ELA Grade 8 Scope and Sequence - Decisions, Decisions: Cluster Two

Cluster two addresses what makes a good decision or bad decision through a first person account, poem, and short story. The main thinking skills are analyzing, emotional subtext, and constructed response.

(Note: ELA utilizes multiple texts during instructional time, including extended texts which are planned separately from the anthology unit clusters represented below. Since there is an extensive list of approved fiction and nonfiction texts at grade level for the teacher to select for classroom use, they are not represented on this chart.)

Estimated Days	Unit	Standard(s)/Outcome(s)	Essential/Guiding Questions
1-2	Good Decision or Bad Decision?	Introductory Presentation via *Sway*.	● How do connections between texts support text analysis?
3-5	"Trapped in the Desert" by Gary Beeman pgs. 62-68	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.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	● What are the differences between analysis and evaluation of text? ● What does an effective TDCR response include?

| 2-3 | "lesson of the moth" http://www.donmarquis.org/themoth.htm | RL.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.
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
W.8.1 Write arguments to support claims with clear reasons and relevant evidence
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
RL.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | ● How does word choice reveal an author's purpose? |

| 3-5 | "Long Walk to Forever" by Kurt Vonnegut Jr. pgs. 70-77 | RL.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.
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | • What is the Emotional Subtext of a story and how is it revealed through characterization?
• What does an effective TDCR response include? |
| 1-2 | | Cluster Two Summative Assessment | • Selected Response and Constructed Response questions |