

2020-21 Modified Scope & Sequence

Second Edition EL Modules

English 8

		Group A	Group B
Week 1	8/10	Building Culture and Establishing Distance Learning Structures	
Week 2	8/17		
Week 3	8/24	Module 1: Folklore of Latin America Core Text: Summer of the Mariposas Prioritized Instructional Content: <ul style="list-style-type: none">● RL: 8.1, 8.2, 8.4, 8.10● RI: 8.1, 8.2, 8.4, 8.10● W: 8.1, W8.9● L: 8.4, 8.6	“Off” Cycle
Week 4	8/31		
Week 5	9/7		
Week 6	9/14		
Week 7	9/21		
Week 8	9/28		
Week 9	10/5		
Week 10	10/12	“Off” Cycle	Module 1: Folklore of Latin America Core Text: Summer of the Mariposas Prioritized Instructional Content: <ul style="list-style-type: none">● RL: 8.1, 8.2, 8.4, 8.10● RI: 8.1, 8.2, 8.4, 8.10● W: 8.1, W8.9● L: 8.4, 8.6
Week 11	10/19		
Week 12	10/26		
Week 13	11/2		
Week 14	11/9		
Week 15	11/16		
	11/23	Thanksgiving Break	
Week 16	11/30	“Off” Cycle	Module 1, continued
Week 17	12/7		
Week 18	12/14		
	12/21	Winter Break	
	12/28		

Week 19	1/4	Building Culture and Establishing Distance Learning Structures	
Week 20	1/11		
Week 21	1/18	Module 4: Lessons from Japanese Internment Core Text: Farewell to Manzanar Prioritized Instructional Content: <ul style="list-style-type: none">• RL: 8.1• RI: 8.1, 8.4, 8.10• W: 8.9, W.8.2• L: 8.4, 8.5, 8.6	“Off” Cycle
Week 22	1/25		
Week 23	2/1		
Week 24	2/8		
Week 25	2/15		
Week 26	2/22		
Week 27	3/1		
Week 28	3/8		
Week 29	3/15		
Week 30	3/22		
Week 31	3/29		
	4/5	Spring Break	
Week 32	4/12	“Off” Cycle	Module 4: Lessons from Japanese Internment Core Text: Farewell to Manzanar Prioritized Instructional Content: <ul style="list-style-type: none">• RL: 8.1• RI: 8.1, 8.4, 8.10• W: 8.9, W.8.2• L: 8.4, 8.5, 8.6
Week 33	4/19		
Week 34	4/20		
Week 35	4/26		
Week 36	5/3		
Week 37	5/10		
Week 38	5/17		
Week 39	5/24		

NOTE: The Development of Module 1 plans is in progress

Note: Soft copies of the 2nd Edition EL Curriculum can be found in [this folder](#).

Module 1: Folklore of Latin America

Priority Standards

Reading Literature:

- 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.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of 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.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text:

- 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.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing:

- W.8.1: Write arguments to support claims with clear reasons and relevant evidence.
- W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language:

- L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessments and Rationale	Priority Standards
<p>Mld-Unit 1 Assessment: Analyze Point of View: <i>Summer of the Mariposas</i>, Chapter 9, Part I only</p> <p>Student-Facing Assessment Answers for Teacher Reference</p> <ul style="list-style-type: none"> • Part I - In addition to the multiple choice, we recommend asking students to explain why they chose their answer • Part II - Optional (<i>Note: This part is on the Google doc, and should be</i> 	<ul style="list-style-type: none"> • RL: 8.4 • L: 8.4a, 8.4b, 8.4c, 8.6

<p><i>removed before sharing with students if you are not using)</i></p> <p><i>Rationale: Part one addresses a number of priority standards related to language and contextual vocabulary. Part II is optional, as it predominantly focuses on RL.8.6, which is not part of the priority instructional content.</i></p>	
<p>End of Unit 1 Assessment: Aspects of Character: Summer of the Mariposas Student-Facing Assessment Answers for Teacher Reference</p> <ul style="list-style-type: none"> • Optional as assessment • Can be used as an instructional piece <p><i>Rationale: The priority standard that this assessment focuses on, RL.8.1, is assessed in a number of other ways in this unit but could also be used as an instructional tool.</i></p>	<ul style="list-style-type: none"> • RL.8.1
<p>Mid-Unit 2 Assessment: Determine Theme and Write Literary Summary Student-Facing Assessment Answers for Teacher Reference</p> <p><i>Rationale: This assessment centers on 3 priority standards, asking students to make inferences from the text and cite text evidence for their answers to questions.</i></p>	<ul style="list-style-type: none"> • RL: 8.1, 8.2, 8.4, 8.10 • L: 8.4
<p>End of Unit 2 Assessment: Modified to a Character Profile</p> <ul style="list-style-type: none"> • Model Character Profile • Instead of writing a narrative chapter with a new character, students create a slide with profile of a Latin American folklore character, comparing a traditional character with a modern equivalent • Presentation <p><i>Rationale: Much of this unit was focused on the composition and writing of a new chapter for the book. It has been modified, because narrative writing is not a priority for 2020-21, and we did not want to allot it this amount of instructional time. While this task still does not assess priority instructional content, preparing this character modernization is necessary to set them up for Module 3, in which they write an essay about their character profile.</i></p>	<p>No priority standards assessed</p>
<p>Mid-Unit 3 Assessment: Determine a Central Idea — OMITTED</p> <ul style="list-style-type: none"> • Because students made a character profile in Unit 2 instead of writing a narrative, this assessment does not model the essay they will be writing. <p><i>Rationale: This assessment looks at a number of priority standards, but they are assessed elsewhere</i></p>	<ul style="list-style-type: none"> • RI: 8.1, 8.2, 8.4, 8.10
<p>End of Unit 3 Assessment: Write a Compare and Contrast Essay</p> <ul style="list-style-type: none"> • Because students made a character profile in Unit 2 instead of writing a narrative, this assessment will be modified to be about a character profile comparison • Model Compare and Contrast Essay • Compare and Contrast Informative Writing Plan Graphic Organizer 	<ul style="list-style-type: none"> • RI: 8.1, 8.2, 8.4, 8.10 • W.8.9a

<p><i>Rationale: This essay assesses a number of priority standards, and is the major writing piece of the first module.</i></p>	<p>No additional standards assessed</p>
<p>Performance Task: Class Website: Folklore of Latin America (optional)</p> <p><i>Rationale: While it is optional, since it does not assess individual student performance, creating a class website with student work is an opportunity to present work in a more public way for sharing with outside audiences.</i></p>	

Module Overview & Modifications

Module Overview

Modifications to Module as Written:

- This module begins with launching a number of reading routines that support student text comprehension and language development. There is also a focus on point of view, which is not a priority standard, so these lessons may be condensed by removing those activities.
- This module introduces “Independent Research Reading” as a Work Time and Homework activity. It can be included optionally for asynchronous learning time.
- In the first half of Unit 2, students focus on theme and write a literary summary. In the second half of Unit 2, we have made modifications based on our priority instructional content. In the original module, students write a new chapter of *The Summer of the Mariposas*. Since narrative writing is not a priority standard for 2020-21, the recommendations are to have students research a character from Latin American folklore, but do a character profile of the monster. This sets them up to still be able to write a compare and contrast essay in the final unit. This results in condensing Lessons 8-11, the majority of which is spent on narrative writing.
- In Unit 3, students compare the depiction of *La Llorona* in folklore to her depiction in *The Summer of the Mariposas* as they continue reading the book. Then they write a compare and contrast essay, using their modernized character from their research in Unit 2.

Instructional Plans

Synchronous and Asynchronous Suggestions:

Prioritized for Synchronous Instruction:

- **Reading Routines** — Throughout the Module, reading routines, chapter excerpts, and launching new writing forms are prioritized for synchronous learning. Reading chapters, response questions, and homework activities are used as asynchronous activities. While the recommendation is to introduce assessments in a synchronous environment, they may be completed asynchronously.
- **Reading Chapter Excerpts and identifying gist** — This component allows students who may have struggled with the reading independently to understand the gist of the novel, as well as being the primary text-based experience.

Throughout the Module, reading routines, chapter excerpts, and launching new writing forms are prioritized for synchronous learning. Reading chapters, response questions, and homework

activities are used as asynchronous activities. While the recommendation is to introduce assessments in a synchronous environment, they may be completed asynchronously.

Week	Learning Targets & Focus Standards	Student Learning Experiences <i>Synchronous? Asynchronous?</i> <i>Link to EL Education materials.</i>
These are suggestions for instruction, and will need to be adapted based on your school's schedule. Suggested asynchronous experiences can be turned into synchronous learning sessions to accommodate site-specific weekly schedules. Individual lessons are not laid out, but look at notes for ideas of where to combine and eliminate portions of lessons.		
Week 1 Unit 1 Lessons 1-5 Ch 1-3	Learning Targets: <ul style="list-style-type: none"> I can infer the topic of the module I can find the gist of the chapter I can identify strategies to determine the meaning of unknown words I can determine a central idea & write an objective summary Focus Standards: RL.8.1, RL.8.4, RI.8.1, RL.8.2, RL.8.4, SL.8.1	Synchronous learning: <ul style="list-style-type: none"> Infer the topic (Lesson 1) Launch the text Launching reading routines: <ul style="list-style-type: none"> Anchor Charts Vocabulary Logs Find the Gist Reading chapter excerpts Language Dive (Lesson 5) Asynchronous learning: <ul style="list-style-type: none"> Pre-reading chapters Selected response questions Homework Activities <p>Note: Lessons 3 and 4 can be combined to one lesson, eliminating the Point of View activities</p>
Week 2 Unit 1 Lessons 6-11 Ch 4-9	Learning Targets: <ul style="list-style-type: none"> I can demonstrate an understanding of the excerpt of chapter ____. I can determine the meaning of new vocabulary I can determine the meaning of figurative language Focus Standards: RL.8.1, R.L.8.4, L.8.4, L.8.5, L.8.6	Synchronous learning: <ul style="list-style-type: none"> Reading chapter excerpts & finding the gist Introducing figurative language Language dives (Lessons 9 and 10) Mid-unit assessment (<i>Part II is optional and should be used only if including Point of View activities</i>) Asynchronous learning: <ul style="list-style-type: none"> Pre-reading chapters Selected response questions Homework <p>Notes:</p> <ul style="list-style-type: none"> Lesson 6 introduces an independent research reading protocol that may be omitted or used as an asynchronous activity. Lessons 6 and 7 can be combined in order to omit point of view activities.



<p>Week 3</p> <p>Unit 1 Lessons 12-16</p> <p>Ch 9-12</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can demonstrate an understanding of the excerpt of chapter ____. • I can identify themes in Summer of the Mariposas • I can analyze how incidents in a story reveal aspects of character • I can generate norms for a productive discussion <p>Focus Standards: RL.8.1, RL.8.2, SL.8.1</p>	<p>Synchronous learning:</p> <ul style="list-style-type: none"> • Reading chapter excerpts & finding the gist • Introducing themes in the novel • Establishing discussion norms • Text-based discussion (Lessons 15-16) <p>Asynchronous learning:</p> <ul style="list-style-type: none"> • Pre-reading chapters • Selected response questions • Homework <p>Notes:</p> <ul style="list-style-type: none"> • <i>Lesson 12 introduces themes, but is not assessed until Unit 2.</i> • <i>Activities around RL.8.3 are included, even though it is not a priority standard, because they offer the opportunity to practice RL.8.1 and SL.8.1</i> • <i>The End of Unit 1 Assessment may be used as either an instructional tool or as a summative assessment.</i>
<p>Week 4</p> <p>Unit 2 Lessons 1-3</p> <p>Ch.13-16</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can demonstrate understanding of chapter excerpts • I can analyze how a theme is developed through details. • I can analyze a model to identify characteristics of an effective summary. • I can determine a theme and analyze its development. • I can write an objective summary. <p>Focus Standards: RL.8.1, RL.8.2</p>	<p>Synchronous Learning:</p> <ul style="list-style-type: none"> • Reading Chapter excerpts • Language Dive (Lesson 1) • Analyzing a model summary • Identify Development of Theme in Chapter • Write a Summary • Review common strengths/challenges in class summaries <p>Asynchronous Learning:</p> <ul style="list-style-type: none"> • Preread Chapters • Homework • Text-Dependent Questions
<p>Week 5</p> <p>Unit 2 Lessons 4-11 (several are skipped)</p>	<p>Lessons 4-5 Learning Targets:</p> <ul style="list-style-type: none"> • I can demonstrate understanding of the excerpt of Chapter 16 • I can determine a theme and analyze its development in Chapter 16 • I can write an objective 	<p><i>Note: This week differs significantly from the lessons in the Teacher's Guide, because students will not be writing a narrative. Because of this, the components of each lesson that should be included are detailed here, but will be combined differently into class periods.</i></p> <p>Mid-Unit 2 Assessment: Determine Theme and Write Literary Summary</p>



Ch.16-17	<p>summary of Chapter 16</p> <p>Focus Standards: RL.8.1, RL.8.2, RL.8.10</p> <p>Lesson 7 Learning Targets:</p> <ul style="list-style-type: none">I can research a monster from folklore of Latin American for my character modernization. <p>Lesson 8 Learning Targets:</p> <ul style="list-style-type: none">I can demonstrate understanding of the excerpt of Chapter 17I can use my research about a Latin American monster to create a modernized version. <p>Focus Standards: RL.8.1, RL.8.2, RL.8.10</p>	<p>Lessons 4-5:</p> <p>Synchronous Learning:</p> <ul style="list-style-type: none">Whole class critique: Literary SummaryRead Chapter 16 excerptMid-Unit 2 AssessmentTrack Progress <p>Asynchronous Learning:</p> <ul style="list-style-type: none">Complete Mid-Unit 2 AssessmentIndependent Research ReadingPreread chapter 17 (from lesson 7) <p>Lesson 6: Eliminated</p> <p>Lesson 7: <i>Note: Because students will not be writing a narrative, this lesson looks different than in the Teacher Guide. Resources are linked in these plans</i></p> <p>Synchronous Learning:</p> <ul style="list-style-type: none">Introduce idea of Character Modernization Project — students will take a traditional monster from Latin American folklore and develop a modern version, similar to how McCall did in <i>Summer of the Mariposas</i>. To do this, they will first research a monster from Latin American folklore.Model Research OrganizerIntroduce Resources <i>For this section, you can have students research independently, or share the resources linked in this folder.</i> <p>Asynchronous Learning:</p> <ul style="list-style-type: none">Complete Latin American Monster Research <p>Lesson 8:</p> <p>Synchronous Learning:</p> <ul style="list-style-type: none">Read Summer of the Mariposas, Chapter 17 ExcerptIntroduce modernization of monster, using Character Modernization PlannerBegin work on Character Modernization, if time <p>Asynchronous Learning:</p> <ul style="list-style-type: none">Homework: Answer Text-Dependent QuestionsComplete Character Modernization Planner <p>Lessons 9 & 10: Eliminated</p>
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	<p>Lesson 11 Learning Targets:</p> <ul style="list-style-type: none"> I can use my research about a Latin American monster to create a modernized version. <p>Focus Standards: RI.8.1, RI.8.2, RI.8.10</p>	<p>Lesson 11:</p> <p>Synchronous Learning:</p> <ul style="list-style-type: none"> Model Presentation of Modernized Character Begin work on presentations <p>Asynchronous Learning:</p> <ul style="list-style-type: none"> Complete Slides Preread Anchor Text: Author's Note <p>Optional Presentation Lesson: If you have time, students can present their modernized character to the class or in small groups.</p>
<p>Week 6</p> <p>Unit 3, Lessons 1-7</p> <p>Author's Note, Ch.17-21</p>	<p>Lesson 1 Learning Targets:</p> <ul style="list-style-type: none"> I can determine a central idea and how it is conveyed through details. <p>Focus Standards: RI.8.1, RI.8.2</p> <p>Lesson 2 Learning Targets:</p> <ul style="list-style-type: none"> I can determine a central idea and how it is conveyed through details in an informational text. <p>Focus Standards: RI.8.1, RI.8.2</p> <p>Lessons 4-6 Learning Targets:</p> <ul style="list-style-type: none"> I can demonstrate understanding of an excerpt of chapter 18-20. I can analyze a Painted Essay model to generate criteria of an effective compare and contrast 	<p>Unit 3, Lesson 1:</p> <p>Synchronous Learning:</p> <ul style="list-style-type: none"> Close Read: Author's Note Closing: Culminating Task <p>Asynchronous Learning:</p> <ul style="list-style-type: none"> Selected and Constructed Response Questions: Central Idea of Chapter 17 Independent Research Reading <p>Lesson 2:</p> <p>Synchronous Learning:</p> <ul style="list-style-type: none"> Opening: Engage the Learner Mid-Unit 3 Assessment: Determine a Central Idea Track Progress <p>Asynchronous Learning:</p> <ul style="list-style-type: none"> Finish Assessment, if needed Independent Research reading Preread Anchor Text: Chapters 18-20 <p>Lesson 3: Eliminated</p> <p><i>Note: Because students did not write a narrative in Unit 2, some aspects of the following lessons are changed. Where relevant, materials are linked for lesson changes.</i></p> <p>Lessons 4-6</p> <p><i>Note: Only the most critical elements from each lesson are included. In this lesson, students will analyze a model Painted Essay, but instead of the essay in the EL materials, they will use this model essay.</i></p> <p>Synchronous Learning:</p> <ul style="list-style-type: none"> Read Chapters 18-20 excerpts



	<p>essay.</p> <ul style="list-style-type: none"> I can analyze a model essay to determine criteria for my essay on a modernized monster. <p>Focus Standards: RI.8.1, RI.8.2, W.8.2</p> <p>Lesson 7 Learning Targets:</p> <ul style="list-style-type: none"> I can draft an introduction to a compare and contrast essay. 	<ul style="list-style-type: none"> Introduce the idea that they will compare and contrast their modernized monster from last week with the traditional monster Essay Prompt: What about your monster from folklore of Latin American did you keep the same and what did you modernize in your Character Modernization Project? Introduce the Painted Essay, using the adapted model essay and the painted essay template. <p>Asynchronous Learning:</p> <ul style="list-style-type: none"> Analyze the Painted Essay Complete Compare and Contrast Monster Notecatcher (adapted from EL Materials) <p>Lesson 7: <i>In this lesson, students will continue to analyze the model essay. Instead of writing an essay on La Llorona, they will be planning and drafting their final compare and contrast essays, comparing their modernized figure from Latin American folklore and the traditional character.</i></p> <p>Synchronous Learning:</p> <ul style="list-style-type: none"> Model: Analyze the Model and Plan an Introduction Begin Draft of Introduction using the Compare and Contrast Informative Writing Plan Graphic Organizer <p>Asynchronous Learning:</p> <ul style="list-style-type: none"> Draft of Introduction Preread Chapters 21-22 <p><i>Note: Lesson 3 is eliminated and only the most critical pieces of Lessons 4-6 are included because of timing considerations. If you have the time, they should be added back in as they do support student experience with the compare and contrast format they will use in the final essay.</i></p>
<p>Week 7</p> <p>Unit 3 Lessons 8-12</p> <p>Ch.21-22</p>	<p>Lessons 8-9 Learning Targets:</p> <ul style="list-style-type: none"> I can demonstrate understanding of an excerpt of chapter 21 and 22. 	<p><i>Note: Because of time considerations, the two lessons for planning proof paragraphs are combined. If time allows, they could be separated again to provide additional support. This work could also be done during small group time, if available.</i></p> <p>Lessons 8-9: Synchronous Instruction:</p>



	<ul style="list-style-type: none"> I can draft my Proof Paragraphs of a Compare and Contrast Essay <p>Focus Standards: RI.8.1, RI.8.2, W.8.2</p> <p>Lesson 10 Learning Targets:</p> <ul style="list-style-type: none"> I can plan and draft a conclusion of a compare and contrast essay with a strong reflection <p>Focus Standards: W.8.2</p> <p>Lesson 11 Learning Targets:</p> <ul style="list-style-type: none"> I can plan an informative essay that has points that are supported by facts and details. I can give kind, helpful, and specific feedback to my partner. <p>Focus Standards: W.8.2</p> <p>Lesson 12 Learning Targets:</p> <ul style="list-style-type: none"> I can write a compare and contrast essay that contrasts a traditional monster of Latin American folklore with my modernization. <p>Focus Standards: W.8.2</p>	<ul style="list-style-type: none"> Read and Discuss Chapter 22 Excerpt Plan Proof Paragraph 1 Plan Proof Paragraph 2 Begin Drafting Proof Paragraphs <p>Asynchronous Instruction:</p> <ul style="list-style-type: none"> Finish drafting Proof Paragraphs <p>Lesson 10:</p> <p>Synchronous Instruction:</p> <ul style="list-style-type: none"> Language Dive: Model Essay, Paragraph 4 Plan Conclusion Begin Drafting Conclusion <p>Asynchronous Instruction:</p> <ul style="list-style-type: none"> Finish drafting Conclusion Homework: Transitions <p>Lessons 11-12:</p> <p>Synchronous Instruction:</p> <ul style="list-style-type: none"> If time, insert a lesson on revision and editing. Peer critique (if time; in small groups if possible) on Compare and Contrast Informative Writing Plan End of Unit 3 Assessment: Write a Compare and Contrast Essay final draft Track Progress and essay reflection
Weeks 8-9	<p>This week may be used to finish up essays, reteach skills as needed, or do extension activities.</p>	<p>Extension Activities:</p> <ul style="list-style-type: none"> Performance Task- create a webpage including a new scene of Summer of the Mariposas, a comparison of your modernized monster, and relevant media Literacy- Create an illustrated version of their narrative on slides and add to webpage Group- work in groups to create a group webpage if they have chosen the monster Art- create original artwork for their webpages to accompany their narratives Compare The Odyssey to Summer of the



		Mariposas
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