

Template for Illinois Reads Curriculum Plan Illinois Reads Books

Introductory Information

Submitted by	<i>Alyssa Roulo</i>		
Title of Book	<i>Nightfall</i>		
(Optional) Additional Texts			
Title of Unit	<i>I Will Survive</i>		
Grade level (interest)	8th	Reading Grade level	6-8,
Lexile Level	690L	Guided Reading level	Z+
A. Purpose for Instruction/ Essential Questions	What does it mean to survive? What do people do to survive in unexpected situations? The purpose of this lesson is to analyze the ways external forces influence the feelings and actions of people (characters).		

B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards	<p>1. CCSS.ELA-LITERACY.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.</p> <p>2. CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>4. CCSS.ELA-LITERACY.W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>
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C. Student Learning Outcomes – Targeted standards in Student Friendly Language

CCSS.ELA-LITERACY.RL.8.1 Use quotes and words from the text to make inferences about the text.
CCSS.ELA-LITERACY.RL.8.4 Identify words that reveal the tone and mood of the text.
CCSS.ELA-LITERACY.RL.8.3 Analyze character dialogue to reveal information about the character.
CCSS.ELA-LITERACY.W.8.3.D Write using language that highlights sensory elements such as touch, taste, sight, hearing, and smell.

Webb’s Depth of Knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking

D. Text Sections to be read closely with plans to support reading and discussion

Lesson 1: Ch. 1-5
Lesson 2: Ch. 11-19
Lesson 3: Ch. 25-30
Lesson 4: Ch. 48-52

**Academic
Language to be
supported at
word, syntax and
discourse levels**

Tier 1: grip, edge, mayor, clue, forbidden, pretending
Tier 2: serious, vigorous, precisely, enormous, plunged
Tier 3: scalpels, crevice, triangular, fishing depot, currents, fishmonger, metamorphosis, vertigo, primal, ominous

**Vocabulary
Tier 2 Words**

Tier 3 Words	
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Bloom's Levels Addressed: (Check all that apply)

<input type="checkbox"/> Remembering	<input type="checkbox"/> Analyzing
<input type="checkbox"/> Understanding	<input type="checkbox"/> Evaluating
<input type="checkbox"/> Applying	<input type="checkbox"/> Creating

E. Instructional Supports

Research Based Strategies	Inferencing Visualization Making Connections-tone, mood Synthesizing Graphic Organizers
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Smartboard Strategies	<ul style="list-style-type: none"> • Song Connections • Story Clues • Sketch • Character Discoveries
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F. Assessment (Align to Section B)

Formative	<ul style="list-style-type: none"> • Students will present findings to the class from synthesis activity in lesson 4 to demonstrate the process of synthesizing. (Make a chart) • Students will write a letter to a newcomer to the island (lesson 2)
Summative	<ul style="list-style-type: none"> • Write a fantasy short story using descriptive language, POV switches, and revealing dialogue to create suspense. • Scenario: You are a tour guide on a cursed island, create a brochure and map to warn guests about potential dangers on the island.

	<ul style="list-style-type: none"> Students will design a board game using the island map at the front and back of the book. Students will create questions that require players to make inferences, visualize, and synthesize.

Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and Smartboard Notebook original interactive materials

<p>Procedure Lesson One</p> <p>Smartboard pages:</p>	<p>CCSS.ELA-LITERACY.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.</p> <p>Lesson 1: Song Connections (Tone, Mood) Ch. 1-5</p> <ol style="list-style-type: none"> Ask students what kind of music they listen to when they're sad? happy? On the board, project the song connections chart and have students list the song titles within their designated emotional categories. Students will come to the board to fill in the songs. Ask students to discuss why they sorted the songs in those categories. <ol style="list-style-type: none"> What words//tone of voice/musical elements make the songs sad? happy? As a whole group, guide students through chapter one. Ask students to provide song titles that reflect the tone and mood of the chapter and write them in their graphic organizer. Distinguish between tone being the author's attitude VS mood being how the reader feels about the situation's atmosphere or character's feelings. Next, ask students what words or phrases from the text led them to their song choice and have them write it in their graphic organizer. In groups of 4, students will analyze chapters 1-5 and choose songs to reflect the tone and mood of the chapters <ol style="list-style-type: none"> Choose songs based on character interactions. How they feel about each other. Choose songs based on character's situations of leaving home Choose songs based on the setting of the story. Students will track specific incidents/phrases/words from the text on their graphic organizers to support their song choices. As a whole group, discuss what songs each group chose and what textual evidence led them to making those song choices. Finish the discussion by talking about how tone & mood impact how we read/how we feel when we read a text. <ol style="list-style-type: none"> Based on the song choices we made during class, what do you think the tone and mood for the rest of the novel will be like?
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**Procedure
Lesson Two**

**Smartboard
pages:**

CCSS.ELA-LITERACY.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.

Lesson 2: Inferencing Ch. 11-19

1. Begin class by reviewing inferencing. (This lesson assumes students already know how to infer)
2. Ask students to name the different elements of inferencing: predictions, character traits, theme, context clues, main idea, author's purpose.
3. After reviewing, model the activity the class will be working on for the rest of the lesson to the whole group.
4. Acquire student volunteers to be clue givers and inferencers.
5. The clue giver will pick any passage in the text and will give clues about the text to the inferencer. This activity will be interactive, so the volunteers will write in the template projected onto the whiteboard/smartboard. This whole group activity will prepare the students for the next activity.
6. Next, students will work in groups. Assign each student a different chapter (chapters 11-19). Each student will give the others in their groups clues about something from their chapter. The other students in the group must infer as to what the clue giver is describing (what does the author want readers to know without saying it explicitly?). Students will use a graphic organizer (Story Clues) during this lesson to organize their clues and inferences.

**Procedure
Lesson Three**

CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**Smartboard
pages:**

Lesson 3: Visualization Ch. 25-30

1. Begin by explaining what visualization is—imagining in your head the events of a story.
2. Read a passage from Nightfall. (CH. 16 page 91)
“Kana looked around at the unfolding of the heavy forest—the thick tapestry of leaves, needles damp earth, and moss. A chill ran up his spine. *Don’t let them see you.* Who were they? And *why* shouldn’t they see him? He ran his hand across his forehead. He was being childish. It was just a dream. And yet it tugged at him—as if he had tied a string around his wrist to help him remember something, but now he could not recall what he was supposed to remember.”
3. After reading the passage, ask students what they visualized. Every student creates images in their heads differently and should be encouraged to share what they saw.
4. Now, read another passage to demonstrate how to visualize.
(Chapter 16. page 90)
“The path faded even more as they passed the hermit’s cottage, and at the edge of the forest the path simply disappeared. Kana picked a stick off the ground and used it to poke around the thick underbrush until he found the opening he was looking for. It was hidden by a tangle of dead branches and covered with a thick, gauzy curtain of spider webs, which he tore through with this stick. It was strange how spiders were now everywhere, in these months before departure. Some of the largest ones, with legs that were colored a bizarre motley of green and gray, turned up in pillows and blankets. In the schoolyard, many kids claimed that during Night, every square inch of the island was crawling with spiders.”
5. After reading the passage, tell the students you’re going to draw a quick sketch, detailing what you visualized from the text. Draw this sketch on the whiteboard, on the Sketch graphic organizer.
6. After drawing a quick sketch, ask students to come to the board and add to your picture. They can add their own sketches to illustrate what they imagined while you read the passage.
7. Ask students why they drew what they drew. Why did that part of the passage stick out to you?
8. Next, students will write a journal prompt to practice using descriptive language.
Prompt: Imagine a newcomer arrives in Bliss, what are 5 things they should know to be prepared for when Nightfall comes? Use Chapters 25-30 to guide you and use descriptive language to illustrate what will happen if the newcomer is not prepared.
9. Allow students time to write on the Sketch Letter handout (10-15 minutes). Then students will switch papers with a partner and the partner will draw a picture to illustrate their partner’s letter.
10. Reflect: How did visualizing help you understand the text?



**Procedure
Lesson Four**

**Smartboard
pages:**

CCSS.ELA-LITERACY.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.

Lesson 4: Character POV Ch. 48-52

1. Using a graphic organizer, students will synthesize information they already know about the main characters with the situations each character faces in the designated chapters.
2. Begin class by modeling how to use the Character Discoveries graphic organizer.
3. Choose a character and fill in the “what you know about the character” box with the students.
4. Next, ask students to volunteer responses for the “Quote” box by looking at the text. Students should interact with the graphic organizer by coming to the board and writing on it.
5. Complete the graphic organizer by giving students the chance to come to the board and fill out each aspect of the graphic organizer. Students should be able to use textual evidence to make inferences about a character and then develop new understandings of the character.
6. Next, students will work with partners to complete the graphic organizer by analyzing the characters in the designated chapters.
7. After completing the graphic organizer, students will analyze how the POV switches throughout the book contributed to their analysis of the character they chose. How would the story be different without insight into each character’s experiences (Marin and Line looking for Kana and Kana looking for Marin and Line). Would the story be as suspenseful? Less suspenseful? Why?

Name: _____

Song Connections Graphic Organizer

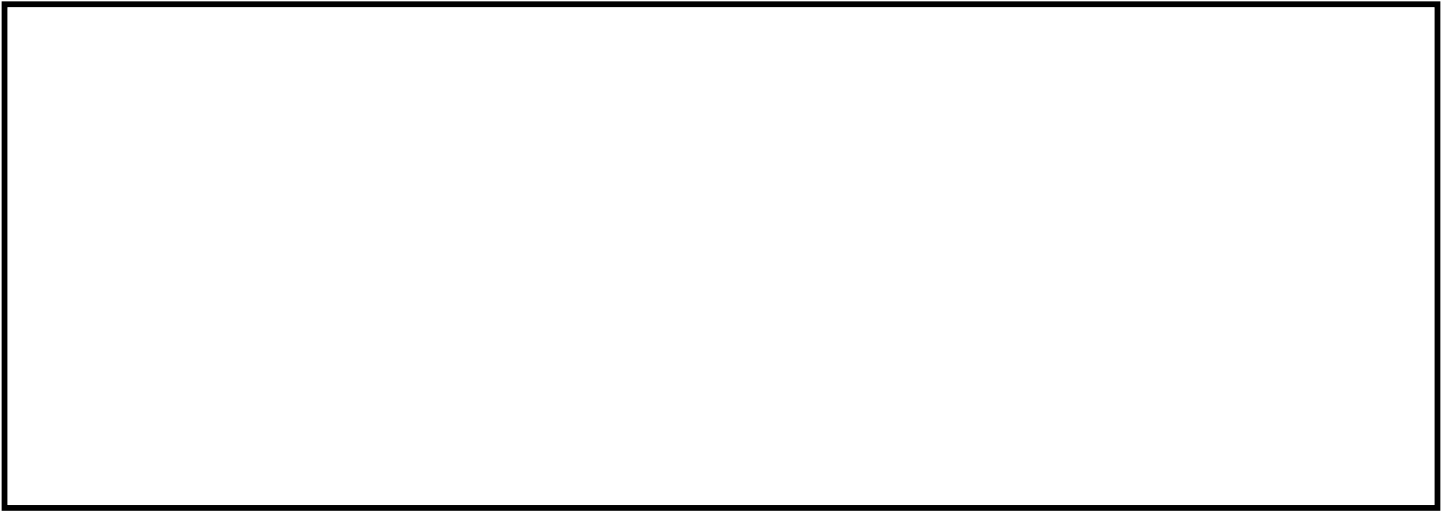
Chapter	Page #	Tone	Mood	Song Title

Name: _____ Story Clues

Story Clues:	What I Know:
What I Infer:	Additional Questions:

Name: _____

LETTER SKETCH



Handwriting practice lines consisting of 20 horizontal lines.

**WHAT DO YOU KNOW
ABOUT THE CHARACTER?**

QUOTE FROM TEXT

**CHARACTER
DISCOVERIES**

**IM BEGINNING TO
THINK**

**AFTER LEARNING...NOW
I THINK**