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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Standard/Objective | RI.8.5: ✓ I can analyze how a paragraph’s structure and sentences develop its key concepts  l.8.6 ✓ I can acquire and use general academic and discipline-specific vocabulary words and phrases in English Language Arts. | L.8.6 ✓ I can acquire and use general academic and discipline-specific vocabulary words and phrases in English Language Arts. | L.8.6 ✓ I can acquire and use general academic and discipline-specific vocabulary words and phrases in English Language Arts.  L.8.4 & L.8.5 ✓ I can determine meaning of unknown words and understand figurative language in a text | RL.8.1/RI.8.1: ✓ I can analyze a text, citing strong textual evidence to support my analysis  RL.8.2/RI.8.2: ✓ I can analyze the development of a theme | W.8.2 ✓ I can write informative texts to examine a topic |
| Learning Target | I can understand types of compare and contrast structures that authors use in informational texts. I can compare and contrast dystopian and Utopian societies. | I can understand the conventions of Dystopian societies. | I can close read Harrison Bergeron, and identify irony and satire in the story. | I can identify the theme of Harrison Bergeron and answer text dependent questions. | I can identify and create thesis statements.  I can determine transition words that are used to compare and contrast. |
| Assignments/Activities | Introduction to Dystopian Society Unit.  Reading “In a dreadfully perfect world”  Group work: Answer text dependent questions. Compare and Contrast dystopian and utopian societies using a Ven diagram. | Agree/disagree activity on government/authority’s rights.  Introduce the conventions of Dystopian societies.  Ted-Ed video on Dystopian societies.  Read: “Someone might be watching”  Complete commonlit questions. | Anticipation guide: T/F questions about equality  Define types of Irony and satire  Read: “Harrison Bergeron”  Identify Irony and satire in the text. | Read Declaration of independence and the amendments and have a discussion on equality in “Harrison Bergeron.”  Complete Commonlit questions. | Introduce end of unit writing assignment. Writing an informational essay  Writing a thesis statement  Transitions for comparing/transitions for contrasting activity |
| Graded Assessments and/or projects |  | Commonlit: Letter from Frederick Douglas to Harriet Tubman (this was assigned last week but the grade will be put on the second 9 weeks grade.  Commonlit questions for “Someone might be watching” | Irony worksheet | Commonlit: “Harrison Bergeron” |  |
| Homework | 15 minutes of reading  2 Iready lessons due by Sunday at 5 | 15 minutes of independent reading  (Work not completed in class may be assigned for homework) | 15 minutes of independent reading  (Work not completed in class may be assigned for homework) | 15 minutes of independent reading  (Work not completed in class may be assigned for homework) | 15 minutes of independent reading  (Work not completed in class may be assigned for homework) |