



Unit Title:	Gadgets and Glitches
Unit Vocabulary:	Academic: Acknowledge, Analyze, Apply, Clarify, Conduct, Consider, Consult, Demonstrate, Determine, Develop, Distinguish, Establish, Generate, Improve, Initiate, Interpret, Introduce, Maintain, Organize, Present, Provide, Refute, Select, Summarize, Trace, Use Content-Specific: Cohesiveness, Etymology, Evidence, Key elements (setting, character, plot, conflict descriptive details, dialogue), Sources, Tone. Transitions
Upcoming Common Assessments (MasteryConnect):	Quarter 1 Quiz 1 (minor grade) on 08/26

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELlevation Strategies (aligned with learning objective)
M O N D A Y	Standard (write out): ELA.8.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension. <u>Learning Objective</u> Skill (what), Content (why), Product (how): I can summarize the most important ideas and content from "The Brave Little Toaster" to enhance my comprehension of the story.	What details (detalles) do I include in a summary (resumen) of a text? How does summarizing a text (Resumiendo el texto) enhance my understanding of the text (Comprensión del texto)?	Standards Based Materials & Resources: "Brave Little Toaster" by Cory Doctorow (<i>HMH Into Literature G8</i>) pp. 7-11 Content/Academic Vocabulary: Chafe, reintegrate, ample, retract, quorum, consternation, offgassing, ethylene / context clues, analyze, infer, clarify, determine ILAP/IEP/504 Scaffolds & Supports: Sentence Stems--Vocabulary inferences Word Bank-- Academic Vocabulary Visual Aid/Physical Cues--Images aligned with Academic Vocabulary Opportunities to SWRL: Breaking Down the "Brave Little Toaster" Summary of "The Brave Little Toaster" on No Red Ink Costa's Levels of Thinking/Questioning:	Breaking Down the "Brave Little Toaster" Summary of "The Brave Little Toaster" on No Red Ink	How much did the Break Down chart help you write your summary?	Graphic Organizer Think Pair Share

			<p>Level 1:What details (detalles) do I include in a summary (resumen) of a text?</p> <p>Level 2:How does summarizing a text (Resumiendo el texto) enhance my understanding of the text (Comprensión del texto)?</p> <p>Level 3: You are going to write a summary (escribe un resumen) of “The Brave Little Toaster” (pp.7-11). Your summary should briefly retell the most important events (los eventos más importantes) of the story in your own words.</p> <ul style="list-style-type: none"> • Begin by describing the setting (escenario) and introducing the main character (personaje principal), Mister Toussaint. • Next, describe the conflict (conflicto) that Mister Toussaint faces and how he responds to it. Tell the main events (eventos principales) of the story in the order in which they happened. • Explain how the conflict (conflicto) is resolved at the end of the story. • Your summary (escribe un resumen) should be 75-150 words. 			
T U E S D A Y	<p>Standard (write out): ELA.8.AOR.1.1 Analyze how key elements (setting, character development, plot structure) contribute to the meaning of the text as a whole.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can analyze how setting, character development, and plot structure contribute to the meaning (i.e.,</p>		<p>Standards Based Materials & Resources: “A School for Robots” by Sauro Marianelli (Unit 1 Summative Assessment, text 1)</p> <p>Content/Academic Vocabulary: Context clues, analyze, infer, clarify, determine</p> <p>ILAP/IEP/504 Scaffolds & Supports: Sentence Stems Word Bank Visual Aid/Physical Cues</p> <p>Opportunities to SWRL: Opening Review on Vocabulary</p> <p>Costa's Levels of Thinking/Questioning: Level 1: Level 2: Level 3:</p>	Completed quiz in MasteryConnect	<p>How do you feel about your quiz?</p> <p>What do you think you did well?</p> <p>What do you think you still need more work?</p>	

	reader's understanding) of a text as a whole by completing a cold-read quiz.		Located within MasteryConnect quiz			
W E D N E S D A Y	<p>Standard (write out): ELA.8.AOR.2.2 Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze how supporting details contribute to the development of two or more central ideas within "Are Bionic Superhumans on the Horizon?" by completing the 5 phases of note-taking on the central idea(s) of the text.</p>	<p><i>"Imagine humans could all get a bionic upgrade tomorrow (super strength, vision, or memory). What upgrade would you want and why?"</i></p> <p>Students quickwrite (3–4 sentences).</p>	<p><u>Standards Based Materials & Resources:</u> "Are Bionic Superhumans on the Horizon?" by Ramez Naam (<i>HMH Into Literature G8</i>) pp. 19-23</p> <p><u>Content/Academic Vocabulary:</u> Auditory, implanted, electrode, prostheses, inert, interface, augmenting, integrity, enhancements / context clues, analyze, infer, clarify, determine, text features, text structure</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> Sentence Stems Word Bank Visual Aid/Physical Cues</p> <p><u>Opportunities to SWRL:</u> Anchor chart Cornell Notes</p> <p><u>Costa's Levels of Thinking/Questioning:</u> Level 1: What key detail does the author give first? Use this detail to predict what you think the rest of the text will be about. Level 2: Explain the meaning of the subtitle "The Superhuman Frontier." Level 3: Use at least 2 pieces of evidence from the text to explain the central idea.</p>	Students complete a short paragraph using the RACE model: <i>"Identify one central idea in the article and explain how two supporting details develop it."</i>	<ul style="list-style-type: none"> Identify one central idea from "Are Bionic Superhumans on the Horizon?" Cite one supporting detail that develops this idea. Explain in one sentence how that detail supports the idea. 	Focused notes

					<p>(Sentence starter: "One central idea is _____. A supporting detail is _____. This shows the central idea because _____.")</p>	
<p>T H U R S D A Y</p>	<p>Standard (write out): ELA.8.AOR.5.2 Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.</p> <p><u>Learning Objective</u> I can analyze how text features and text structure convey an author's purpose in an informational text.</p>	<p>Display an image of a diagram or sidebar from a science article (not the text yet). Ask: "Why might an author include this kind of text feature instead of just words?"</p>	<p>Standards Based Materials & Resources: "Are Bionic Superhumans on the Horizon?" by Ramez Naam (<i>HMH Into Literature G8</i>) pp.19-23</p> <p>Content/Academic Vocabulary: Auditory, implanted, electrode, prostheses, inert, interface, augmenting, integrity, enhancements / context clues, analyze, infer, clarify, determine, text features, text structure</p> <p>ILAP/IEP/504 Scaffolds & Supports: Sentence Stems Word Bank Visual Aid/Physical Cues</p> <p>Opportunities to SWRL: Graphic organizer Quick write</p> <p>Costa's Levels of Thinking/Questioning: Level 1: Reread the names of the different sections in the essay. How do they connect to the central idea? Level 2: Compare & contrast the physical prostheses from page 20 with the brain implants on page 21. Why does the author include both of these details? Level 3: In paragraph 17, every sentence is a question. What point is the author trying to make by asking these questions?</p>	<p>Identifying Text Types Organizer</p>	<ul style="list-style-type: none"> Choose one text feature OR structural choice from the article (e.g., headings, sidebar, cause/ef fect). Explain how it helps reveal the author's purpose. <p>(Sentence starter: "The author uses ____ to _____. This helps the reader understand that the author's purpose is to _____.")</p>	<p>Graphic organizer</p>

<p>F R I D A Y</p>	<p>Standard (write out): ELA.8.AOR.5.2 Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.</p> <p><u>Learning Objective</u> I can analyze how text features and text structure convey an author's purpose in an informational text.</p>	<p><i>"Do you think advancements in bionics will be more helpful or more harmful for humanity? Why?"</i> Students answer in 2–3 sentences.</p>	<p><u>Standards Based Materials & Resources:</u> "Are Bionic Superhumans on the Horizon?" by Ramez Naam (<i>HMH Into Literature G8</i>) pp.19-23</p> <p><u>Content/Academic Vocabulary:</u> Auditory, implanted, electrode, prostheses, inert, interface, augmenting, integrity, enhancements / context clues, analyze, infer, clarify, determine, text features, text structure</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> Sentence Stems Word Bank Visual Aid/Physical Cues</p> <p><u>Opportunities to SWRL:</u> Graphic organizer Quick write</p> <p><u>Costa's Levels of Thinking/Questioning:</u> Level 1: Reread the names of the different sections in the essay. How do they connect to the central idea? Level 2: Compare & contrast the physical prostheses from page 20 with the brain implants on page 21. Why does the author include both of these details? Level 3: In paragraph 17, every sentence is a question. What point is the author trying to make by asking these questions?</p>	<p><u>Identifying Text Types Organizer</u></p>	<ul style="list-style-type: none"> Write 2–3 sentences explaining how supporting details + text structure + text features work together to show the author's purpose. <p>(Sentence starter: "The author uses supporting details such as _____. The structure of the text (problem/solution, cause/effect, etc.) helps show _____. Together with features like _____, this reveals the author's purpose of _____.")</p>	<p>Graphic organizer</p>
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