Revise and Expand to Include Description and Reflection (W.8.3.b, W.8.4) Students will revise and extend their narrative scene by adding purposeful description and reflection.</p> <p>Part B: Peer Feedback to Improve Narrative Writing (W.8.3.a-b, W.8.5) Students will exchange peer feedback using criteria from W.8.3.a and W.8.3.b.</p> <p><b>Look Back:</b> Students reflect on their narrative writing strengths and next steps in a Quick Write response.</p>			Turn-and-Talk Modeled Writing Quick Write
Unit 4	Lesson 17	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapters 17–18	Students continue connecting scientific ideas about space travel, scarcity, toxic environments, and human survival to Petra's experience on the ship and on Sagan.	Students will analyze how the Collective justifies survival by analyzing Chapters 17 and 18 through jigsaw reading and partner discussion.	Students will explain and justify ideas using contrast and evidence-linking phrases to evaluate survival needs.	Students will use context clues and reference materials to determine the meanings of unfamiliar words.	RL.8.3 L.8.4.a L.8.4.c-d	RL.8.1 RL.8.10 W.8.4 SL.8.1.a L.8.6	ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br ELD.PII.8.7.Em ELD.PII.8.7.Ex ELD.PII.8.7.Br	<p><b>Launch:</b> Students share their annotations from the previous lesson's homework and discuss with partners whether survival or control is prioritized in the chapters.</p> <p><b>Literacy Lab:</b> Students use context clues to determine the meaning of defoliation and herbicide.</p> <p><b>Learning in Action:</b> Part A: Jigsaw Reading (RL.8.3) Students reread Chapters 17 and 18, answer chapter-specific questions, and teach the chapter to a partner.</p> <p>Part B: Evaluating Actions (RL.8.3) Students discuss the Collective's actions and weigh their justifications against the costs.</p> <p><b>Look Back:</b> Students write an evidence-based response to the central question about survival and control.</p>	defoliation herbicide	foliage flora gargantuan botulism toxic fronds boils	Annotation Spot Check Turn-and-Talk Using Context Clues Jigsaw Reading Quick Write
Unit 4	Lesson 18	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapters 19–20	Students explore how Higuera uses a cuento as an allegory, building on knowledge they developed in Unit 2 about allegories.	Students will analyze themes and allegories in Chapters 19–20 of <i>The Last Cuentista</i> .	Students will explain Petra's storytelling using evidence from the text and expanded noun phrases to express symbolic meaning.	Students will use context clues to determine the meaning of unfamiliar words.	RL.8.2 RL.8.9 L.8.4.a L.8.4.c-d	RL.8.1 RL.8.3 RL.8.4 RL.8.10 W.8.4 L.8.6	ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br ELD.PII.8.4.Em ELD.PII.8.4.Ex ELD.PII.8.4.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br	<p><b>Launch:</b> Students will respond to a quote from Chapter 20 by using the Think-Pair-Share routine.</p> <p><b>Literacy Lab:</b> Students will use context clues to determine the meaning of the target vocabulary words <i>compassionate</i> and <i>nopales</i>.</p> <p><b>Learning in Action:</b> Part A: Determining Themes in Chapters 19–20 (RL.8.2) Students identify how Higuera develops themes in Chapters 19–20 by citing relevant text evidence.</p> <p>Part B: Allegory in <i>The Last Cuentista</i> (RL.8.2, RL.8.9) Students will closely read an allegory in the text and analyze its meaning.</p> <p><b>Look Back:</b> Students will reflect on their understanding of allegory in <i>The Last Cuentista</i> by responding to a Check for Understanding prompt.</p>	compassionate nopales	decontamination edible atrocious parasites meager eradicate	Think-Pair-Share Using Context Clues Text Sets: "El Conejo en la Luna: The Rabbit in the Moon" [NWS_ELA-AI_3020]



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Unit 4	Lesson 19	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera "El Conejo en la Luna: The Rabbit in the Moon"	Students continue connecting storytelling to memory, identity, and survival by examining how a traditional legend is reimagined in a modern novel.	Students will analyze how Higuera reimagines a traditional legend in <i>The Last Cuentista</i> .	Students will explain comparisons and symbolic meaning using compare-contrast language and evidence connectors in discussion and writing.	Students will use context clues to determine the meaning of an unfamiliar word in context.	RL.8.2 RL.8.9 L.8.4.a L.8.4.c-d	RL.8.1 RL.8.10 W.8.4 SL.8.1.a L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br	<p><b>Launch:</b> Students recall and summarize the traditional legend, "El Conejo en la Luna," with a partner.</p> <p><b>Literacy Lab:</b> Students use context clues to determine the meaning of <i>sustenance</i>.</p> <p><b>Learning in Action:</b> Part A: Analyzing Traditional Stories Within Modern Fiction (RL.8.9) Students compare the traditional legend of "El Conejo en la Luna" with Petra's dream sequence in Chapter 19 to identify the impact of the similarities and differences.</p> <p>Part B: Determining Theme (RL.8.2, RL.8.9) Students explain how Higuera's reimagining of the traditional legend develops a theme in the novel.</p> <p><b>Look Back:</b> Students complete an evidence-based Quick Write to explain a theme and its development in Chapter 19.</p>	sustenance changuita		Turn-and-Talk Using Context Clues Graffiti/Table Talk Quick Write
Unit 4	Lesson 20	Writing	<i>The Last Cuentista</i> by Donna Barba Higuera	Students continue to learn about narrative writing craft and technique by studying Higuera's use of transition words, phrases, and clauses and signal shifts to apply in their own writing.	Students will revise and extend their narrative writing to use transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Students will combine sentences and use subordinate clauses, transition language, and feedback stems to explain revisions and offer peer feedback on narrative writing.		W.8.3.b W.8.3.c W.8.4 W.8.5	W.8.10 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students will review their narrative drafts from Lessons 15 and 16 for shifts in time and setting.</p> <p><b>Literacy Lab:</b> Students will learn how transition words, phrases, and clauses guide readers through time and setting shifts.</p> <p><b>Learning in Action:</b> Part A: Narrative Shifts (W.8.3.c, W.8.4) Students will revise their narrative drafts to clarify sequence and signal shifts in time, setting, and related events.</p> <p>Part B: Peer Feedback (W.8.3.b-c, W.8.5) Students will use a narrative writing rubric to give specific peer feedback.</p> <p><b>Look Back:</b> Students will reflect on a strength and a next step in their narrative writing.</p>			Think-Pair-Share Turn-and-Talk
Unit 4	Lesson 21	Mid-Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RL.8.2 RL.8.3 RL.8.4 RL.8.5 RL.8.6 RL.8.9 L.8.4.a L.8.4.b L.8.4.c-d L.8.5.b			<p><b>Launch:</b> The teacher will establish the testing environment for students to take their assessment.</p> <p><b>Learning in Action:</b> Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing.</p> <p><b>Look Back:</b> Students will self-assess their ability to demonstrate the skills assessed.</p>			No routines/protocols are used today Lesson Sequence
Unit 4	Lesson 22	Flex Day	<i>The Last Cuentista</i> by Donna Barba Higuera Vocabulary	Students pause after the Investigation 1 assessment to strengthen the reading and language skills they will need as the novel shifts from memory under threat toward storytelling as rebuilding.	Students will determine the meaning and effect of words and phrases, analyze how differences in perspective shape a literary text, and explain the function of verbals in sentences from a short passage.	Students will justify claims about word choice, perspective, and sentence function using precise academic language, evidence phrases, and contrast language.	Students will reread short passages accurately enough to notice important words, perspective clues, and sentence patterns.	RL.8.4 RL.8.6 L.8.1.a	RL.8.1 SL.8.1.a-d W.8.4	ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students self-assess confidence on RL.8.4, RL.8.6, and L.8.1.a so the teacher can form responsive huddles after the Investigation 1 assessment.</p> <p><b>Learning in Action:</b> Teacher uses flexible grouping to provide targeted 10–15-minute huddles on word meaning and effect, perspective, and verbals while other students complete independent reading or knowledge-building tasks.</p> <p><b>Look Back:</b> Students reflect on growth in confidence or new learning and connect today's skill practice to upcoming unit reading and writing.</p>			Reflection (Reflection) Quick Write



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Unit 4	Lesson 23	Research	"Storytelling helps preserve Navajo culture" "Our Breath of Being: Indigenous Living through Storying Traditions"	Students extend the unit's study of memory, storytelling, and preservation by researching how communities and institutions protect culture across time.	Students will gather relevant information from multiple sources on one preservation topic and synthesize that information into a research claim.	Students will compare sources and explain agreements, differences, and usefulness using precise research language including source, evidence, corroborate, and synthesis.		W.8.7 W.8.8 W.8.9	RI.8.1 RI.8.8 SL.8.1	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br	<p><b>Launch:</b> Activate thinking about what communities choose to preserve and connect today's research to the unit's essential question.</p> <p><b>Literacy Lab:</b> Model the research synthesis move: shifting from source-based notes to an idea-based claim.</p> <p><b>Learning in Action:</b> Part A: Evaluate and Record Sources (W.8.7, W.8.8) Students will choose one preservation topic, gather two sources, and evaluate each source's usefulness.</p> <p>Part B: Corroborate and Draft a Synthesis Claim (W.8.8, W.8.9) Students will compare their sources, identify patterns, and draft a two-to-three-sentence synthesis claim to carry into Lesson 24.</p> <p><b>Look Back:</b> Students will reflect on what they learned, how they researched, and what they need to do next.</p>	synthesis corroborate	archive preserve endangered	Turn-and-Talk Think-Pair-Share Quick Write
Unit 4	Lesson 24	Research	<i>The Last Cuentista</i> by Donna Barba Higuera "Storytelling helps preserve Navajo culture" "Our Breath of Being: Indigenous Living through Storying Traditions"	Students extend their research on cultural preservation by examining how algorithms, archives, and platform design influence what information remains visible and usable.	Students will gather relevant information from their Lesson 23 notes, assess how responsibly it is being used, and revise a synthesis draft with accurate attribution and citation.	Students will explain how source attribution, citation, and punctuation choices preserve meaning and help readers trace information across digital systems.		W.8.8 L.8.2.b	W.8.9 RI.8.1 SL.8.1	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students reconnect to the synthesis claims they drafted in Lesson 23 and frame responsible research as part of preserving cultural memory.</p> <p><b>Literacy Lab:</b> Students learn how digital citizenship, source attribution, and punctuation choices help preserve meaning and trace information in digital systems.</p> <p><b>Learning in Action:</b> Part A: Audit Your Draft for Responsibility (W.8.8) Students examine their Lesson 23 synthesis draft and identify where attribution, source tracing, or stronger citation is needed.</p> <p>Part B: Revise and Cite for a Future Reader (W.8.8, L.8.2.b) Students revise their synthesis into a fully cited response and explain one digital citizenship choice they made.</p> <p><b>Look Back:</b> Students reflect on what they learned about responsible research and identify next steps for using sources ethically.</p>	algorithm attribute citation	archive ranking stable	Turn and Talk Think-Pair-Share Quick Write
Unit 4	Lesson 25	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapters 21–22	Students explore how storytelling can be a tool to help a community survive, hold on to cultural memory, and provide guidance on how to face the future.	Students will analyze how storytelling and the concept of stories evolve in Chapters 21–22.	Students will construct comparison statements and use context-clue language to explain how ideas about storytelling change across the novel.	Students will use context clues to determine the meaning of unfamiliar words.	RL.8.2 RL.8.3 RL.8.4 L.8.4.a L.8.4.c L.8.4.d L.8.5.c	RL.8.1 RL.8.9 RL.8.10 W.8.4 SL.8.1.a L.8.5.b	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.12.Em ELD.PI.8.12.Ex ELD.PI.8.12.Br	<p><b>Launch:</b> Students reflect on the Investigation 2 Essential Question with a partner.</p> <p><b>Literacy Lab:</b> Students use context clues and word relationships to determine the meanings of target words.</p> <p><b>Learning in Action:</b> Part A: Discovering "Relics" (RL.8.3, RL.8.4, L.8.5.c) Students will summarize Chapters 21–22 and analyze Petra's plan, Voxy's involvement, and the connotation of the word relics.</p> <p>Part B: Storytelling's Evolution (RL.8.2, RL.8.3) Students will discuss how storytelling has evolved over the course of the novel and what themes are developed as a result.</p> <p><b>Look Back:</b> Students will complete a Check for Understanding discussing examples from Chapters 21–22 that show hope for the future.</p>	relic antique		Turn and Talk Using Context Clues Give One, Get One Quick Write



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Unit 4	Lesson 26	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapters 23–24	Students build knowledge of how Higuera uses differences in point of view to create dramatic irony and other effects in her novel.	Students will analyze how differences in Petra's and Nyla's points of view are portrayed in Chapters 23 and 24.	Students will paraphrase narrative events using adverbial phrases, accurate pronouns, and connotation language in discussion and writing.	Students will determine and compare relationships among words to analyze shades of meaning and tone.	RL.8.3 RL.8.4 RL.8.6 L.8.4.c L.8.4.d L.8.5.b L.8.5.c	RL.8.1 RL.8.10 W.8.4 SL.8.1.a-b	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will retell and paraphrase the key events of Chapters 23–24 and discuss how the events move the story forward.</p> <p><b>Literacy Lab:</b> Students will use word relationships to compare related terms and analyze how shades of meaning help readers better understand tone and perspective.</p> <p><b>Learning in Action:</b> Part A: Jigsaw Reading of Chapters 23–24 (RL.8.3, RL.8.6, L.8.5.c) Students will reread one chapter in expert groups and analyze key events and points of view.</p> <p>Part B: Jigsaw Share of Text Analysis (RL.8.4, RL.8.6) Students will share their expert text analysis from their assigned chapter with other peers.</p> <p><b>Look Back:</b> Students will explain the differences between Nyla's and Petra's points of view using specific details from Chapters 23–24.</p>	extract eradicate dilution concentration	derivative surfactive	Retell and Paraphrase Partner Check Word Relationships Jigsaw Reading Quick Write
Unit 4	Lesson 27	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapters 25–26	Students learn about the literary device of paradox and continue to analyze how Higuera develops themes around storytelling, memory, and identity through events and character development.	Students will analyze how key scenes in Chapters 25–26 develop central ideas about storytelling, identity, and memory.	Students will explain and support ideas using evidence frames, connotation language, and subordinate clauses during discussion and writing.	Students will draw connections between target words from the novel.	RL.8.2 RL.8.3 L.8.5.a-b	RL.8.1 RL.8.10 W.8.4 SL.8.1.a L.8.5.c	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.8.Em ELD.PI.8.8.Ex ELD.PI.8.8.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students retell and paraphrase events from the homework reading.</p> <p><b>Literacy Lab:</b> Students make connections between target words from the novel.</p> <p><b>Learning in Action:</b> Part A: Connecting Stories to Memory (RL.8.3, L.8.5.a) Students will revisit key scenes in Chapters 25–26 to analyze how paradox is used in the story and the way Petra uses stories to restore memory.</p> <p>Part B: Determining Theme (RL.8.2, RL.8.3) Students will analyze how themes about storytelling and cultural memory are further developed in Chapters 25 and 26.</p> <p><b>Look Back:</b> Students connect a quote from Chapters 25 or 26 to a theme about storytelling, identity, and memory.</p>	sacrifice commitment accord		Retell and Paraphrase Partner Check Word Associations Quick Write
Unit 4	Lesson 28	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapter 27	Students learn about allusions and how Higuera draws on multiple literary traditions to demonstrate the wide breadth and depth of all storytelling traditions.	Students will analyze how Higuera develops themes about storytelling through the use of references and allusions in Chapter 27.	Students will explain Petra's dream sequence using abstract nouns, contrastive phrasing, and integrated text evidence with an ellipsis.	Students will learn how to use an ellipsis to indicate omission in a quotation from the text.	RL.8.2 RL.8.4 RL.8.9 W.8.4 W.8.9.a L.8.2.a-b	RL.8.1 RL.8.3 RL.8.10	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.8.Em ELD.PI.8.8.Ex ELD.PI.8.8.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students revisit their homework and share their responses to a question about Petra's dream with a partner.</p> <p><b>Literacy Lab:</b> Students learn how to use an ellipsis to omit unnecessary words to focus and integrate textual evidence.</p> <p><b>Learning in Action:</b> Part A: Analyzing Allusion and Adaptation (RL.8.4, RL.8.9) Students will reread and annotate Chapter 27 to identify and analyze the global storytelling traditions Higuera includes in the library and how her choices develop themes in the novel.</p> <p>Part B: Analyzing Themes in the Novel (RL.8.2, W.8.4, W.8.9.a, L.8.2.b) Students will use the RACE writing strategy to write a paragraph response about the themes that are developed in Chapter 27.</p> <p><b>Look Back:</b> Students will reflect on the most precise language in their paragraph and explain why that description is important in the context of their writing.</p>	custodian restoration fragment		Turn and Talk Language Study Close Read and Annotation Protocol RACE Strategy Response



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Unit 4	Lesson 29	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapters 28–29	Students connect the concepts of memory, storytelling, and survival in themes that are developed by Higuera across the novel.	Students will analyze the connection between story and memory while also determining themes that have been developed over the course of the novel in small-group discussion.	Students will construct analytical statements using academic verbs and cause-and-effect connectors to explain themes that are developed over the course of the novel.	Students will use morphology to decode, encode, and determine the meaning of unfamiliar words.	RL.8.2 RL.8.3 L.8.2.c L.8.4.b-d	RL.8.1 RL.8.10 W.8.4 SL.8.1.a	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br	<p><b>Launch:</b> Students will recall major events in Chapters 28–29 with a partner.</p> <p><b>Literacy Lab:</b> Students will use morphology to read, understand, and spell the words bioluminescent and chemiluminescent.</p> <p><b>Learning in Action:</b> Part A: Analyzing the Impact of Memory and Story (RL.8.3)</p> <p>Students will analyze how memory and story affect characters and events in Chapters 28–29.</p> <p>Part B: Analyzing Themes from the Novel (RL.8.2)</p> <p>Students will identify themes that have been developed over the course of the novel and share them through a collective idea board.</p> <p><b>Look Back:</b> Students will synthesize one theme from the lesson and support it with an example from Chapters 28–29.</p>	chemiluminescent bioluminescent		Turn and Talk Introduce New Words Using Morphology Think-Pair-Share Collaborative Idea Board Quick Write
Unit 4	Lesson 30	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera, Chapter 30 "The Comet"	Students analyze how Higuera uses structural choices like circular structure to begin and end her novel.	Students will analyze Chapter 30 and the structural choices Higuera makes to begin and conclude <i>The Last Cuentista</i> .	Students will speak and write complex sentences using descriptive noun phrases and adverbial phrases to synthesize Petra's character development across the novel.	Students will practice reading an excerpt from <i>The Last Cuentista</i> with expression and fluency.	RL.8.3 RL.8.5 RL.8.6 L.8.5.a	RL.8.1 RL.8.4 RL.8.10 W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.8.Em ELD.PI.8.8.Ex ELD.PI.8.8.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br	<p><b>Launch:</b> Students will retell key events from the homework reading, paraphrase partners' retellings, and answer a question about the novel's conclusion.</p> <p><b>Literacy Lab:</b> Students will build fluency and practice intentional emphasis and pacing to convey meaning and mood when reading narrative.</p> <p><b>Learning in Action:</b> Part A: Analyzing the Conclusion of <i>The Last Cuentista</i> (RL.8.3, RL.8.6, L.8.5.a)</p> <p>Students will analyze the ending of the novel and share ideas about Petra's feelings and motivations, the impact of dramatic irony, and the effect of events on the characters.</p> <p>Part B: Analyzing the Final Cuento (RL.8.3, RL.8.5)</p> <p>Students will synthesize how the ending reshapes the novel's beginning and what Petra's role reveals about stories and community.</p> <p><b>Look Back:</b> Students will write a short evidence-based reflection about how stories shape the community's future in Chapter 30.</p>	terra-forming opfidians evolve aerosol dissipated legacy reframe plague		Retell & Paraphrase Partner Check Fluency Practice Think-Pair-Share Check for Understanding
Unit 4	Lesson 31	Reading	"The Comet"	Students will build knowledge of racism and segregation during the 1920s in New York City via the perspective of Jim's character in the first half of "The Comet."	Students will analyze events and characters in the first half of "The Comet" and examine how W. E. B. Du Bois uses narrative techniques to establish context and point of view.	Students will explain how Du Bois's narrative techniques (point of view, pacing, description) orient readers to character and conflict by using analytical verbs and evidence-based explanation frames.	Students will use context clues to determine the meaning of unfamiliar words.	RL.8.3 L.8.2.c L.8.4.a L.8.4.c-d	RL.8.1 RL.8.4 RL.8.10 W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.b.Em ELD.PI.8.6.b.Ex ELD.PI.8.6.b.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.11.Em ELD.PI.8.11.Ex ELD.PI.8.11.Br	<p><b>Launch:</b> Students will summarize and retell the key events of the first half of the short story "The Comet."</p> <p><b>Literacy Lab:</b> Students will use context clues to infer the meanings of haggard and bedraggled.</p> <p><b>Learning in Action:</b> Part A: Analyzing Events and Their Impact (RL.8.3)</p> <p>Students will work with small groups to respond to questions that help them explore key descriptions, events, and characters in the first half of "The Comet."</p> <p>Part B: Analyzing Du Bois's Writing Craft (RL.8.3)</p> <p>Students will examine how Du Bois orients the reader, introduces conflict, and uses pacing, description, dialogue, and transitions in the first half of "The Comet."</p> <p><b>Look Back:</b> Students will reflect on how to emulate Du Bois's narrative techniques in order to strengthen their own narrative writing.</p>	haggard bedraggled	bowels fetid groped appalling ravenously stolidity	Turn and Talk Using Context Clues Quick Write



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Unit 4	Lesson 32	Reading	<i>The Last Cuentista</i> by Donna Barba Higuera "The Comet"	Students will learn how Du Bois uses speculative fiction to critique early 20th-century racial dynamics by showing how catastrophe temporarily disrupts, but does not permanently change, social divisions.	Students will analyze the conclusion of "The Comet" and compare and contrast structural differences between "The Comet" and The Last Cuentista.	Students will compare text structures using contrastive transitions and structure vocabulary to explain how each text shapes meaning and style.	Students will learn a new word relevant to "The Comet" using morpheme instruction.	RL.8.3 RL.8.5 L.8.4.b	RL.8.1 RL.8.10 SL.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.6.a.Em ELD.PI.8.6.a.Ex ELD.PI.8.6.a.Br ELD.PI.8.6.c.Em ELD.PI.8.6.c.Ex ELD.PI.8.6.c.Br	<p><b>Launch:</b> Students will discuss the end of "The Comet."</p> <p><b>Literacy Lab:</b> Students will be introduced to one target vocabulary word relevant to the story using morpheme instruction.</p> <p><b>Learning in Action:</b> Part A: Analyzing the Conclusion of "The Comet" (RL.8.3) Students will analyze the conclusion of "The Comet."</p> <p>Part B: Comparing and Contrasting Narratives (RL.8.5) Students will compare the structures of "The Comet" and The Last Cuentista and explain how those structures shape meaning and style.</p> <p><b>Look Back:</b> Students will explain one key structural difference between the novel and the short story with a partner.</p>	telegraph cryptic		Turn and Talk Introduce New Words Using Morphology
Unit 4	Lesson 33	Academic Discussion	<i>The Last Cuentista</i> by Donna Barba Higuera "The Comet" Vocabulary	Students will deepen their understanding of how speculative fiction authors use structure, including chronology, flashbacks, and embedded stories, to shape readers' experience of survival, identity, and community after catastrophe.	Students will compare and contrast the structures of "The Comet" and The Last Cuentista in a Socratic Seminar discussion.	Students will demonstrate command of formal English as they use academic vocabulary to build on others' ideas, pose connecting questions, and qualify claims with text evidence during a Socratic Seminar.		RL.8.1 RL.8.5 SL.8.1.a-d SL.8.6	RL.8.10 W.8.4 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br	<p><b>Launch:</b> Students will set a goal related to their discussion skills for the Socratic Seminar.</p> <p><b>Literacy Lab:</b> Students will prepare structural comparison and analysis ideas for the Socratic Seminar</p> <p><b>Learning in Action:</b> Learning in Action: Socratic Seminar (RL.8.1, RL.8.5, SL.8.1.a-d, SL.8.6) Students will engage in a Socratic Seminar comparing how the structures of "The Comet" and The Last Cuentista shape meaning and style.</p> <p><b>Look Back:</b> Students will reflect on their discussion goal, identify strengths, and establish next steps for growth.</p>			Quick Write Socratic Seminar
Unit 4	Lesson 34	Writing		Students continue to build their knowledge of narrative writing techniques by studying how Du Bois and Higuera use intentional language choices to capture action and convey vivid experiences and events.	Students will use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in their narrative writing.	Students will expand sentences with descriptive noun phrases, precise adjectives, and prepositional phrases to create tone in narrative revision.		W.8.3.d W.8.4 L.8.5.c L.8.6	W.8.5 W.8.10	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.8.Em ELD.PI.8.8.Ex ELD.PI.8.8.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will analyze the language Du Bois uses in "The Comet."</p> <p><b>Literacy Lab:</b> Students will learn about denotation and connotation when making intentional language selections for their narrative writing.</p> <p><b>Learning in Action:</b> Part A: Descriptive Details and Sensory Language Practice (W.8.3.d, L.8.6) Students will practice using language, descriptive details, and sensory phrasing to revise plain sentences.</p> <p>Part B: Revise for Descriptive Details and Intentional Language Choices (W.8.3.d, L.8.6) Students will independently revise and expand their narrative drafts using precise word choice, descriptive details, and sensory language.</p> <p><b>Look Back:</b> Students will reflect on one revision choice they made in their narrative writing from today's lesson.</p>	denotation connotation		Turn and Talk Language Study Modeled Writing Quick Write



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Unit 4	Lesson 35	Writing		Students continue developing their knowledge of narrative writing craft by analyzing how authors like Higuera and Du Bois conclude their narratives.	Students will practice writing a conclusion that follows from and reflects on narrated experiences or events in their narrative scene.	Students will use precise adjectives, adverbial phrases, and adverbial clauses to describe a concrete setting and reflect on the meaning of a narrative ending.		W.8.3.e W.8.4 W.8.5	W.8.10	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br ELD.PII.8.5.Em ELD.PII.8.5.Ex ELD.PII.8.5.Br	<p><b>Launch:</b> Students will reflect on which texts in the unit most shaped their thinking about the future.</p> <p><b>Literacy Lab:</b> Students will study how Du Bois and Higuera conclude their respective stories.</p> <p><b>Learning in Action:</b> Part A: Writing the Conclusion (W.8.3.e, W.8.4)</p> <p>Students will draft a conclusion that follows from their narrative scene and reflects on what the events mean.</p> <p>Learning in Action B: Feedback for a Strong Finish (W.8.3.e, W.8.5)</p> <p>Students will give and receive peer feedback on how effectively their narratives conclude.</p> <p><b>Look Back:</b> Students will reflect on the strengths they want to feature in their showcase narrative.</p>	denotation connotation		Think-Pair-Share Modeled Writing Turn and Talk
Unit 4	Lesson 36	End of Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.5 RL.8.6 RL.8.9 L.8.1.b L.8.2.c L.8.4.a L.8.4.d L.8.5.a L.8.5.b L.8.5.c W.8.8			<p><b>Launch:</b> The teacher will establish the testing environment for students to take their assessment.</p> <p><b>Learning in Action:</b> Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing.</p> <p><b>Look Back:</b> Students will self-assess their ability to demonstrate the skills assessed.</p>			No routines/protocols are used today Lesson Sequence
Unit 4	Lesson 37	Flex Day	<i>The Last Cuentista</i> by Donna Barba Higuera "The Comet" by W. E.B Du Bois	Students continue connecting literary craft to the unit's study of memory, storytelling, and systems that shape human experience.	Students will analyze how a text's structure contributes to its meaning and style, how a modern work draws on traditional themes, patterns, and character types, and form and use verbs in the active and passive voice.	Students will explain literary analysis using structure, vocabulary, comparison language, and precise language about voice.	Students will identify verb phrases and determine whether a sentence is written in active or passive voice.	RL.8.5 RL.8.9 L.8.1.b	RL.8.1 SL.8.1 W.8.4	ELD.PI.8.7.Em ELD.PI.8.7.Ex ELD.PI.8.7.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students self-assess confidence on RL.8.5, RL.8.9, and L.8.1.b so the teacher can form responsive huddles based on both student reflection and recent assessment evidence.</p> <p><b>Learning in Action:</b> Teacher uses flexible grouping to provide targeted 10–15-minute huddles on text structure, connections to older stories, and active/passive voice; other students complete independent reading or knowledge-building work connected to the unit theme.</p> <p><b>Look Back:</b> Students reflect on growth in confidence and name what they learned about how stories preserve meaning through structure, tradition, and language.</p>			Reflection Quick Write
<b>Showcase</b>														
Unit 4	Lesson 38	Writing		Students bring together the unit's study of memory, storytelling, and imagined futures as they plan original narratives.	Students will begin their Performance Task by selecting a narrative pathway and mapping a story arc.	Students will justify a narrative pathway and use verbal phrases, connecting words, and consistent verb tenses to describe a planned narrative action sequence.	Students will learn about verbal phrases as narrative tools.	W.8.4 W.8.5 L.8.1.a SL.8.4.a	W.8.3.a-e W.8.10 L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students will activate prior knowledge about how they plan when writing a story.</p> <p><b>Literacy Lab:</b> Students will learn how verbal phrases function in sentences and how writers use them to add action, texture, and purpose to narrative plans.</p> <p><b>Learning in Action:</b> Part A: Choose Your Narrative Path (W.8.5) Students will select a narrative pathway for their Performance Task.</p> <p>Part B: Build Your Story Arc Planner (W.8.4, W.8.5) Students will map the arc of their story using a planner.</p> <p><b>Look Back:</b> Students will reflect on their pathway choice and excitement for drafting.</p>			Turn and Talk Language Study



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Unit 4	Lesson 39	Writing		Students continue to apply the knowledge they developed about narrative writing craft to their own narrative openings.	Students will engage and orient the reader by establishing a context and point of view and introducing a narrator and an initial conflict in the opening of their narrative.	Students will use connective phrasing to draft opening events in logical sequence and show cause and effect.		W.8.3.a W.8.4	W.8.5 W.8.10 SL.8.4.a	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br ELD.PII.8.5.Em ELD.PII.8.5.Ex ELD.PII.8.5.Br	<p><b>Launch:</b> Students will discuss what makes a strong narrative opening.</p> <p><b>Literacy Lab:</b> Students will learn how narrative openings orient the reader, establish point of view, and introduce conflicts and events.</p> <p><b>Learning in Action:</b> Learning in Action: Drafting the Narrative Opening (W.8.3.a, W.8.4) Students will draft their narrative opening by establishing a context and point of view and introducing a narrator and conflict.</p> <p><b>Look Back:</b> Students will exchange feedback on their narrative openings.</p>		Think-Pair-Share Turn-and-Talk	
Unit 4	Lesson 40	Writing		Students continue applying their knowledge of narrative techniques by integrating dialogue, pacing, description, and reflection to enhance the events and characters in their writing.	Students will use dialogue, pacing, description, and reflection to develop experiences, events, and characters in a narrative draft.	Students will describe how dialogue, pacing, description, and reflection work together to establish conflict in a narrative scene.	Students will explain and apply active and passive voice to establish conflict in a narrative scene.	W.8.3.b W.8.4 L.8.1.b L.8.1.d	W.8.5 W.8.10 L.8.6 SL.8.4.a	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br ELD.PII.8.3.Em ELD.PII.8.3.Ex ELD.PII.8.3.Br	<p><b>Launch:</b> Students will set a specific writing goal for today's narrative drafting.</p> <p><b>Literacy Lab:</b> Students will learn how active and passive voice shape conflict and tone in narrative writing.</p> <p><b>Learning in Action:</b> Part A: Review of Narrative Techniques (W.8.3.b) Students will review the narrative techniques of dialogue, pacing, description, and reflection to enhance the experiences, events, and characters in their narrative drafts.</p> <p>Part B: Applying Narrative Techniques (W.8.3.b, W.8.4, L.8.1.b, L.8.1.d) Students will continue drafting their narratives using narrative techniques and intentional active/passive voice choices.</p> <p><b>Look Back:</b> Students will reflect on progress toward their writing goal and name a next step for the following lesson.</p>		Quick Write Language Study Turn and Talk	
Unit 4	Lesson 41	Writing		Students apply what they have learned about narrative writing craft and techniques by using transition words, phrases, and clauses and signaling shifts in their own writing.	Students will use a variety of transition words, phrases, and clauses to convey sequence, signal shifts in time or setting, and show relationships among experiences and events in a narrative draft.	Students will explain and revise narrative sequencing using temporal transitions, shift phrases, and relationship clauses during drafting and peer feedback		W.8.3.a W.8.3.b W.8.3.c W.8.4 W.8.5	W.8.10 SL.8.4.a	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br ELD.PI.8.11.Em ELD.PI.8.11.Ex ELD.PI.8.11.Br ELD.PI.8.12.a.Em ELD.PI.8.12.a.Ex ELD.PI.8.12.a.Br	<p><b>Launch:</b> Students will set a goal for their writing.</p> <p><b>Literacy Lab:</b> Students will review how transition words, phrases, and clauses guide readers through sequence, shifts in time or setting, and relationships among events.</p> <p><b>Learning in Action:</b> Part A: Integrating Clear Transitions and Shifts into Narrative Writing (W.8.3.c) Students will revise and draft narrative scenes using transitions to guide readers through time frames and setting and to show the relationships among experiences and events.</p> <p>Part B: Peer Feedback for Flow and Clarity (W.8.3.a-c, W.8.5) Students will engage in peer feedback to strengthen their narrative writing.</p> <p><b>Look Back:</b> Students will reflect on today's writing goal and identify a revision focus for the next lesson.</p>		Quick Write Turn-and-Talk	
Unit 4	Lesson 42	Flex Day	The Comet	Students apply what they learned from The Last Cuentista and The Comet about survival, memory, and ethical choices to their own narrative drafts.	Students will strengthen narrative writing by engaging and orienting the reader, developing conflict with narrative techniques, and using transitions to clarify relationships among events.	Students will explain revision choices using sequence language, craft verbs, and cause/effect phrasing during huddles and reflection.		W.8.3.a W.8.3.b W.8.3.c	W.8.4 W.8.5 SL.8.1.c-d SL.8.4.a	ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PII.8.6.Em ELD.PII.8.6.Ex ELD.PII.8.6.Br	<p><b>Launch:</b> Students self-assess confidence on W.8.3.a, W.8.3.b, and W.8.3.c to help the teacher form huddles.</p> <p><b>Learning in Action:</b> Teacher uses flexible grouping to provide targeted 10–15-minute huddles on engaging and orienting the reader, developing conflict with narrative techniques, and using transitions to clarify relationships among events; other students engage in independent reading or knowledge-building tasks.</p> <p><b>Look Back:</b> Students reflect on growth in confidence or new learning from independent work.</p>		Reflection Quick Write Whole-Class Discussion	



Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 4	Lesson 43	Writing		Students apply what they have learned about narrative writing craft and techniques by writing a conclusion for their narrative and revising their writing to include precise words and phrases, descriptive details, and sensory language.	Students will use precise words and phrases, relevant descriptive details, and sensory language to capture action and convey experiences and events in their narratives and provide a conclusion that follows from and reflects on narrated experiences or events.	Students will explain revision choices using descriptive adjectives, sensory verbs, and reflective language during drafting and peer feedback.		W.8.3.a W.8.3.b W.8.3.c W.8.3.d W.8.3.e W.8.4 W.8.5	W.8.10 SL.8.4.a	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.10.Em ELD.PI.8.10.Ex ELD.PI.8.10.Br ELD.PI.8.12.Em ELD.PI.8.12.Ex ELD.PI.8.12.Br	<p><b>Launch:</b> Students will set a revision goal for narrative drafting by identifying one place where stronger detail(s) or a stronger conclusion will improve meaning.</p> <p><b>Literacy Lab:</b> Students will study how precise language and reflective endings help a narrative capture experience and leave readers with meaning.</p> <p><b>Learning in Action:</b> Learning in Action A: Revising for Language, Details, and the Conclusion (W.8.3.d-e, W.8.4, W.8.5) Students will revise their writing for stronger word choice, descriptive details, and sensory language while also drafting or strengthening a conclusion that follows from the events of their narrative.</p> <p>Learning in Action B: Peer Feedback on the Narrative (W.8.3.a-e, W.8.5) Students will give and receive focused peer feedback on narrative craft for their entire story.</p> <p><b>Look Back:</b> Students will reflect on their writing goal with a partner.</p>			Quick Write Turn and Talk
Unit 4	Lesson 44	Writing		Students apply their knowledge of narrative writing to the revision and polishing of their performance tasks.	Students will revise and polish their narrative writing using peer feedback and the 8.4 Performance Task Rubric.	Students will give specific, respectful feedback that names a craft move and suggests a usable revision step.	Students will learn how to use punctuation to indicate a pause or break in their narrative writing.	W.8.3.a W.8.3.b W.8.3.c W.8.3.d W.8.3.e W.8.5 L.8.2.a SL.8.4.a	W.8.4 W.8.10 SL.8.1.c-d L.8.2.c L.8.6	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.10.a.Em ELD.PI.8.10.a.Ex ELD.PI.8.10.a.Br ELD.PI.8.11.a.Em ELD.PI.8.11.a.Ex ELD.PI.8.11.a.Br ELD.PII.8.1.Em ELD.PII.8.1.Ex ELD.PII.8.1.Br	<p><b>Launch:</b> Students reflect on their narrative progress and determine the peer feedback support they need for a final revision.</p> <p><b>Literacy Lab:</b> Students learn how punctuation choices signal a pause or break.</p> <p><b>Learning in Action:</b> Part A: Peer Feedback for Narrative Craft (W.8.5) Students use the 8.4 Performance Task Rubric to give and receive actionable peer feedback to a partner.</p> <p>Part B: Revision and Polishing (W.8.3.a-e, W.8.5, L.8.2.a) Students revise and polish their narratives.</p> <p><b>Look Back:</b> Students reflect on how they want to present their story to their peers.</p>			Turn-and-Talk Language Study Check for Understanding
Unit 4	Lesson 45	Presentation		Students showcase their knowledge of narrative writing craft by sharing their own original narratives aloud.	Students will present their narratives to their peers.	Students will adapt pacing, volume, pause, emphasis, and reflective language to present a narrative clearly to peers.		SL.8.4.a SL.8.6	W.8.4	ELD.PI.8.1.Em ELD.PI.8.1.Ex ELD.PI.8.1.Br ELD.PI.8.3.Em ELD.PI.8.3.Ex ELD.PI.8.3.Br ELD.PI.8.4.Em ELD.PI.8.4.Ex ELD.PI.8.4.Br ELD.PI.8.9.Em ELD.PI.8.9.Ex ELD.PI.8.9.Br	<p><b>Launch:</b> Students consider the differences between presenting research and telling a story to a live audience.</p> <p><b>Literacy Lab:</b> Students learn how presenting a narrative differs from presenting research.</p> <p><b>Learning in Action:</b> Learning in Action: Small-Group Story Showcase (SL.8.4.a, SL.8.6) Students will present their narratives in small groups.</p> <p><b>Look Back:</b> Students will reflect on which unit essential question aligns best with their original narrative.</p>			Turn-and-Talk Quick Write