## Week Plan

**Standard(s):**
RI.8.1 Cite the textual evidence that **most strongly** supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.10 By the end of the year, read and comprehend literary nonfiction **at the high end of the grades 6–8 text complexity band independently and proficiently.**
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Week: Q3, Unit 1, Week 1

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<td><strong>WHAT to Teach</strong></td>
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| Daily Learning Target(s):  
- Develop an understanding of contemporary issues to include their historical contexts and implications of the human condition | Daily Learning Target(s):  
- Read for the purpose of learning more about a topic to write a question for inquiry | Daily Learning Target(s):  
- Read for the purpose of learning more about a topic to write a question for inquiry  
- Develop a question for inquiry based on learning more about a topic through reading | Daily Learning Target(s):  
- Select explicit textual evidence in order to support an analysis of a text  
- Use inferences about a text in order to support analysis | Daily Learning Target(s):  
- Cite explicit textual evidence in order to support an analysis of a text |
| **Checks for understanding:**  
- Teacher observation of discussions  
- Reader’s/Writer’s notebooks  
- Conferring notes | **Checks for understanding:**  
- Teacher observation of discussions  
- Reader’s/Writer’s notebooks  
- Exit slip | **Checks for understanding:**  
- Teacher observation of discussions  
- Reader’s/Writer’s notebooks | **Checks for understanding:**  
- Teacher observations  
- Reader’s/Writer’s notebooks  
- Conferring notes | **Checks for understanding:**  
- Teacher observations  
- Reader’s/Writer’s notebooks  
- Conferring notes |

### Texts/Resources-Technology

**Day 1:**  

**Days 2 and 3:**  
- **(Modeling)** Excerpt from Pearl Buck’s speech at the Nobel Banquet at the City Hall in Stockholm, December 10, 1938  
- **(Literature Circle Choice)** Legalization of Marijuana: “Meet the Children Who Rely on Marijuana to Survive,” news article  
- **(Literature Circle Choice)** African American Rights: “Letter from Jackie Robinson to President Eisenhower”  
- **(Literature Circle Choice)** Nuclear Arms: “Nuclear War,” poem  
- **(Literature Circle Choice)** Immigration: Let America Be America Again, poem excerpt  
- **(Literature Circle Choice)** College Athletics: Being a Student Athlete in their Own Words, excerpt  
- **(Literature Circle Choice)** Death Penalty: I Watched a Woman Die, excerpt
Day 4 and 5:

- (Modeling) “Anna Eleanor Roosevelt” from WhiteHouse.gov biographies
  - Hook Quote: “No one can make you feel inferior without your consent.” – E. Roosevelt
- (Student Choice) **Legalization of Marijuana:**
  - “10 things to know about nation’s first recreational marijuana shops in Colorado” excerpt by Michael Martinez, CNN
  - “The Public Health Consequences of Marijuana Legalization”, WhiteHouse.gov
- (Student Choice) **Death Penalty:**
  - “Death Penalty”, Cornell Law School Death Penalty Project
  - “Death Penalty Information Center Facts”, DPIC
- (Student Choice) **African American Rights:**
  - Excerpt from “Letter from a Birmingham Jail” by Martin Luther King, Jr.
  - Excerpt from “The Ballot or the Bullet” by Malcolm X
  - “African-American History Month Celebrates Civil Rights Act” by Terri Moon Cronk, American Forces Press Service
- (Student Choice) **Immigration:**
  - “Eyeing a majority, Senate Republicans cool to House immigration plan”, thehill.com
  - “Stateless in the U.S.” by Mikhail Sebastian, excerpt
- (Student Choice) **College Athletics:**
  - NCAA’s Approach to Concussions Is Barbaric”, HuffingtonPost.com
  - Excerpt from “Scholarships Are Paycheck for Athletes” by Rick Gosselin
- (Student Choice) **Nuclear War:**
  - Nuclear Bombs and Smart Bombs Britannica School online encyclopedia
  - Excerpt from “Time to Reduce Nuclear Dangers” by R. Garwin and L. Gronlund
  - “Next Iran nuclear talks set for February 18 in Vienna”, Daily News Egypt
- (Student Choice) **Minimum Wage:**
  - “State Minimum Wages”, U.S. Dept. of Labor
  - Excerpt from “A Living Wage Will Force Chains to Replace Humans with Robots” by James Sherk
- (Student Choice) **Women in the Media:**
  - “Portrayal of Minorities in the Film, Media and Entertainment Industries”, introduction www.standford.edu
  - “How the Media Portrays Women”, DOVE
  - Excerpt from “What is Beauty and Who Has It?” by Alene Dawson
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<th><strong>HOW to Teach</strong></th>
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<td><strong>Focused Instruction:</strong></td>
<td>- Set purpose for watching Flocabulary’s Year in Rap&lt;br&gt;- Activate background knowledge&lt;br&gt;- Introduce Flocabulary’s Year in Rap to build students’ awareness of contemporary issues&lt;br&gt;- Set the purpose for viewing: pay attention to a headline that is of interest to you in order to start thinking about contemporary issues.&lt;br&gt;- Check for understanding with thumbs-up</td>
<td>- Set purpose for reading an excerpt from Pearl Buck’s speech at the Nobel Banquet at the City Hall in Stockholm, December 10, 1938&lt;br&gt;- Use a KWL, modeling how to fill in the K(now) column with all you know about the topic women in history&lt;br&gt;- Use the KWL, modeling how to write questions about W(what) you want to learn about the issue&lt;br&gt;- Read the text aloud, using a think aloud to highlight information that answers your questions or additional information that you find interesting</td>
<td>- Use the KWL, modeling how to take note on what you L(earned) from the text&lt;br&gt;- Model how to write a question for inquiry based on your learning with the KWL&lt;br&gt;- Guided Instruction:&lt;br&gt;  - Use question, prompt, cue to scaffold students’ use of the L in the KWL&lt;br&gt;  - Use question, prompt, cue to scaffold students’ thinking about questions they could pose for inquiry</td>
<td>Depending on where yesterday’s lesson ended, either have students read their selected texts for the main idea or begin with the focused lesson.&lt;br&gt;- Focused Instruction:&lt;br&gt;  - Model how to do a close read for the purpose selecting evidence and making inferences in order to support analysis of the main idea&lt;br&gt;  - Model how to record evidence from what the text says explicitly as well as inferences drawn from the text</td>
<td>- Model how to cite explicit textual evidence in order to support an analysis of a text&lt;br&gt;- Guided Instruction:&lt;br&gt;  - Use question, prompt, cue to scaffold students’ thinking about how to cite explicit textual evidence in order to support an analysis of a text&lt;br&gt;- Collaborative Learning:&lt;br&gt;  - Have students work together to cite explicit textual evidence in order to support an analysis of a text</td>
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<td><strong>Guided Instruction:</strong></td>
<td>- Use question, prompt, cue to scaffold students’ collaborative discussions about contemporary issues presented in Flocabulary’s Year in Rap&lt;br&gt;- Generate a list of contemporary issues that could be used in student research</td>
<td>- Use question, prompt, cue to scaffold students’ use of the KW in the KWL&lt;br&gt;- Continue reading the text aloud, prompting students to highlight information that they find interesting</td>
<td>- Use question, prompt, cue to scaffold students’ use of the L in the KWL&lt;br&gt;- Use question, prompt, cue to scaffold students’ thinking about questions they could pose for inquiry&lt;br&gt;- Collaborative Learning:&lt;br&gt;  - Have students complete the L of the KWL&lt;br&gt;  - Have students record their questions for inquiry on flip chart paper and conduct a gallery walk, having students ask questions and write comments in response to the inquiry questions posted</td>
<td>- Have students write their own question for inquiry&lt;br&gt;- If time permits, introduce students to texts that they will be reading for tomorrow’s lesson. Either have the students read the texts (based on student interest) today, identifying the main idea of the text, annotating the text for understanding, or start tomorrow with having the students reread the texts for the main idea&lt;br&gt;- Guided Instruction:&lt;br&gt;  - Use question, prompt, cue to scaffold students’ thinking about how to record evidence from what the text says explicitly as well as inferences drawn from the text&lt;br&gt;- Collaborative Learning:&lt;br&gt;  - Group students with similar interest texts&lt;br&gt;  - Have students work together to do a close read for the purpose selecting evidence and making inferences in order to support analysis of the main idea&lt;br&gt;  - Have students record evidence from what the text says explicitly as well as inferences drawn from the text</td>
<td>- Have students read their selected texts for the main idea or begin with the focused lesson.&lt;br&gt;- Focused Instruction:&lt;br&gt;  - Model how to do a close read for the purpose selecting evidence and making inferences in order to support analysis of the main idea&lt;br&gt;  - Model how to record evidence from what the text says explicitly as well as inferences drawn from the text</td>
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<td><strong>Collaborative Learning:</strong></td>
<td>- Have students talk through their ideas about each issue&lt;br&gt;- Back with partners, have students add to the class generated list of contemporary issues that could be used in student research&lt;br&gt;- Confer with students to support students’ thinking&lt;br&gt;- Share in whole group to compile one list</td>
<td>- Group students by their contemporary issue, and have them complete the KW of the KWL&lt;br&gt;- Have students read their article together, annotating answers to their questions and additional information that they find interesting</td>
<td>- Independent Practice:&lt;br&gt;  - Have students write their own question for inquiry&lt;br&gt;  - If time permits, introduce students to texts that they will be reading for tomorrow’s lesson. Either have the students read the texts (based on student interest) today, identifying the main idea of the text, annotating the text for understanding, or start tomorrow with having the students reread the texts for the main idea&lt;br&gt;- Guided Instruction:&lt;br&gt;  - Use question, prompt, cue to scaffold students’ thinking about how to record evidence from what the text says explicitly as well as inferences drawn from the text&lt;br&gt;- Collaborative Learning:&lt;br&gt;  - Group students with similar interest texts&lt;br&gt;  - Have students work together to do a close read for the purpose selecting evidence and making inferences in order to support analysis of the main idea&lt;br&gt;  - Have students record evidence from what the text says explicitly as well as inferences drawn from the text</td>
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<td><strong>Independent Practice:</strong></td>
<td>- Have students record the topic they are interested in researching on the class list as well as in their readers’/writers’ notebook, citing evidence from the video to support their reason</td>
<td>- Have students reflect on their learning with an exist slip&lt;br&gt;- Independent Practice:&lt;br&gt;  - Have students record the topic they are interested in researching on the class list as well as in their readers’/writers’ notebook, citing evidence from the video to support their reason</td>
<td>- Have students work together to do a close read for the purpose selecting evidence and making inferences in order to support analysis of the main idea&lt;br&gt;- Collaborative Learning:&lt;br&gt;  - Group students with similar interest texts&lt;br&gt;  - Have students work together to do a close read for the purpose selecting evidence and making inferences in order to support analysis of the main idea&lt;br&gt;  - Have students record evidence from what the text says explicitly as well as inferences drawn from the text</td>
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**Day 1:**
- Set purpose for watching Flocabulary’s Year in Rap
- Activate background knowledge
- Introduce Flocabulary’s Year in Rap to build students’ awareness of contemporary issues
- Set the purpose for viewing: pay attention to a headline that is of interest to you in order to start thinking about contemporary issues.
- Check for understanding with thumbs-up

**Day 2:**
- Set purpose for reading an excerpt from Pearl Buck’s speech at the Nobel Banquet at the City Hall in Stockholm, December 10, 1938
- Use a KWL, modeling how to fill in the K(now) column with all you know about the topic women in history
- Use the KWL, modeling how to write questions about W(what) you want to learn about the issue
- Read the text aloud, using a think aloud to highlight information that answers your questions or additional information that you find interesting

**Day 3:**
- Use question, prompt, cue to scaffold students’ use of the KW in the KWL
- Continue reading the text aloud, prompting students to highlight information that they find interesting

**Day 4:**
- Group students by their contemporary issue, and have them complete the KW of the KWL
- Have students read their article together, annotating answers to their questions and additional information that they find interesting

**Day 5:**
- Have students write their own question for inquiry
- If time permits, introduce students to texts that they will be reading for tomorrow’s lesson. Either have the students read the texts (based on student interest) today, identifying the main idea of the text, annotating the text for understanding, or start tomorrow with having the students reread the texts for the main idea

- Have students work together to cite explicit textual evidence in order to support an analysis of a text
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<td>Engage students in reading, speaking, or writing about text</td>
<td>Lead students through reading, speaking, or writing about text together</td>
<td>Create text-based collaborative work for students to consolidate their thinking with peers by negotiating, discussing ideas and information, and engaging in inquiry</td>
<td>Provide students with learning criteria and explicit and timely feedback</td>
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<td>Set purpose for learning with clear learning targets</td>
<td>Question, prompt, and cue to guide students/groups</td>
<td>Use evidence-based instructional practices and student strategies to scaffold learning</td>
<td>Provide students with opportunities to persist in efforts and demonstrate independence in completing text-based tasks</td>
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<td>Model/explain new concept or steps of a skill in small sequential steps</td>
<td>Use data from formative assessments</td>
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