

Module Summary

If stories come to you, care for them. And learn to give them away where they are needed. Sometimes a person needs a story more than food to stay alive.

–Barry Lopez

Basketball and family, teamwork and superstar moves, split-second decisions and their reverberating effects: these are the focus of the contemporary novel-in-verse *The Crossover*, by Kwame Alexander. They are also the lifeblood of the twin brothers Josh and Jordan Bell, who are on the brink of maturity, figuring out their paths, passions, and game plans. And they are the subject of Josh's energetic, free style poems, poems that convey the novel's ultimate subject: the poetics and power of storytelling.

In this module, students examine storytelling as a personal, social, and cultural form of expression that we use to make sense of ourselves and our worlds. As we create narratives from our experiences, we produce our identities, our beliefs, and our views of the world. Exemplifying a seamless combination of exact words and expansive ideas, personal voice and collective values, narrative has a distinctive significance in our lives. In this module, students build an understanding of the power that stories and storytelling hold. They learn the social power of stories, with their potential to help humans navigate complex social situations, become more empathetic to others and integrate different world views. In addition, students discern the imaginative power of stories, ultimately understanding storytelling as essential to our humanity.

To begin their learning, students explore how Josh, the protagonist of *The Crossover*, uses narrative to articulate and navigate the various experiences, personal relationships, sudden changes, and emerging awareness of self that shape—and unsettle—his adolescent life. As students relate to the vivid portrayals of Josh's identity and struggles, the novel's accessibility demystifies verse and empowers students to engage with poetry. In addition to close reading, and analyzing the use of the figurative language, pacing, and voice in the poems, students focus intently on the relationship between form and content, addressing the question of why a particular poetic type is used to express particular content. Students then turn their attention to the expressive power of storytelling by examining poetic performances by Bassey Ikpi, Nikki Giovanni, and Yusef Komunyakaa. Students explore these linguistically and stylistically diverse examples of narrative verse to understand the impact of oral expression and the role of poetic form in creating meaning. After producing their own poetic performances, students broaden their focus to examine the large-scale impact of stories. Two informational articles provide, in turn, neurobiological and psychological examinations of storytelling, while an excerpt from N. Scott Momaday's "The Man Made of Words" and a speech by Chimamanda Ngozi Adichie elucidate the fundamental necessity of articulating ourselves through narrative.

For their End-of-Module (EOM) Task, students apply their knowledge of contemporary poetry to their contemporary experience. Devising their own narrative-in-verse, they work deeply with form and craft to make meaning of an important experience, creating a story by capturing essential moments with poetic precision and pacing. Framed with an explanatory cover letter, students' EOM Task communicates an understanding of their sense of self and the power of storytelling.

Module at a Glance

ESSENTIAL QUESTION

What is the power of storytelling?

SUGGESTED STUDENT UNDERSTANDING

- Imagining and expressing ourselves through narrative and language is essential to our humanity.
- Storytelling is a personal, social, and cultural form of expression that we use to make sense of ourselves and the world.
- Stories affect human beings in distinctive ways that allow them to process their own and others' experiences.
- An individual's sense of self is an important part of identity and is shaped by many factors.
- Complex stories illuminate insights about identity, family, culture, and experience.
- The expression and form of narratives shape their meaning.

Texts

CORE TEXTS

Novel (Literary)

- *The Crossover*, Kwame Alexander

SUPPLEMENTARY TEXTS

Journalism

- "Gators Fall in Quarterfinals," The Associated Press (<http://witeng.link/0729>)

Literary Nonfiction

- "The Man Made of Words," N. Scott Momaday

Music

- “Filthy McNasty,” Horace Silver (<http://witeng.link/0724>)

Paintings

- *The Block*, Romare Bearden (<http://witeng.link/0727>)
- *Children’s Games*, Pieter Bruegel the Elder (<http://witeng.link/0728>)

Poetry

- “Nikki-Rosa,” Nikki Giovanni (<http://witeng.link/0735>)
- “Slam, Dunk, & Hook,” Yusef Komunyakaa (<http://witeng.link/0725>)
- “Sometimes Silence Is the Loudest Kind of Noise,” Bassey Ikpi (<http://witeng.link/0732>)

Scientific Accounts

- “This Is Your Life (and How You Tell It),” Benedict Carey (<http://witeng.link/0730>)
- “Your Brain on Fiction,” Annie Murphy Paul, *The New York Times* (<http://witeng.link/0737>)

Speech

- “The Danger of a Single Story,” Chimamanda Ngozi Adichie (<http://witeng.link/0738>)

Images

- Image of Michael Jordan (<http://witeng.link/0726>)
- Fat Man Kicks Man in Hat Illustration (<http://witeng.link/0739>)

Websites

- “Romare Bearden: Let’s Walk the Block,” metmuseum.org (<http://witeng.link/0783>)
- What is Storytelling?, National Storytelling Network (<http://witeng.link/0722>)
- Ultimate Youth Basketball Guide (<http://witeng.link/0723>)

Videos

- “Sometimes Silence Is the Loudest Kind of Noise,” Bassey Ikpi (<http://witeng.link/0733>)
- “Nikki Rosa on Def Jam Poetry,” Nikki Giovanni (<http://witeng.link/0736>)
- “Slam, Dunk, & Hook,” Yusef Komunyakaa (<http://witeng.link/0734>)
- “The Danger of a Single Story,” Chimamanda Ngozi Adichie (<http://witeng.link/0738>)
- “The Human Soul Distilled,” Reading Rockets (<http://witeng.link/0731>)

Module Learning Goals

KNOWLEDGE GOALS

- Identify and interpret the ways form, content, and expression contribute to the meaning of stories.
- Explain the concept of “sense of self” and the factors that can shape a person’s sense of self.
- Summarize a range of cultural, scientific, and literary explanations of the distinctive role of storytelling in people’s lives.
- Articulate a well-formed understanding of the power of storytelling.
- Delineate the purpose and effects of sensory, descriptive, and figurative language in storytelling.
- Define narrative elements and poetic terms.

READING GOALS

- Compare and contrast poetic forms and structures (RL.8.5).
- Analyze how a text’s language, form, and content work together to convey a cohesive and compelling narrative (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5).
- Analyze the impact of word choice and figurative language on a text’s meaning (RL.8.4, RI.8.4).
- Apply ideas and concepts from informational texts to readings of literary texts in order to analyze the power of storytelling (RL.8.2, RI.8.2).

WRITING GOALS

- Use descriptive and sensory language that appeals to the senses, helps the reader imagine an abstract idea, and deepens understanding of an experience or character (W.8.3).
- Write and revise a variety of poetry that conveys a narrative, represents different poetic types, and effectively employs descriptive and sensory language (W.8.3, W.8.4, W.8.5, W.8.10).
- Effectively incorporate evidence from informational texts into informative writing to convey an understanding of the power of storytelling (W.8.2).

SPEAKING AND LISTENING GOALS

- Apply an understanding of the role of oral expression in storytelling by using purposeful rhetorical techniques in performing poetry and tailoring speaking to an audience (SL.8.4, SL.8.5, SL.8.6).
- Purposefully listen in service of a specific writing goal (SL.8.1).

LANGUAGE GOALS

- Use context clues and Greek or Latin affixes and roots to determine and clarify the meanings of unknown words (L.8.4.a, L.8.4.b).

- Analyze figures of speech in context and communicate understanding through literary analysis and creative writing (L.8.5.a).
- Form and use verbs in the indicative, imperative, and interrogative moods in appropriate contexts (L.8.1.c).
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among authors' beliefs about the power of storytelling (L.7.1.b).

Module in Context

- **Knowledge:** For their final year of middle school, Grade 8 students develop an understanding of the relationship between personal voice and the development of values. Module 1 launches their exploration of the power of storytelling as a way of making sense of personal experiences, the complex emotional and social lives of others, and the world. This work serves as a catalyst to ignite their deeper understanding of the ubiquitous power of language and narrative as they embark on a year of tackling big questions around abstract concepts such as sense of self, empathy, estrangement, love, agency, and personal and social advocacy. Pursuing this line of inquiry, students gain a rich understanding of the value of the humanities in our lives.
- **Reading:** Students begin their year reading a narrative-in-verse and focusing on the roles of content, form, and expression in creating a meaningful and powerful story. Studying individual poems enriches students' examination of storytelling, as they analyze, first, the effects of descriptive and sensory language, and second, the effects of specific poetic types in the development of the larger narrative. Students connect their interpretations of figurative language and structural choices to themes around the concept of "sense of self." Students then grapple with a succession of complex informational articles that illuminates the ways storytelling can impact the mind, body, and spirit on both an individual and a cultural level. Applying these concepts to literary examples, students synthesize their understanding and reflect on the particular power of different forms of storytelling.
- **Writing:** Throughout the module, students are introduced to and practice writing narrative poetry. In particular, students practice using descriptive, sensory, and figurative language to appeal to readers' senses, convey abstract ideas, and deepen a reader's understanding of an experience or character. They also experiment with narrative structure, with intentional decision-making of how to sequence events and poetic types in their own narrative portfolio. Because composing narratives in verse form requires students to be judicious in their language choices, this writing provides important opportunities for students to develop the skill of using the fewest amount of words to convey the most important of ideas. In addition to working with narrative writing, students learn to incorporate evidence in creative and logical ways within their informative writing as they prepare for the EOM Task for which they use a variety of writing types to express their understanding of the power of stories and themselves as storytellers.
- **Speaking and Listening:** Students begin their year focusing on speaking and listening skills essential for academic success. With listening, they pay close attention to their peers' oral deliveries, both in academic discussions and poetic performances, in order to capture best the summary and importance of those contributions in subsequent writing. Students consider the role of expression in reading aloud and the impact of an audience on a speaker's delivery as they write and perform their own poems in the module.

Standards

FOCUS 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, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Reading Informational Text	
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Writing	
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience are addressed.
Speaking and Listening	
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language	
L.8.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.8.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.5.a	Interpret figures of speech (e.g. verbal irony, puns) in context.

CONTINUING STANDARDS

Reading Literature	
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text-complexity band independently and proficiently.
Reading Informational Text	
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text-complexity band independently and proficiently.
Language	
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.

Major Assessments

FOCUS QUESTION TASKS

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Synthesize an understanding of narrative form and Josh's identity in <i>The Crossover</i> through the writing and analysis of an original list poem, using descriptive and sensory language.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the concept of "sense of self." ▪ Write a poem using a specific poetic structure, employing effective language and sequencing choices. 	RL.8.2, 8.4; W.8.3, 8.4
2. Write three To-SEEC (i.e., a paragraph containing a Topic Statement, Evidence, Elaboration, and a Concluding Statement) paragraphs that compare and contrast the content and form of two poems from <i>The Crossover</i> .	<ul style="list-style-type: none"> ▪ Apply an understanding of the relationship between form and content in poetry. ▪ Express ideas about poetry in informative writing. 	RL.8.1, 8.2, 8.5; W.8.2
3. Write, perform, and record a definition poem that expresses an understanding of the relationship between form, content, and poetic performance.	<ul style="list-style-type: none"> ▪ Write a poem using a specific poetic structure. ▪ Use oral expression in a poetry performance. 	RL.8.5; W.8.3, 8.4, 8.6; SL.8.4, 8.5, 8.6
4. Write a thesis statement and two To-SEEC paragraphs that examine ideas about the power of stories in two informational texts.	<ul style="list-style-type: none"> ▪ Identify central ideas about the power of stories in two informational texts. ▪ Analyze how stories help us make sense of ourselves and the world. 	RI.8.2; W.8.2

NEW-READ ASSESSMENTS

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Read a poem by Yusef Komunyakaa. Answer several multiple-choice questions, and write a short-answer response that examines the relationship between language and meaning in a poem.	<ul style="list-style-type: none"> ▪ Analyze the relationship between form and meaning in a poem. ▪ Interpret the meaning and effect of figurative language. 	RL.8.2, 8.4
2. Read and watch a lecture by novelist Chimamanda Ngozi Adichie, answer several multiple-choice questions, and write a short-answer response that analyzes Adichie's elucidation of the power of stories.	<ul style="list-style-type: none"> ▪ Discern the different kinds of power that stories represent. ▪ Analyze how stories help us make sense of ourselves and the world. 	RI.8.2

SOCRATIC SEMINARS

Socratic Seminar	Elements That Support Success on the EOM Task	Standards
1. Evaluate multiple meanings of the word <i>crossover</i> in <i>The Crossover</i> , especially as they develop the novel's themes and structure.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the themes and narrative arc of <i>The Crossover</i>. ▪ Pose an opinion of effectiveness about the development of the word across multiple poems. ▪ Respond to other perspectives about themes in <i>The Crossover</i>. 	RL.8.2, 8.3, 8.4, 8.5; SL.8.1, 8.6
2. Synthesize an understanding of content, structure, and expression across a variety of poetic performances.	<ul style="list-style-type: none"> ▪ Expand and deepen an understanding of poetic structure, content, and expression. ▪ Analyze how oral expression impacts a poem. 	RL.8.2; SL.8.1, 8.6
3. Analyze the power of stories across three informational texts, synthesizing ideas of the social, physical, and personal power of stories.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of different perspectives about the power of storytelling. ▪ Distinguish different ideas about how stories help us make sense of ourselves and the world. 	RI.8.2; SL.8.1, 8.6

END-OF-MODULE TASK

End-of-Module Task	Criteria for Success	Standards
Write a portfolio of three poems that demonstrates an understanding of ideas of the power of stories, the effects of descriptive and sensory language, narrative arc, and the relationship between content and structure. Write a cover letter explaining and analyzing creative choices. Then perform the poetry portfolio for an audience with attention to poetic expression.	<ul style="list-style-type: none"> ▪ Produce a narrative sequence of three poems demonstrating effective use of narrative elements. ▪ Write a cover letter explaining the story, the relationship between form and content, and an understanding of the power of storytelling. 	RL. 8.2; RI.8.2; W.8.3, 8.4, 8.5; SL.8.4, 8.5, 8.6; L.8.1.c, 8.2.a, 8.4, 8.5.a, 8.6

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.8.6

* While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Module Map

Focusing Question 1: What shapes Josh Bell's sense of himself and his world?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
1	<i>The Crossover</i> , pages 1–10	Wonder What do I notice and wonder about form and content in <i>The Crossover</i> ?		<ul style="list-style-type: none"> Make inferences about <i>The Crossover</i>, using effective evidence (RL.8.1). Identify specific language choices that depict Josh Bell's identity and view of himself (RL.8.1, 8.2, 8.4). Explore the relationships among <i>storytelling</i>, <i>power</i>, <i>content</i>, and <i>form</i> to understand better each word and the Essential Question (L.8.5.b).
2	<i>The Crossover</i> , pages 1–36	Organize What's happening in <i>The Crossover</i> ?	Examine Why are verb moods important in my writing?	<ul style="list-style-type: none"> Apply an understanding of the theme of "sense to self" to a character in <i>The Crossover</i>, using effective evidence (RL.8.1, 8.2). Explain key aspects of Josh Bell, using the most effective evidence (RL.8.1, 8.2). Identify and form verbs in the indicative, imperative, and interrogative moods in pairs (L.8.1.c).
3	"Filthy McNasty" (song) <i>The Crossover</i> , pages 14–62	Reveal What does a deeper exploration of poetic form reveal in <i>The Crossover</i> ?	Examine Why is descriptive and sensory language important in narrative writing? Experiment How do descriptive and sensory language work in narrative writing?	<ul style="list-style-type: none"> Explain how the structure of "Ode to My Hair" contributes to the development of plot and character in <i>The Crossover</i> (RL.8.2, 8.3, 8.5). Elaborate on a plot moment in <i>The Crossover</i> using a descriptive simile (W.8.10). Infer the meanings of <i>entwine</i> and <i>enshrine</i> using knowledge of the prefix <i>en-</i>, and verify definitions using the dictionary (L.8.4.b, d).

Focusing Question 1: What shapes Josh Bell's sense of himself and his world?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
4 ✓NR	<i>The Crossover</i> , pages 1–62 “Slam, Dunk, & Hook”	Reveal What does a deeper exploration of figurative language reveal in “Slam, Dunk, & Hook”?		<ul style="list-style-type: none"> Apply an understanding of language and content to a new text through independent reading and analysis (RL.8.1, 8.2, 8.4; W.8.2; L.8.5). Uncover the meanings of the words <i>mythical</i>, <i>confrontational</i>, and <i>phenomenal</i> using context clues, prior knowledge, and understanding of the suffix <i>-al</i>. (L.8.4.b, d).
5	<i>The Crossover</i> , pages 1–98	Reveal What does a deeper exploration of character reveal in <i>The Crossover</i> ?	Experiment How do descriptive and sensory language work in narrative writing? Experiment How does the interrogative verb mood work?	<ul style="list-style-type: none"> Analyze the impact of a family relationship on the development of Josh's sense of self (RL.8.2, 8.3; W.2). Illustrate an important aspect of character in <i>The Crossover</i>, using a descriptive metaphor (RL.8.2; W.8.3.d).
6	<i>The Crossover</i> , pages 1–134	Reveal How does a specific poem reveal deeper meaning about Josh Bell?	Experiment How do descriptive and sensory language work in narrative writing?	<ul style="list-style-type: none"> Analyze one poem for its significance in conveying the development of Josh's sense of himself and his world, using effective evidence (RL.8.1, 8.2, 8.3; W.8.2). Convey important aspects of Josh by using descriptive and sensory language in a poem (W.8.3.d). Identify and interpret hyperboles in <i>The Crossover</i> (L.8.5).
7 ✓FQT	<i>The Crossover</i> , pages 1–134	Distill What is the essential meaning of <i>The Crossover</i> as it relates to Josh Bell's identity?	Execute How do I use descriptive and sensory language to compose a poem?	<ul style="list-style-type: none"> Synthesize an understanding of narrative form and Josh's identity in <i>The Crossover</i> through the composition and analysis of an original poem (RL.8.2; W.8.3.b, d; W.8.4). Draft and evaluate hyperboles to enhance poems (L.8.5).

Focusing Question 2: How does form shape a story's meaning?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
8	<i>The Block</i> <i>The Crossover</i> , pages 135–169	Reveal What does a deeper exploration of poetic structure reveal about the relationship between Josh and JB?	Execute How do I use descriptive and sensory language in a rewrite of “Dear Jordan”? Experiment How do indicative and imperative verb moods work?	<ul style="list-style-type: none"> ▪ Analyze how a poem’s structure in <i>The Crossover</i> contributes to the meaning of the developing conflict between Josh and JB Bell (RL.8.2, 8.5). ▪ Apply an understanding of theme and descriptive and sensory language in a revision of a narrative poem (RL.8.2; W.8.3.d). ▪ Correct inappropriate shifts in verb mood and form, and use verbs in the indicative and imperative moods to express understanding of figurative language (L.8.1.c, d).
9	<i>The Block</i> <i>Children’s Games</i>	Reveal What does a deeper exploration of form reveal in <i>The Block</i> and <i>Children’s Games</i> ?	Execute How do I use verb moods to convey specific thoughts and feelings?	<ul style="list-style-type: none"> ▪ Analyze how form contributes to meaning in a comparison of <i>The Block</i> and <i>Children’s Games</i> (RL.8.5). ▪ Use the indicative, interrogative, and imperative verb moods to demonstrate understanding of character relationships (L.8.1.c).
10	<i>The Crossover</i> , pages 149–196	Reveal What does a deeper exploration of poetic structure reveal in <i>The Crossover</i> ?	Execute How do I use descriptive and sensory language in narrative writing? Examine Why is sentence structure important?	<ul style="list-style-type: none"> ▪ Compare and contrast the effects of the poetic structures of “Fast Break” and “Article #1 in the Daily News (December 14)” on each poem’s meaning and style (RL.8.5). ▪ Develop and organize an event in a collaborative Found Poem that uses descriptive and sensory language to capture the action (W.8.3; L.8.1.b, c). ▪ Identify simple, compound, complex, and compound–complex sentences, and describe the effects of each structure (L.7.1.b).

Focusing Question 2: How does form shape a story's meaning?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
11	<i>The Crossover</i> , pages 197–222 “Gators Fall in the Quarterfinals”	Reveal What does a deeper exploration of poetic form reveal in <i>The Crossover</i> ?	Excel How do I improve descriptive and sensory language in narrative writing?	<ul style="list-style-type: none"> Analyze the impact of form on meaning by comparing how an informational article and the poem “Fast Break” construct accounts of a basketball game (RL.8.5). Implement the criteria for effective descriptive and sensory language by revising a Found Materials poem (W.8.3.d, W.8.5). Use context clues to infer the meaning of a word, verify the initial definition, and explore the uses of the word through a Frayer Model (L.8.4.a, c).
12	<i>The Crossover</i> , pages 135–196 “This Is Your Life (and How You Tell It)”	Distill What is the central message of “This Is Your Life (and How You Tell It)”?	Examine Why is a narrative arc important?	<ul style="list-style-type: none"> Explain the central message about the importance of storytelling in “This Is Your Life (and How You Tell It)” (RI.8.2; W.8.2). Explain and assess the elements of a narrative arc in the “Third Quarter” section of <i>The Crossover</i> (RL.8.2). Use context clues and knowledge of the prefix <i>re-</i> to infer the meanings of the words <i>retrospective</i> and <i>reconstruction</i>, and apply understanding of these words (L.8.4.a, b).
13	<i>The Crossover</i> , pages 197–237	Reveal What does a deeper exploration of narrative arc reveal in <i>The Crossover</i> ?	Experiment How does a narrative arc work?	<ul style="list-style-type: none"> Explain how the narrative arc of <i>The Crossover</i> contributes to the meaning of the novel by considering the entire sequence of events (RL.8.2, 8.3). Determine the meaning of <i>correlation</i> using context clues, and explain how <i>correlation</i> and <i>coherent</i> relate to narrative writing (L.8.4.a).
14	<i>The Crossover</i> , full text	Distill What is the meaning of <i>The Crossover</i> ?	Experiment How does a narrative arc work? Experiment How do simple sentences and compound sentences work?	<ul style="list-style-type: none"> Distill the meaning of <i>The Crossover</i> by analyzing meaning and symbolism in “Free Throws” (RL.8.2, 8.3, 8.4; W.8.2). Use simple and compound sentences to summarize a poem (L.7.1.b).

Focusing Question 2: How does form shape a story's meaning?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
15 ✓SS	<i>The Crossover</i> , full text "The Human Soul Distilled"	Reveal What does a deeper exploration of language choices reveal about the shape and meaning of <i>The Crossover</i> ?		<ul style="list-style-type: none"> ▪ Explain how varied uses of the word <i>crossover</i> create a narrative arc that develops the meaning of the story (RL.8.3, 8.4; W.8.3.b, d). ▪ Analyze the significance of the development of the word <i>crossover</i> in the novel through collaborative conversation with peers (RL.8.2, 8.3, 8.4, 8.5; SL.8.1, 8.6). ▪ Study the multiple meanings of <i>crossover</i>, and analyze how the word's various meanings apply to the novel (L.8.4.c, L.8.5.c).
16 ✓FQT	<i>The Crossover</i> , full text	Reveal What does a deeper exploration of poetic structure reveal about Josh Bell and the meaning of <i>The Crossover</i> ?		<ul style="list-style-type: none"> ▪ Identify and explain the two most effective poetic types for analyzing the development of Josh's identity in <i>The Crossover</i> (RL.8.1, 8.2, 8.3). ▪ Compare and contrast how the structures of two poems contribute to an understanding of Josh's identity in <i>The Crossover</i> (RL.8.1, 8.2, 8.5; W.8.2). ▪ Develop an understanding of <i>irony</i> and <i>ironic</i>, and apply knowledge to determine valid examples of the words (L.8.6).
17	<i>The Crossover</i> , full text "The Human Soul Distilled"	Know How does <i>The Crossover</i> build my knowledge of the power of storytelling?	Execute How do I use a narrative arc in a poem?	<ul style="list-style-type: none"> ▪ Evaluate the importance of the novel-in-verse form to the meaning of <i>The Crossover</i> (RL.8.2, 8.3; W.8.2). ▪ Create an event sequence in an occasional poem, using a narrative arc (W.8.3.a, b, e; W.8.5).

Focusing Question 3: What is the role of expression in storytelling?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
18	<p>“Sometimes Silence Is the Loudest Kind of Noise,” poem</p> <p>“Sometimes Silence Is the Loudest Kind of Noise,” video</p> <p><i>The Crossover</i>, pages 221–237</p>	<p>Wonder</p> <p>What do I notice and wonder about poetic performance?</p>	<p>Examine</p> <p>Why is oral expression important?</p> <p>Experiment</p> <p>How does oral expression work?</p> <p>Examine</p> <p>Why are ellipses important?</p>	<ul style="list-style-type: none"> Identify the role of oral expression in Ikpi’s performance of “Sometimes Silence Is the Loudest Kind of Noise” (RL.8.1; SL.8.1). Using criteria, identify oral expression strategies for “The Last Shot” from <i>The Crossover</i> (SL.8.1). Explain the function of an ellipsis, and show understanding of its function through an oral reading (L.8.2.a).
19	<p>“Nikki-Rosa,” poem</p> <p>“Nikki-Rosa,” video</p> <p>“Slam, Dunk, & Hook,” poem</p> <p>“Slam, Dunk, & Hook,” video</p>	<p>Organize</p> <p>What’s happening in poetic performances?</p>	<p>Examine</p> <p>Why is tailoring speaking to an audience important?</p> <p>Examine</p> <p>Why are the dash and comma important?</p>	<ul style="list-style-type: none"> Determine the relationship between content, audience, and oral expression in “Nikki-Rosa” and “Slam, Dunk, & Hook” (RL.8.2; SL.8.1). Apply an understanding of tailoring speaking to an audience to a reading of “Nikki-Rosa” or “Slam, Dunk, & Hook” (SL.8.1). Explain the function of a dash and a comma in sentences (L.8.2.a).
20 ✓SS	<p><i>The Crossover</i>, full text</p> <p>“Sometimes Silence Is the Loudest Kind of Noise”</p> <p>“Nikki-Rosa”</p> <p>“Slam, Dunk, & Hook”</p>	<p>Reveal</p> <p>What does a deeper exploration of content, structure, and expression reveal about poetry?</p>	<p>Execute</p> <p>How do I tailor speaking to an audience?</p> <p>Excel</p> <p>How do I improve oral expression in a poetic performance?</p> <p>Experiment</p> <p>How do dashes and commas work?</p>	<ul style="list-style-type: none"> Synthesize an understanding of poetic content, structure, and expression through collaborative conversation with peers (RL.8.5; SL.8.1, 8.6). Revise choices of expression in a fluent read of “At Noon, in the Gym, with Dad” (SL.8.6). Employ commas and dashes to create pauses for emphasis in poetry (L.8.2.a).

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21 ✓FQT	<i>The Crossover</i> , full text	Know How does an examination of poetic expression build my knowledge of the power of storytelling?	Execute How do I plan for oral expression in a poetic performance?	<ul style="list-style-type: none"> Apply an understanding of form, content, and poetic expression by rewriting a poem from <i>The Crossover</i> as a definition poem (RL.8.2, 8.4, 8.5; W.8.3). Analyze metaphors from <i>The Crossover</i>, and convey Josh Bell's growth over the course of the novel through sports-related metaphors (L.8.5).
22	Student-generated writing from Lesson 21	Know How does an examination of poetic expression build my knowledge of the power of storytelling?	Excel How do I improve oral expression in a poetic performance? Excel How do dashes and commas work in writing and performance?	<ul style="list-style-type: none"> Demonstrate understanding of how form, content, and expression work together to convey a poem's key themes (W.8.6; SL.8.1, 8.4, 8.5, 8.6). Use commas and dashes to create pauses for emphasis in poetry (L.8.2.a).

Focusing Question 4: How do stories help us make sense of ourselves and the world?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
23	"Your Brain on Fiction"	Distill What are the central ideas of "Your Brain on Fiction"?		<ul style="list-style-type: none"> Delineate the ways in which stories can have an observable effect on individuals (RI.8.2). Compare and contrast <i>evoke</i> and <i>elicit</i> to understand better the distinct meanings of the words (L.8.4.c, L.8.5.b).
24	"The Man Made of Words," excerpt	Organize What's happening in "The Man Made of Words"?		<ul style="list-style-type: none"> Identify ideas the essay expresses about the imaginative power of language and stories (RI.8.2, RI.8.4; W.8.2). Clarify the meanings of <i>whimsy</i>, <i>venerable</i>, and <i>conjure</i> using a dictionary to analyze the effect of their connotations in developing the character of Ko-sahn (L.8.4.c, L.8.5.c).

Focusing Question 4: How do stories help us make sense of ourselves and the world?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
25	“The Man Made of Words,” excerpt	Reveal What does a deeper exploration of word choice and phrases reveal about the power of stories in “The Man Made of Words”?	Examine and Experiment How does incorporating textual evidence work? Examine How do complex and compound-complex sentences work?	<ul style="list-style-type: none"> Analyze how key words and phrases develop the central idea of Momaday’s essay (RI.8.2, 8.4). Incorporate textual evidence into sentences about Momaday’s essay (W.8.2). Create complex and compound-complex sentences, and select the sentence that best represents understanding of the Focusing Question (L.7.1.b).
26 ✓NR	“The Danger of a Single Story,” transcript “The Danger of a Single Story,” video	Know How does “The Danger of a Single Story” build my knowledge of the power of stories?	Execute How do I incorporate textual evidence in my writing? Execute How do I use knowledge of sentence structure to make my writing clear and interesting?	<ul style="list-style-type: none"> Analyze how Adichie’s examples define the ways stories help us make sense of ourselves and the world (RI.8.2). Incorporate evidence into writing, using effective evidence (RI.8.1; W.8.2). Choose from among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas (L.7.1.b).
27 ✓SS	“Your Brain on Fiction” “The Man Made of Words,” excerpt “The Danger of a Single Story,” transcript	Reveal What do informational texts reveal about the power of stories?		<ul style="list-style-type: none"> Select the strongest evidence from three informational articles to support a central idea about the power of storytelling (RI.8.1, RI.8.2). Synthesize an understanding of the power of stories to help us make sense of ourselves and the world from multiple informational texts through collaborative conversation with peers (RI.8.2; SL.8.1, SL.8.6). Use context clues to infer the meanings of <i>patronize</i>, <i>repress</i>, and <i>empower</i>, and develop an understanding of the connotations of those words (L.8.4.a, L.8.5.b).

Focusing Question 4: How do stories help us make sense of ourselves and the world?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
28 ✓FQT	<p>“Your Brain on Fiction”</p> <p>“The Man Made of Words,” excerpt</p> <p>“The Danger of a Single Story,” transcript</p>	<p>Know</p> <p>How do informational texts build my knowledge of the power of stories?</p>	<p>Excel</p> <p>How do I incorporate the strongest evidence into Focusing Question Task 4?</p> <p>Excel</p> <p>How do I improve my use of sentence structures to make my writing interesting and clear?</p>	<ul style="list-style-type: none"> Explain how stories have the power to help us make sense of ourselves and the world, using effective evidence from multiple informational texts (RI.8.1, 8.2). Revise writing to establish a variety of sentence structures and clarity of ideas (L.7.b.1).

Focusing Question 5: What does it mean to be a storyteller?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
29 ✓EOM	All Module Texts	<p>Know</p> <p>How do the module texts build my knowledge of narrative writing?</p>	<p>Execute</p> <p>How do I use narrative arc and sensory and descriptive language in a poetry portfolio?</p>	<ul style="list-style-type: none"> Identify narrative arc and descriptive and sensory language in EOM Task exemplar poems (W.8.3.a, 8.3.b, 8.3.d, 8.3.e; W.8.5). Investigate <i>authentic</i> and <i>stereotype</i> using a Relationship Map, and apply these words to analyze a poem’s main idea (L.8.4.c, L.8.6).
30 ✓EOM	All Module Texts	<p>Know</p> <p>How do the module texts build my knowledge of narrative writing?</p>	<p>Execute</p> <p>How do I use my understanding of poetry and storytelling in a cover letter?</p>	<ul style="list-style-type: none"> Analyze the components of an EOM Task exemplar cover letter (W.8.5). Using effective evidence, apply understanding of main ideas about the power of storytelling to a specific personal experience (RI.8.1, 8.2; W.8.5).

Focusing Question 5: What does it mean to be a storyteller?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
31 ✓EOM	All Module Texts	Know How do the module texts build my knowledge of narrative writing?	Execute How do I use my understanding of sensory and descriptive language, narrative arc, and poetry in a poetry portfolio?	<ul style="list-style-type: none"> Apply an understanding of the relationship between storytelling and sense of self through independent narrative writing (W.8.3, 8.4). Compare the use of poetic types between an exemplar and a self-generated poem (RL.8.5).
32 ✓VOC	All Module Texts	Know How do the module texts build my knowledge of narrative writing?	Excel How do I improve my draft through revision?	<ul style="list-style-type: none"> Revise narrative writing in response to peer and teacher review (W.8.3, 8.5). Express an understanding of the components of narrative verse in a poetry portfolio and the power of telling a personal story (RL.8.5; RI.8.2; W.8.4). Demonstrate acquisition of grade-appropriate academic and domain-specific words (L.8.6).
33 ✓VOC	None	Know How does my work with poetic expression build my knowledge of performing poetry?	Excel How do I improve oral expression in a poetic performance?	<ul style="list-style-type: none"> Present narrative writing (W.8.3; SL.8.1, 8.4, 8.5, 8.6). Demonstrate acquisition of grade-appropriate academic and domain-specific words (L.8.6).