



English/Language Arts Department
Grade 8 - English Language Arts

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Effective Date: September 2022

Scope and Sequence

Month	Reading Workshop	Writing Workshop
September to early October	Unit 1 Reading: Social Issues Book Club (Reading for Empathy and Advocacy)	
Early October to mid-November		Unit 2 Writing: Literary Essay (Analyzing Craft & Theme)
Mid-November to December	Unit 3 Reading: Nonfiction Reading (A Study in Text Structure/Features/Point of View)	
December to January		Unit 4 Writing: Writing to Inform Others (Research)
February to early March	Unit 5 Reading: Mystery/Suspense Book Clubs (Character Study)	
Early March to Mid-April		Unit 6 Writing: Suspense Short Stories
Mid-April to Early May	Unit 7 Reading: Argumentative Text Study	
Early-May to June		Unit 8 Writing: Argument Speeches

Unit 1

READING: Social Issues Book Club (Reading for Empathy and Advocacy)

Summary and Rationale

In this unit, students will read a common book with their book club members as they study social issues within fictional texts. Readers will analyze how power, perspective, and conflict affect characters and they will notice when issues seem related to groups that a character is part of, because of that character's gender, class, race, or age, among other qualities. Readers will also consider how group issues are often related to power issues and will practice analyzing how group power dynamics are playing out in a story. Ultimately, readers will become better close readers: better able to understand how a part of a story, like a particular relationship, or a conflict between groups, is important to something larger, like a theme, and will become better at discussing their reading in groups.

Recommended Pacing

4-5 Weeks

Standards

Reading: Reading Literature

RL.8.1	Cite the textual evidence and make relevant connections 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.8.3	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.
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.8.5	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.
RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Writing	
W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
Speaking and Listening	
SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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.
Language	
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
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.
Social Justice	
DI.6-8.2	I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.
DI.6-8.3	I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.
DI.6-8.4	I feel good about my many identities and know they don't make me better than people with other identities.
DI.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.
DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.
DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally
DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
JU.6-8.16	I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.
JU.6-8.17	I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice
AC.6-8.18	I can respectfully tell someone when his or her words or actions are biased or hurtful.

AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.
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Interdisciplinary Connections

SS 6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
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Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Readers practice various note-taking strategies in order to identify, organize, revisit, and review ideas to make deeper connections both in the text and their own lives. ● Readers study characters’ relationships by reading for relationship issues, weighing and analyzing character relationships and character traits, analyze how and why power affects characters, and reflect on all of the above with their book club. ● Readers analyze group-related issues: considering power, perspective, and tone by thinking about groups as sources of issues, recognizing when and why characters within a group struggle and how those characters respond to those issues, think deeply about group issues by utilizing common themes, weighing positive and negative messages in stories, investigating when texts are reinforcing and challenging assumptions, and considering roles that people can play when issues arise. ● Readers bring their lives and others’ lives to their reading by bringing themselves into their reading, learning from their texts and one another, identifying with less likeable characters, and reflecting within their book clubs. 	<ul style="list-style-type: none"> ● How do readers use a variety of note-taking strategies to track character relationships and group issues taking place in novels? ● How do readers study characters’ relationships? ● How do readers effectively take notes ● How do readers analyze group-related issues: considering power, perspective, and tone? ● How do readers bring their lives and others’ lives into their reading?

Evidence of Learning (Assessments)

- Formative assessments
- Quizzes/activities that have writers apply skills learned to varied texts
- Writing “check ins” assessed using specific rubric elements
- Post Unit Assessment

Objectives (SLO)

Word Study/Vocabulary Focus

- Understand and discuss the concept of roots and recognize their use in determining the meaning of some English words
 - aqua (water) aquarium, aquatic
 - centr (center) egocentric, self centered
 - clus (close) conclusion, exclusion, seclusion
 - dur (to last, lasting, harden) duration, durable, enduring
 - fract/frag (break) fracture, fragile, fragment
 - gress (to step/to go) progression, aggression
 - junct (join) junction, conjunction
 - To support your word study in roots, you may want to create a vocabulary tree, placing the root word in the trunk, and allowing the students to build other words on the branches. See the following resources to support your planning:
 - <http://membean.com/wrotlds/centr-center>

The grade level expectations above should be integrated into your planning. You may want to teach word study/vocabulary through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using the words in writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>As readers we use a variety of note-taking strategies to track character relationships and group-related issues within our novels.</p> <p>-----</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i></p>	<ul style="list-style-type: none"> ● Readers creatively show their thinking and ideas by using concrete ways to do so. ● Readers take creative risks in note-taking by revisiting and refining previously recorded notes ● Readers pay attention to any troublesome moments or moments of tension and make predictions/inferences, revising their thinking as necessary

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Conduct quick check-ins to assess student progress with note-taking in relation to student thinking
- Provide note-taking templates for students who require or desire assistance in setting up how to record their thinking
- Allow students to verbalize their thinking during conferences for teacher to record or for students to utilize technology to record their thinking while reading.

As readers we study characters' relationships.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Conduct quick check-ins to assess student work- and table conferences to maximize the effect of your teaching. (Lesson 2)
- Spark transference. (Lesson 3)
- Use notebook work to nudge readers into more focused interpretations and to track relationships that are complex. (Lesson 4)
- Deepen the relationships between strategies and bigger thinking. (Lesson 6)
- Review lessons on an individual or small group basis according to student needs.

- Readers read for trouble and discerning relationship issues (Bend I, Lesson 1)
 - *During this lesson, readers may want to identify issues that a character is experiencing and allow opportunities for the reader to think about the character's identity, experience, and culture, if appropriate and how that shape's his/her relationships.*
- Readers weigh characters' relationships for the positive and negative, in literature and in life (Bend I, Lesson 2)
 - *During this lesson, readers will consider aspects of a person's identity that impacts the positive and negative aspects of a relationship and whether the relationship is overall positive or negative.*
- Readers notice how characters contribute to relationship issues through actions and reactions (Bend I, Lesson 3)
 - *During this lesson, readers analyze a character's actions and reactions and how it contributes to the trouble in the relationship. You may want to focus on identifying similarities and differences between the character's home culture and the other environments and cultures they encounter.*
- Readers analyze how and why power affects relationships (Bend I, Lesson 5)
 - *During this lesson, readers may recognize unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws that impact the power dynamic within character relationships.*

	<ul style="list-style-type: none"> ● Readers study when character traits collide (Bend I, Lesson 6) ● Readers reflect on relationships with books to decide on a future course of study (Bend I, Lesson 7)
<p>As readers analyze group-related issues: considering power, perspective, and tone.</p> <hr/> <p style="text-align: center;">Suggestions for Differentiation <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Push readers to think more deeply about group issues and power imbalances. (Lesson 9) ● Coach students into finding and unpacking a variety of evidence to support thematic ideas. (Lesson 10) ● Coach small groups or book clubs to find symbols in moments of hardship and hope. (Lesson 11) ● Offer a variety of reading help in mixed-book small groups. (Lesson 13) 	<ul style="list-style-type: none"> ● Readers think about groups as sources of issues. (Bend I, Lesson 8) <ul style="list-style-type: none"> ○ <i>Readers may analyze whether or not the struggle being faced is a personal issue (specific to only the character) or an issue(s) that others similar to the character would deal with, as well. You may want to encourage students to ask themselves whether or not there is evidence that others from the same social group are affected by that same social issue in the story.</i> ● Readers recognize that when people within a group struggle, it is often because of power imbalances (Bend I, Lesson 9) <ul style="list-style-type: none"> ○ <i>Readers may connect to the character by thinking about how the character is treated and reflect in moments when the character is excluded or mistreated because of their identities: How does that make us feel? What does that make us think about?</i> ● Readers use common literary themes to think more deeply about group issues in a text (Bend I, Lesson 10) ● Readers think about how characters respond in complex, unique ways to the issues that they face because of the groups they are in (Bend I, Lesson 11) <ul style="list-style-type: none"> ○ <i>During this lesson, readers may analyze how characters respond to certain situations differently based on the groups they belong to based on their identity, culture, experience, etc. Students may connect to the text by asking themselves specific questions: How would I react if I were in that situation? Why would I react that way?</i> ● Readers weigh positive and negative messages in stories (Bend I, Lesson 12) ● Readers investigate when texts are reinforcing and challenging assumptions about groups (Bend I, Lesson 13)

	<ul style="list-style-type: none"> ○ <i>During this lesson, readers may identify specific moments in the text that are mirroring situations in their own lives that they have witnessed/experienced where individuals have been treated either poorly or exceptionally by members of society based on their home, culture, identities, etc., as well as how that behavior has changed over time. Students should take this thinking further by asking, “What message is the author trying to relay to his or her readers?” “What was the author’s purpose in reinforcing/challenging this assumption?”</i> ● Readers consider roles people can play when issues arise and resolving to be upstanders (Bend I, Lesson 14) <ul style="list-style-type: none"> ○ <i>During this lesson, readers will identify moments of unfair treatment and discuss ways in which to be upstanders and speak up against injustice.</i>
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<p>As readers we bring our lives and others’ lives to our reading.</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Support students to find personal connections into their books and loop back to better understand characters’ experiences. (Lesson 15) ● Enhance the work of this bend. (Lesson 16) ● Write long about a meaningful word or line, think about groups, power, and personal history. (Lesson 17)
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<ul style="list-style-type: none"> ● Readers bring themselves, with all of their complications, to their reading (Bend I, Lesson 15) ● Readers learn from their texts and from one another (Bend I, Lesson 16) <ul style="list-style-type: none"> ○ <i>During this lesson, students will share their similarities and differences, as well as discuss how their cultures and backgrounds have an impact on their experiences with and interpretations of texts. You may want to encourage students to identify the ways in which their identities bring them together to be a cohesive whole and allow us to learn from each other and grow with each other as equals.</i> ● Readers identify with less likable and less admirable characters (Bend I, Lesson 17) ● Readers in book clubs reflect on what they’ve learned together and plan for how to invite others into their study groups. (Bend I, Lesson 18)

Suggested Resources/Technology Tools

<p><u>Suggested Book Club Choices</u></p> <p>Suggested Class Read-Alouds/Mentor Texts: My Side of the Story by Adam Bagdasarian All Summer in a Day by Ray Bradbury</p>

Inside Out by Francisco Jimenez

[Unit 5 Thinking/Note-Taking Cheat Sheet](#)

[Middle School Reading Units of Study "Getting Started" webinar video](#)

[Social Issues Book Clubs: Reading for Empathy and Advocacy Read-Aloud Texts and Suggested Resources List](#)

This list includes all suggested resources and texts cited within *Social Issues Book Clubs: Reading for Empathy and Advocacy*.

The recommended read-aloud text, *First French Kiss and Other Traumas*, by Adam Bagdasarian (ISBN 9781417890842), is available from Booksource.com (as well as in a bundle with the unit from Heinemann).

[Correlations to the Standards](#)

[Planning Tool: Teaching Points from *Social Issues Book Clubs: Reading for Empathy and Advocacy*](#)

Anchor Charts

Readers Look for Issues in Characters' Relationships

[Color](#) / [B&W](#)

Readers Look for Group-Related Issues

[Color](#) / [B&W](#)

Bring Your Life to Your Reading-and Your Reading to Your Life

[Color](#) / [B&W](#)

There are many possible ways teachers prepare to conduct a read-aloud. Some teachers mark up the text using sticky notes with brief reminders on when they will demonstrate or guide students to interact. Others prefer a more fleshed out script. You will find examples of these different ways of preparing read-alouds in the Middle School Reading Units of Study online resources.

An Orientation to the Unit

[Link to "Suicide Rates for Teen Boys and Girls Are Climbing" article from the Huffington Post](#)

[Social Issues Book Titles List](#)

[Nonfiction Text Sets](#)

Session 1

The recommended read-aloud text, *First French Kiss and Other Traumas*, by Adam Bagdasarian (ISBN 9781417890842), is available from Booksource.com (as well as in a bundle with the unit from Heinemann).

["My Side of the Story" from *First French Kiss* by Adam Bagdasarian](#)

[Annotated version of "My Side of the Story" from *First French Kiss* by Adam Bagdasarian](#)

[Anchor Chart: Readers Look for Issues in Characters' Relationships](#)

["Lean-In" Comments to Prompt Thinking about Relationships](#)

[FIG. 1-1 This reader is tracking the details of his character's different relationships through a relationship web.](#)

[Homework](#)

Session 2

["My Side of the Story" from *First French Kiss* by Adam Bagdasarian](#)

[To Work Towards More Positive Relationships chart](#)

[Anchor Chart: Readers Look for Issues in Characters' Relationships](#)

[Homework](#)

Session 3

[Link to trailer for *Inside Out*](#)

["My Side of the Story" from *First French Kiss* by Adam Bagdasarian](#)

[Anchor Chart: Readers Look for Issues in Characters' Relationships](#)

[To Think Deeply about Characters...mini anchor chart from *A Deep Study of Character*](#)

[To Investigate Themes...mini anchor chart from *A Deep Study of Character*](#)

[To Investigate the Influence of Settings on Characters...mini anchor chart from *A Deep Study of Character*](#)

[Homework](#)

Session 4

[Transcript of book club discussion](#)

[To Grow Ideas Together in a Book Club Talk chart](#)

[Anchor Chart: Readers Look for Issues in Characters' Relationships](#)

[FIG. 4-1 Examples of systems used to track relationships](#)

[Homework](#)

Session 5

["My Side of the Story" from *First French Kiss* by Adam Bagdasarian](#)

[Annotated version of "My Side of the Story" from *First French Kiss* by Adam Bagdasarian](#)

[When Studying Power, Pay Attention To...chart](#)

[Anchor Chart: Readers Look for Issues in Characters' Relationships](#)

[FIG. 5-1 This reader is pushing his thinking about the power in relationships by using visuals and text evidence.](#)

[FIG. 5-2 It can be helpful for students to write long about the power dynamics in the characters' relationships.](#)

[Homework](#)

Session 6

[Link to meme](#)

[Link to "Moana Argues with Her Father" scene from *Moana*](#)

[When Traits Collide chart](#)

[Anchor Chart: Readers Look for Issues in Characters' Relationships](#)

[FIG. 6-1 This reader lists the characters' traits and then writes long about how they clash. By writing long, he is able to change and add layers to his thinking.](#)

[FIG. 6-2 This reader is studying traits and relationships to come up with bigger ideas and to find social issues. He uses emojis to make his thinking more memorable.](#)

[To Work Towards More Positive Relationships chart](#)

[Homework](#)

Bend II Letter

[Link to "25 Mini-Films for Exploring Race, Bias and Identity With Students" from *The New York Times*](#)

[Link to "Why the Myth of Meritocracy Hurts Kids of Color" from *The Atlantic*](#)

Session 8

["Inside Out" from *The Circuit* by Francisco Jiménez](#)

[Annotated version of "Inside Out" from *The Circuit* by Francisco Jiménez](#)

[Link to "Together We Make Football: Sam Gordon" from the NFL](#)

[Tracking Possible Groups chart](#)

[Anchor Chart: Readers Look for Group-Related Issues](#)

[Social Groups Can Be Based On...chart](#)

[Homework](#)

Session 9

[Thinking About Power Imbalances Between Groups chart](#)

[Social Groups Can Be Based On...chart](#)

[Anchor Chart: Readers Look for Group-Related Issues](#)

[Link to "Together We Make Football: Sam Gordon" from the NFL](#)

[FIG. 9-1 You might make a mini-chart to show other ways to pay attention to power imbalances to use as a tool as you confer.](#)

[FIG. 9-2 A student thinks through characters' various reactions to August's difference in *Wonder*.](#)

[Ouch/Oops chart](#)

[Homework](#)

Session 10

[Some Common and *Simple* Literary Themes chart](#)

[Anchor Chart: Readers Look for Group-Related Issues](#)

[FIG. 10-1 A reader explores a symbolic setting in *Loser* as a way to think through a theme.](#)

[Thought Prompts to Grow Ideas About Themes chart](#)

[Homework](#)

Session 11

[Link to "16 year old girls talk race, stereotypes, and identity in 2016"](#)

[To Work Towards More Positive Relationships chart](#)

["Inside Out" from *The Circuit* by Francisco Jiménez](#)

[FIG. 11-1 One student's notebook work tracking group pressures on a character and individual response.](#)

[Anchor Chart: Readers Look for Group-Related Issues](#)

[FIG. 11-2 A reader writes about a symbol.](#)

[Social Issues chart](#)

[Social Groups Can Be Based On...chart](#)

[Vocabulary for Group-Related Issues chart](#)

[Homework](#)

Session 12

["Inside Out" from *The Circuit* by Francisco Jiménez](#)

[Annotated version of "Inside Out" from *The Circuit* by Francisco Jiménez](#)

[To think through if a story is more negative or positive overall, ask...chart](#)

[Anchor Chart: Readers Look for Group-Related Issues](#)

[Homework](#)

Session 13

[Photos of pink and blue toys in store aisles](#)

[Link to Lalaloopsy commercial](#)

[Link to Goldi Blox commercial](#)

[Social Groups Can Be Based On...chart](#)

[Anchor Chart: Readers Look for Group-Related Issues](#)

[FIG. 13-1 Examples of pressure charts](#)

[Building Off Club Member's Ideas chart](#)

[Homework](#)

Session 14

[Link to *The Bystander*, animated short created by Osnat Epstein](#)

[Link to Facing History website](#)

Bend III Letter

[Link to Sometimes You're a Caterpillar video](#)

[Link to "Peanut Butter, Jelly and Racism" mini film from *The New York Times*](#)

Session 15

["Shoulders" by Naomi Shihab Nye](#)

[Anchor Chart: Bring Your Life to Your Reading-and Your Reading to Your Life](#)

[Anchor Chart: Readers Look for Issues in Characters' Relationships](#)

[Mini Anchor Chart: Readers Look for Issues in Characters' Relationships](#)

[Anchor Chart: Readers Look for Group-Related Issues](#)

[Mini Anchor Chart: Readers Look for Group-Related Issues](#)

[Homework](#)

Session 16

["Shoulders" by Naomi Shihab Nye](#)

[To Learn More About Our Text *and* Each Other, We Can...chart](#)

[Link to Sometimes You're a Caterpillar video](#)

[FIG. 16-1 This student connected a powerful symbol of his character's passion to his own personal passion.](#)

[FIG. 16-2 This student compared her symbols to her character's by using a T-chart.](#)

[Homework](#)

Session 17

["In Line at the Drugstore..." by Claudia Rankine](#)

[Anchor Chart: Bring Your Life to Your Reading-and Your Reading to Your Life](#)

[FIG. 17-1 This reader makes a powerful connection by zooming into a specific line that had an impact on her.](#)

[FIG. 17-2 Another reader from the same club makes a different but equally powerful connection.](#)

[Homework](#)

Session 18

[Post-its that Might Engage and Support Future Readers of These Books chart](#)

[Nonfiction Text Sets](#)

[FIG. 18-1 This student curates a text set that builds on themes and ideas from *Out of My Mind*.](#)

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors

- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc. as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments ([see this article](#) for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- [Alternate Assessment Ideas](#) (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- [More Differentiation Ideas](#) (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

English Language Learners (ELL):

- [Sheltered instruction strategies](#):
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.

- Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of [Bloom’s Taxonomy](#): analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual

peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2

WRITING: Literary Essay (Theme Across Texts)

Summary and Rationale

In this unit, students will analyze two works of fiction in order to determine and prove a common theme between the two. Students will generate a claim that identifies that common theme and will then best support that claim using direct, specific, and relevant evidence from both pieces of literature. Students will also provide appropriate context to address and anticipate the audience’s knowledge level and needs and will utilize self and peer editing techniques in order to produce appropriate writing. Ultimately, students will effectively conclude the analysis by reiterating the lesson to be learned from both literary works in a larger context.

Recommended Pacing

4 Weeks

Standards

Reading: Literature

RL.8.1.	Cite the textual evidence and make relevant connections 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.8.3	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.
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.

Writing	
W.8.2.	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
W.8.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.8.1.	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> B. Follow rules for collegial discussions and decision-making, track progress toward specific

	goals and deadlines, and define individual roles as needed.
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.
Language	
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission.
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.
Interdisciplinary Connections	
SS 6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers examine mentor texts and explain, using evidence, why a specific theme is present. Writers look closely at a text to discover the theme, paying attention to and reflecting on the author's craft. Writers create a writing plan and revise to clarify the relationship between evidence and ideas, utilize resources to fine-tune their draft, and lift the level of their conventions. 	<ul style="list-style-type: none"> How do writers support common themes across different texts? How do writers study author's craft to inspire our own writing? How do writers edit and publish writing with the assistance of peers and technology?
Evidence of Learning (Assessments)	

Common Assessment

- PRE
 - Unit 6 Pre Assessment
 - *On-Demand Performance Assessment Prompt*
- POST
 - Final literary essay scored using the grade 8 informational rubric, all components
- Students should be assessed for mastery as mini lessons occur by means of a Google Form where their response is copy and pasted from their literary analysis draft

Information Writing

[Learning Progression, Grades 3-9](#)

Information Writing Rubrics

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

Information Writing Checklists

[Grade 5](#)

[Grade 5 and Grade 6](#)

[Grade 6](#)

[Grade 6 and Grade 7](#)

[Grade 7](#)

[Grade 7 and Grade 8](#)

[Grade 8](#)

[Grade 8 and Grade 9](#)

[Grade 9](#)

[Compendio de Checklists Textos Informativos](#)

Student Writing Samples

[Grade 5](#)

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

[Grade 9](#)

Writing Developed Through the Progression

[Grade 5](#)

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

Objectives (SLO)

Grammar Focus

- Particles (9.1)
- Gerunds (9.2)

- Infinitive phrases (9.3)

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)
As writers we write to support common themes across different texts (Generating Ideas/Plan)	<ul style="list-style-type: none"> ● Writers examine mentor texts for theme. ● Writers are able to explain, with details from the text, why they believe a theme to be present.
As writers we study author’s craft to inspire our own writing. (Draft)	<ul style="list-style-type: none"> ● Writers look closely at a text to further develop their understanding of the texts themes ● Writers discover what the whole text is saying about the text’s ideas and themes. ● Writers pay attention to the details of the plot and character development as well as the author’s crafting decisions. ● Writers reflect on the connection between the author’s message and his or her craft.
As writers we edit and publish writing with the assistance of peers and technology. (Edit)	<ul style="list-style-type: none"> ● Writers set a goal and make a plan for their writing. ● Writers revise their thinking to ensure all ideas are still true while also adding to their ideas. ● Writers use logical sentence frames to help clarify relationships between evidence and ideas. ● Writers use a variety of resources to fine-tune their draft. ● Writers look for ways to lift the level of their conventions. ● Writers use -ing verbs to add ongoing action and movement (Patterns of Power, Lesson 9.1) ● Writers use and explain the function of gerunds (Patterns of Power, Lesson 9.2) ● Writers use infinitives to express something’s purpose or their own opinion (Patterns of Power, Lesson 9.3)

Suggested Resources/Technology Tools

Patterns of Power

Nobody Stole Jason Grayson by Carolyn Mackler

The Scholarship Jacket by Marta Salinas

Inside Out by Francisco Jimenez

Flowers and Freckle Cream by Elizabeth Ellis
My Side of the Story by Adam Bagdasarian
Raymond's Run by Toni Cade Bambara
Viva New Jersey (located in Literature Book)
The Diary of Anne Frank (play version located in Literature Book)
Harrison Bergeron by Kurt Vonnegut
The Scarlet Ibis by James Hurst
All Summer in a Day by Ray Bradbury

[Short Story Tracker](#)

[Big Idea/Theme Chart](#)

[Optional Literary Analysis Outline](#)

[Literary Analysis Rubric](#)

Student samples

Literary mentor texts

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc. as appropriate. Submissions must be appropriate to the task and purpose of the assessment.

- **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
- On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments ([see this article](#) for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
- **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- [Alternate Assessment Ideas](#) (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- [More Differentiation Ideas](#) (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

English Language Learners (ELL):

- [Sheltered instruction strategies](#):
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
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 - Clarifying Key Concepts in First Language

- English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of [Bloom’s Taxonomy](#): analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
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Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3

READING: Nonfiction Reading (A Study in Text Structure/Features/Point of View)

Summary and Rationale

In this unit, students will identify and analyze nonfiction author's point of view and message. Readers will understand how nonfiction text structures and features enhance their understanding of nonfiction text and author's purpose, eventually utilizing them for greater comprehension and analysis, both within and across texts. Ultimately, readers will notice comparisons and contradictions of themes across multiple nonfiction texts.

Recommended Pacing

3-4 Weeks

Standards

Reading: Informational Text

RI.8.1

Cite the textual evidence and make relevant connections 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 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.

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.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Writing	
W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Speaking and Listening	
SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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.

Language

L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.

Interdisciplinary Connections

SS 6.2

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SS 6.3

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Instructional Focus

Enduring Understandings:

- Readers of nonfiction recognize the structures and features of nonfiction texts and identify the author's point of view by interpreting author’s message.
- Readers analyze how multiple texts address themes and topics and notice contradictions between texts.
- Readers practice multiple note-taking strategies in order to identify, organize, and review information, including adding supporting details to main ideas.

Essential Questions:

- How do readers utilize multiple lenses in order to analyze different types of nonfiction text?
- How do readers of nonfiction synthesize information across print/digital texts on the same topic to shape an informed opinion?
- How do readers use a variety of note taking strategies to organize their thoughts?

Evidence of Learning (Assessments)

- Formative assessments
- Quizzes/activities that have writers apply skills learned to varied texts
- Writing “check ins” assessed using specific rubric elements
- Research Process Assessment Link
 - Article 1
 - Article 2
- Post-Assessment Link
 - NewsELA Link to Article

Objectives (SLO)

Word Study/Vocabulary Focus

- Deepen an interest in vocabulary by building meaningful connections around word study, discussing interesting words and using them in conversation
- Recognize and use the suffixes -arium and -orium, meaning “a place for,” to form a noun
 - -arium (planetarium, solarium)
 - -orium (auditorium, emporium)
- Recognize and use the prefixes that change form depending on the first letter of the word root or base word (assimilated prefixes)
 - in: meaning “not” or “in, into, or within (invisibility, inability)
 - il- (illegal, illegible)
 - im- (immigrant, immortal)
 - ir- (irregular, irresponsible)
 - ad: meaning “to or toward” (adjoin, adhere)
 - ac- (account, acclaim)
 - af- (affect, affirm)
 - ag- (aggressive, aggravate)
 - al- (allow, allot)
 - an- (announce, annex)
 - ap- (approach, approve)
 - ar- (arrest, arrival)
 - as- (assign, assure)
 - at- (attempt, attraction)
 - ob- meaning “with or together”
 - oc- (occupy, occur)
 - of- (offer, offend)
 - op- (oppose)
 - Ex- meaning: “out,” “without,” “from,” or “away”
 - ef- (effort)
 - e- (erase)

The grade level expectations above should be integrated into your planning. You may want to teach word study/vocabulary through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using the words in writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their

individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

Students will know: (Goals)

Students will be able to: (Teaching Points)

As readers of nonfiction we utilize multiple lenses in order to analyze different types of nonfiction texts.

- Readers of nonfiction recognize the characteristics of different types of nonfiction, including reference nonfiction and various forms of literary nonfiction (Schoolwide: Lesson 1)
 - *Lessons 1, 4, and 7 are a great place to incorporate excerpts from *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah, along with excerpts from other books from the 9th grade Narrative Nonfiction reading unit. [More information available here.](#)*
- Readers of nonfiction identify text features, their purposes, and how the features support comprehension to help them more fully understand information they encounter. (Schoolwide: Lesson 3)
- Readers pay attention to text structure and identify various structures and how they support writer's intentions in a text. (Schoolwide: Lesson 4)
 - *Lessons 1, 4, and 7 are a great place to incorporate excerpts from *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah, along with excerpts from other books from the 9th grade Narrative Nonfiction reading unit. [More information available here.](#)*
- Readers infer author's points of view in order to gain deeper insights into the text. (Schoolwide: Lesson 7)
 - *Lessons 1, 4, and 7 are a great place to incorporate excerpts from *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah, along with excerpts from other books from the 9th grade Narrative Nonfiction reading unit. [More information available here.](#)*
- Readers develop their understanding of a writer's central message as they continue reading a nonfiction text by thinking, writing, and talking as they gather evidence to support, expand, and revise their interpretations of an author's message. (Schoolwide: Lesson 8)

<p>As readers of nonfiction, we synthesize information across print/digital texts on the same topic to shape an informed opinion.</p>	<ul style="list-style-type: none"> ● Readers analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take. <ul style="list-style-type: none"> ○ <i>This is a great place to incorporate a class topic and utilize research skills in order to compare two articles on this subject. This will show students the research process, utilizing our school's online library resources.</i> ● Readers notice moments where texts contradict each other and ask themselves, “What is the contrast or contradiction (difference) and why does it matter?” (Nonfiction Notice and Note)
<p>As readers of nonfiction we use a variety of note taking strategies to organize our thoughts.</p>	<ul style="list-style-type: none"> ● Readers use selective highlighting as an effective note taking strategy to identify, organize, and review important information related to a specific topic. ● Readers practice and apply effective strategies using selective highlighting across multiple documents or in composition notebook to identify, organize, and review important information related to a specific topic. ● Readers expand their thinking by identifying important information in a text by adding supporting details to previously identified main ideas.

Suggested Resources/Technology Tools

Schoolwide Unit, Grade 8, Nonfiction

- [Excerpts from 9th Grade Narrative Nonfiction Unit Texts](#)
- [Nonfiction Text Reading Tools \(Features/Structures\)](#)
- [Evaluating Resources Checklist](#)
- [Research Text Features/Structure/POV Chart](#)
- [Author's Purpose in Nonfiction Chart](#)
- [Nonfiction Big Questions and Signposts Practice Chart](#)

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors

- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc. as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments ([see this article](#) for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- [Alternate Assessment Ideas](#) (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
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English Language Learners (ELL):

- [Sheltered instruction strategies](#):
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.

- Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of [Bloom’s Taxonomy](#): analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual

peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4

WRITING: Writing to Inform Others (Research)

Summary and Rationale

In this unit, students will learn how to write effectively on varied topics that they have generated and researched. Writers will study the purposes of different research reports and styles of nonfiction writing in order to better engage their own readers. Writers will also become engulfed in the research and writing process by developing research questions, creating a writing plan based on their subject or topic of interest, determining the credibility and authenticity of information, quoting and paraphrasing data, and developing and strengthening writing as needed by planning, revising, and editing. Ultimately, students will be able to publish a clear and cohesive research report in which development and organization are appropriate to purpose and audience.

Recommended Pacing

4 Weeks

Standards

Reading: Informational Text

RI.8.1	Cite the textual evidence and make relevant connections 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 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.
RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Writing

W.8.1	Write arguments to support claims with clear reasons and relevant evidence. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and 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. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction,

	and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
Language	
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission.
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.
Interdisciplinary Connections	
SS 6.2	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SS 6.3	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers build their knowledge of the research genre and clearly understand writing expectations and goals by studying mentor texts, understanding the author's purpose, and forming compelling questions about a topic or idea. 	<ul style="list-style-type: none"> How do writers build their knowledge of the research genre and clearly understand writing expectations and goals? How do writers discover and brainstorm their own ideas for writing?

- Writers discover and brainstorm their own ideas for writing by listing possible research topics about contemporary or environmental issues, self-questioning about how history has impacted the progress of civilizations past and present, and learning about inspiring, motivational people who have left strong legacies through their actions, tenacity, or accomplishments.
- Writers consider purpose, audience, and connection to their ideas before they make their final idea selections by rereading their notes, lists, and entries and considering personal interest and resource availability.
- Writers research ideas, explore different aspects of a topic, recall relevant information from experiences, or gather relevant information from different sources by following important steps, selecting reliable sources and relevant facts, and utilizing an outline.
- Writers take all that they know about their idea or topic and put it all together in a clear structure so it is easy for readers to understand by creating effective introductions, body paragraphs, and conclusions that support purpose and information presented.
- Writers reread, reflect, and re-see their writing for the purpose of ensuring their piece engages the readers and matches their overall purpose or intention by using cohesive transitions, appropriate structure, and technical, precise language.
- Writers make the text clear and readable while focusing on the conventions of writing by following the standard format for citations, editing their reports to ensure proper tense use, and recognize the importance of a Works Cited page and a Bibliography.

- How do writers consider purpose, audience, and connection to their ideas before they make their final idea selections?
- How do writers research ideas, explore different aspects of a topic, recall relevant information from experiences, or gather relevant information from different sources?
- How do writers take all that they know about their idea or topic and put it all together in a clear structure so it is easy for readers to understand?
- How do writers reread, reflect, and re-see their writing for the purpose of ensuring their piece engages the readers and matches their overall purpose or intention?
- How do writers make the text clear and readable while focusing on the conventions of writing?

Evidence of Learning (Assessments)

Common Assessment:

- PRE
 - [*On-Demand Performance Assessment Prompt*](#) (Information Writing Using Resources)
 - Links to articles:
 - <https://www.history.com/topics/nelson-mandela/print>
 - <https://www.newyorker.com/magazine/2013/12/16/nelson-mandela>

- POST
 - Teacher can choose to have students complete one of the following tasks:
 - Compose an informational/explanatory essay based on information gathered during the research process, focusing on showcasing their gained nonfiction writing skills and strategic written structure and point of view.
 - Rubric
 - Create an informational/explanatory digital webpage consisting of information gathered during the research process, exhibiting their knowledge in nonfiction text structure, text features, as well as exhibiting their writing skills.
 - Rubric

Information Writing

[Learning Progression, Grades 3-9](#)

Information Writing Rubrics

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

Information Writing Checklists

[Grade 5](#)

[Grade 5 and Grade 6](#)

[Grade 6](#)

[Grade 6 and Grade 7](#)

[Grade 7](#)

[Grade 7 and Grade 8](#)

[Grade 8](#)

[Grade 8 and Grade 9](#)

[Grade 9](#)

[Compendio de Checklists Textos Informativos](#)

Writing Developed Through the Progression

[Grade 5](#)

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

Objectives (SLO)

Grammar Focus

- Relative clauses (6.4)
- Relative pronouns (6.5)
- Prepositional phrases (7.5)
- The use of semicolons in writing (10.4, 10.5)
- Using ellipsis to show omission (10.10)

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> As writers we build our knowledge of the Research genre and, in turn, clearly understand what our writing expectations and goals are for each unit. (Immersion) 	<ul style="list-style-type: none"> Writers recognize the primary purpose of writing research reports. (Schoolwide: Immersion, Day 1) Writers explore the reasons why authors write about their research and begin to determine what their own purpose would be for writing a research report. (Schoolwide: Immersion, Day 2) Writers form compelling questions in order to research and discover facts and information about a selected topic or subject. (Schoolwide: Immersion, Day 5)
<ul style="list-style-type: none"> As writers we discover and brainstorm our own ideas for writing -- ideas that are meaningful and purposeful. (Generating Ideas) 	<ul style="list-style-type: none"> Writers list possible research topics about contemporary or environmental issues and discuss them with peers in order to build on each other's ideas. (Schoolwide: Generating Ideas I) Writers generate possible topics through self-questioning about how history has impacted the progress of civilizations past and present. (Schoolwide: Generating Ideas II) Writers listen to and learn about inspiring, motivational people who have left strong legacies through their actions, tenacity, or accomplishments. (Schoolwide: Generating Ideas III)
<ul style="list-style-type: none"> As writers we consider purpose, audience, and connection to our ideas before we make our final idea selections. (Selecting) 	<ul style="list-style-type: none"> Writers reread their notes, lists, and entries and consider personal interest and resource availability in order to help them select and narrow the focus of their research topic. (Schoolwide: Selecting Lesson)
<ul style="list-style-type: none"> As writers we research our ideas, exploring different aspects of a topic, recalling relevant information from experiences, or gathering relevant information from different sources. (Collecting) 	<ul style="list-style-type: none"> Writers follow important steps in order to develop a research report that presents knowledge clearly and accurately. (Schoolwide: Collecting I) Writers follow criteria in order to select reliable sources of information for their topics, including primary, secondary, and online sources. (Schoolwide: Collecting II) Writers select relevant facts from informational texts and internet sites and take notes using their own words in order to support analysis, reflection, and research. (Schoolwide: Collecting III)

	<ul style="list-style-type: none"> Writers create and effectively use an outline as an organizational tool that will guide them through organizing and presenting their reports. (Schoolwide: Collecting V).
<ul style="list-style-type: none"> As writers we take all that we know about our idea or topic -- its focus, purpose, genre, and audience -- and put it all together in a clear structure so it is easy for readers to understand. (Drafting) 	<ul style="list-style-type: none"> Writers create an introduction that establishes the context of the research and summarizes the current understandings and background information about their topics. (Schoolwide: Drafting I) Writers include important information in the body of their reports by synthesizing their data, facts, statistics, and information in order to select and organize the information in the body of their reports. (Schoolwide: Drafting II) Writers write an effective concluding statement or section that follows from and supports the information presented.(Schoolwide: Drafting III)
<ul style="list-style-type: none"> As writers we reread, reflect, and re-see our writing for the purpose of ensuring their piece engages the readers and matches their overall purpose or intention (Revising) 	<ul style="list-style-type: none"> Writers acknowledge their audience by using cohesive transitions, appropriate structure, and technical, precise language to inform readers or explain their topics. (Schoolwide: Revising)
<ul style="list-style-type: none"> As writers, we make the text clear and readable while focusing on the conventions of writing. (Editing) 	<ul style="list-style-type: none"> Writers follow the standard format for citations when including quotes and the research of others in their reports.. (Schoolwide: Editing I) Writers use the ‘comma which’ to add detail (Patterns of Power, Lesson 6.4) Writers use <i>who</i> to add information about people (Patterns of Power, Lesson 6.5) Writers use a semicolon to connect two sentences (Patterns of Power, Lessons 10.4, 10.5) Writers use an ellipsis to omit something from a quotation (Patterns of Power, Lesson 10.10) Writers edit their reports to ensure proper tense use in order to convey clear meaning. (Schoolwide: Editing II) Writers recognize the important roles that a Works Cited page and a Bibliography play in a research report. (Schoolwide: Publishing II)

Suggested Resources/Technology Tools

Patterns of Power
[Instructions for Creating a Glideshow](#)

[Signal Phrase Help](#)

Schoolwide Research Writing Unit of Study, Grade 8 (online sources code located within unit binders)

Lucy Calkins Writing Unit of Study, Grade 8

[Grade 8 Writing Research Report NJSLA Correlation](#)

[Research Report Exemplars Packet](#)

[Student Friendly Rubric](#)

[Correlations to the Common Core State Standards](#)

[Chart: 5W's](#)

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

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- Use technology to enhance productivity, increase collaboration and communicate effectively.
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Unit 5

READING: Mystery/Suspense Book Clubs (Character Study)

Summary and Rationale

In this unit, students will study the genre of mystery/suspense by being exposed to various mentor texts within their book club novel in order to examine the characteristics of the genre and to determine how a plot's elements affect a character and his or her decisions. Readers will study the effect that a plot's suspense has on the relationships between characters and shifts in tone and mood. Readers will also analyze the author's development of suspenseful clues in order to provide readers with opportunities to make predictions. Ultimately, readers will make connections with the character's journey in relation to plot elements and its relevance to the genre of mystery/suspense.

Recommended Pacing

4-5 Weeks

Standards

Reading: Literature

RL.8.1.	Cite the textual evidence and make relevant connections 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.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
RL.8.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Writing

W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

Speaking and Listening

SL.8.1.	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
SL.8.4.	<p>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.</p>
Language	
L.8.3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
L.8.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
Social Justice	
DI.6-8.8	<p>I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.</p>
DI.6-8.9	<p>I know I am connected to other people and can relate to them even when we are different or when we disagree.</p>
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Readers track plot suspense and the relationships between characters, recognizing the shifts in tone and mood. 	<ul style="list-style-type: none"> How do readers of suspense analyze the effect that plot elements have on characters?

- Reorganizing investigative pieces for greater comprehension, readers reread and refine their notes in order to show their ideas concretely, paying attention to suspenseful clues and making predictions.
- Readers listen to and build upon the thinking of others in order to compare characters' roles within a story.

- How do readers of suspense use a variety of note taking strategies to track character development?
- How do readers of suspense respond to and sustain meaningful conversations about our characters?

Evidence of Learning (Assessments)

- Formative assessments throughout unit assessing mastery as mini lessons progress
- Quizzes/activities that have writers apply skills learned to varied texts
- Writing “check ins” assessed using specific rubric elements
- Post Unit Assessment
 - LINK

Objectives (SLO)

Word Study/Vocabulary Focus

- Develop interest in vocabulary by recognizing and appreciating aspects of words and by “collecting” and discussing interesting words and using them in conversation
- Recognize and use synonyms (words that have almost the same meaning)
 - Ex: (synonyms) destroy/demolish
- Recognize and use antonyms (words that have opposite meaning) and uncover semantic gradients (lists of related words that have similar meanings that increases by degree)
 - Ex: (antonyms) freezing/sweltering
 - Ex: (semantic gradients) freezing, cold, cool, warm, hot, roasting, and sweltering
 - Use this link to support your understanding: <http://www.reallygoodstuff.com/community/semantic-gradients-and-the-common-core-standards/>

The grade level expectations above should be integrated into your planning. You may want to teach word study/vocabulary through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using the words in writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

Students will know: (Goals)

Students will be able to: (Teaching Points)

(Immersion)

As readers of suspense we study the genre to understand its characteristics and overall impact on the reader.

IMPORTANT TIPS FOR IMMERSION:

During the first few days of this unit, you should plan time for shared reading lessons and/or interactive read aloud so that you can set the tone for the suspense unit and begin focusing the work around common texts. This would be a great time to ensure partnerships are established. It is also important that students have independent reading texts to support the work of the unit so that when they go off to practice during the “you do,” they each have individual texts to which they can apply the work.

- Readers consider the impact that suspense has on the reader.
 - During this lesson, students may study mentor texts (films/short stories) as they uncover characteristics about the genre. You may want to ask students: “What do you notice?” as they make a list.
- Readers study characters in their stories to gain a better understanding of their actions, reactions, and decisions that they make.
 - One way to do this is by noticing who the people are, where they come from, and the lived experiences and stories they tell.
- Readers identify specific literary techniques that the author utilizes to develop suspense.
 - vivid description/imagery
 - foreshadowing
 - pacing
 - flashback
 - mood /tone
 - irony
 - point of view

As readers of suspense we analyze the effect that plot elements have on characters.

- Readers make inferences about characters in a mystery/suspense novel by noticing what motivates characters to act or think a certain way.
 - Possible [Read Aloud: Characters Acting as a Group Can Wield Enormous Influence, for Good or for Evil](#)
 - This will help students to begin to consider how characters are impacted by others.
- Readers track suspenseful moments and analyze the impact the moments have on the characters.
- Readers consider how specific word choice, especially words with a negative connotation, and consider how the word choice impacts the readers’ interpretation of the character(s).
- Readers of suspense recognize the shifts in tone and mood and how it affects the character(s).
 - [Read Aloud: Characters Are Often Shaped by the Mood or Atmosphere of the Setting](#)
 - So much of suspense is about mood/atmosphere. This is a great way to use interactive read alouds to begin to have students consider the impact that setting has on characters.

	<ul style="list-style-type: none"> • Readers track relationships between the hero (protagonist) and villain (antagonist) based on their words and actions. • Readers notice rapid and subtle time shifts through verb tense changes and what those time shifts reveal about characters. (Mini Lesson)
<p>As readers of suspense we use a variety of note-taking strategies to track character development.</p> <p style="text-align: center;"><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> • Noticing time changes • Purposeful Thinking • Talking & Writing About Characters • Writing About Reading • Supporting Reading Notebook Work 	<ul style="list-style-type: none"> • Readers take creative risks in note-taking by rereading and refining their notes. • Readers creatively show their ideas and use concrete ways to do so. • Readers pay attention to suspenseful clues and make predictions, revising their thinking as necessary.
<p>As readers of suspense we respond to and sustain meaningful conversations about our characters.</p>	<ul style="list-style-type: none"> • Readers listen to the thinking of others so they can understand and learn from others’ ideas. • Readers build on one another’s ideas so they can make the discussion more interesting • Readers of suspense compare characters by thinking about the roles they play in the story, what motivates them, what choices they make, and how they respond to an event/dilemma.
<p>Suggested Resources/Technology Tools</p>	
<p>The Tale Tale Heart by Edgar Allan Poe The Black Cat by Edgar Allan Poe A Retrieved Reformation & other short stories by O’Henry The Monkey’s Paw by W W Jacobs The Landlady by Roald Dahl Lamb to the Slaughter by Roald Dahl “The Haunted House” Mystery Lather and Nothing Else by Hernando Tellez The Lottery by Shirley Jackson Death by Scrabble by Charlie Fish The Jigsaw Puzzle by J B Stamper</p> <p>Small Group Teaching Point Progression Chart</p> <p>Suggested Book Club Choices</p>	

A Deep Study of Character (Unit of Study - Lucy Calkins)

READ ALOUD: Bend II, Session 9

["The Fight" from First French Kiss by Adam Bagdasarian](#)

[Mini Anchor Chart: To Think Deeply About Characters...](#)

[Anchor Chart: To Investigate the Influence of Setting on Characters](#)

[Homework](#)

READ ALOUD: BEND II, Session 13

["The Fight" from First French Kiss by Adam Bagdasarian](#)

[Anchor Chart: To Think Deeply About Characters...](#)

[Anchor Chart: To Investigate the Influence of Setting on Characters](#)

[Homework](#)

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

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- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
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English Language Learners (ELL):

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 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
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 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge

- “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

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- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
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Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

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- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 6

WRITING: Suspense Short Stories

Summary and Rationale

In this unit, students will evaluate how writers make specific craft moves to structure mystery/suspense texts to compose gripping stories that keep their readers on the edge of their seats. Throughout the unit, students will learn from mentor writers and experiment with varied techniques and literary elements as they create their own mystery/suspense short stories. Ultimately, writers will create a mysterious/suspenseful short story or zoom in on isolated scenes based on a fictional experience.

Recommended Pacing

4-5 Weeks

Standards

Reading: Literature

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.8.3	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.
RL.8.6.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor

Writing

W.8.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none">A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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W.8.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
Language	
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative , imperative, interrogative, conditional, and subjunctive mood.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Instructional Focus	
Enduring Understandings:	Essential Questions:

- Writers collect ideas, draw on what they already know, come up with new ideas, and acknowledge the effects of different points of view that best fit their purpose.
- Writers create suspenseful stories by creating a lead, using figurative language, crafting setting, creating a villain and hero, and unpredictable high-stakes dilemmas and complicated matters.
- Writers closely examine mentor sentences i
- Writers of suspense vary their sentence structure, composing strong endings, and utilizing rubrics to assess work.

- What do writers do to generate ideas for and plan short stories that create suspense?
- What do writers do to mirror the author’s craft in our short stories to create tension/suspense?
- How can writers study and apply grammar moves in mentor sentences to use in their writing?
- What do writers do to edit and publish suspenseful scenes that keep readers on the edge of their seats?

Evidence of Learning (Assessments)

Common Assessment:

- PRE
 - [*On-Demand Performance Assessment Prompt*](#)
 - Ask students to write a narrative story
- POST
 - Student Process Piece (suspenseful story utilizing all learned elements) will be graded as post-assessment
 - RUBRIC
 - Differentiated Rubric

Narrative Writing

[Learning Progression, Grades 3-9](#)

Narrative Writing Rubrics

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

Narrative Writing Checklists

[Grade 5](#)

[Grade 5 and Grade 6](#)

[Grade 6](#)

[Grade 6 and Grade 7](#)

[Grade 7](#)

[Grade 7 and Grade 8](#)

[Grade 8](#)

[Grade 8 and Grade 9](#)

[Grade 9](#)

[Compendio de Checklists de Escritos Narrativos](#)

Student Writing Samples

[Grade 5](#)

[Grade 6](#)
[Grade 7](#)
[Grade 8](#)
[Grade 9](#)

Writing Developed Through the Progression

[Grade 5](#)
[Grade 6](#)
[Grade 7](#)
[Grade 8](#)

Objectives (SLO)

Grammar Focus

- Using Participial Phrases (7.4)
- Active/passive voice (8.1)
- Indicative mood (8.2)
- Dashes for extra information in writing (10.6)
- Ellipses to indicate a pause or break in writing (10.9)
- Enclosing dialogue within quotation marks (10.11)

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

IMPORTANT TIPS FOR SHARED WRITING:

During the first few days of this unit, you should plan time for shared writing lessons so that students can all have a common experience and begin to experiment with generating ideas and drafting suspense stories. You may want to:

- Generate story ideas in a few different ways
- Select one agreed upon character(s)/setting/conflict
- Map out the story on a plot chart
- Try out a lead or two
- Try out a small moment from the story

During the first few days, you should also reflect back on the characteristics of suspense stories through shared reading, now looking through the eyes of a writer.

Students will know: (Goals)	Students will be able to: (Teaching Points)
As writers we generate ideas for and plan short stories that create suspense. (Generating Ideas/Plan)	<ul style="list-style-type: none"> ● Writers collect multiple story ideas, blurbs, and scenes in their notebooks, drawing on what they know about strong narrative writing. ● Writers utilize mentor authors to understand the genre of suspense and generate ideas for their own short stories. ● Writers come up with ideas for the conflicts their characters might experience.

	<ul style="list-style-type: none"> ● Writers can acknowledge the effects of different points of view, choosing the one that best fits their purpose.
<p>As writers we mirror author’s craft in our short stories to create tension/suspense. (Draft/Revise)</p>	<ul style="list-style-type: none"> ● Writers study mentor author’s leads and try out various suspenseful leads to inform the readers as to what’s at stake in our stories. ● Writers study mentor texts for craft moves and utilize figurative language to enliven our writing and create a suspenseful mood for the reader. ● Writers craft setting, convey the passage of time, and write dialogue to convey meaning, mood, and tension ● Writers add style and details by using powerful vocabulary to create images. ● Writers of suspense create a really good villain that is visible and a hero that the readers can believe in and care about. ● Writers of suspense apply pressure by creating unpredictable high-stakes dilemmas and complicating matters.
<p>As writers we edit and publish suspenseful scenes that keep readers on the edge of their seats. (Edit)</p>	<ul style="list-style-type: none"> ● Writers of suspense use a variety of sentence structure to create tension. ● Writers compose a strong ending for our narrative. ● Writers use -ing verbs to begin phrases that add ongoing action (Patterns of Power, Lesson 7.4) ● Writers use active and passive voice appropriately. (Patterns of Power, Lesson 8.1) ● Writers use the indicative mood to be direct (Patterns of Power, Lesson 8.2) ● Writers use dashes to to set off extra information (Patterns of Power, Lesson 10.6) ● Writers use an ellipsis to indicate a pause or break (Patterns of Power, Lesson 10.9) ● Writers enclose dialogue within quotation marks (Patterns of Power, Lesson 10.11) ● Writers utilize rubrics to assess our work before publishing.
<p>Suggested Resources/Technology Tools</p>	
<p>Patterns of Power</p> <p>Grade Level Resources</p> <ul style="list-style-type: none"> ● Collecting Entries Chart 	

- [Tracking Conflict Chart](#)
- [Story Mapping Chart](#)
- [Story Map Guidelines](#)

Additional Materials

[On-Demand Student Scores Recording Sheet](#)
[Chart: Unpack Your Evidence](#)
[Writing Process Learning Progression, 5-8](#)
[Sample On-Demand Performance Assessment, Grade 7](#)

Conferring Scenarios Charts

[Narrative Writing](#)

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Unit 7

READING: Argumentative Text Study

Summary and Rationale

In this unit, students will study the structure and style of an argumentative speech and how authors/speakers support their purpose for writing. Readers will analyze claims, reasons, and evidence to determine how authors of argument support their writing purposes. Readers also compare the perspectives of authors of argument in order to develop their own perspectives on argument topics. Ultimately, students will identify and comprehend the strategies used by authors to prove and support their arguments in creating their own argumentative speech.

Recommended Pacing

4 Weeks

Standards

Reading: Informational Text

RI.8.1	Cite the textual evidence and make relevant connections 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 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.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Writing	
W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Speaking and Listening	
SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3.	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Presentation of Knowledge and Ideas
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.

Language

L.8.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
L.8.6	<p>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.</p>

Instructional Focus

Enduring Understandings:

- Readers identify and analyze the structure of an essay, including formatting, evidence, and multiple perspectives in order to support author's message and evaluate validity of an argument.
- Readers summarize each part of a speech and essay in order to discover rhetorical devices in an argument and examine.
- Readers support their own and their peer's thinking with evidence and list their thinking for further development.

Essential Questions:

- How do readers compare perspectives across texts in order to shape their own positions on issues?
- How do readers use a variety of note-taking strategies to form and refine their arguments?
- How do readers utilize their conversations in order to understand multiple perspectives?

Evidence of Learning (Assessments)

- Formative assessments
 - Students should be assessed for mastery of mini lesson teaching points throughout process
- Quizzes/activities that have writers apply skills learned to varied texts
- Writing “check ins” assessed using specific rubric elements
- Unit 7 Assessment

- Speeches available in “Resources” section

Objectives (SLO)

Word Study/Vocabulary Focus

- Understand and discuss the concept of roots and recognize their use in determining the meaning of some English words
 - loc (place) location, dislocate, relocate
 - min (small/less) mini, miniscule, miniliter
 - mob (move) immobilize, mobile
 - rupt (break/burst) bankrupt, interrupt
 - scribe/script (write/written) inscribe, scribe, describe
 - struct (build) construction, structure
 - sol (sun) solar, parasol, solarium
 - To support your word study in roots, you may want to create a vocabulary tree, placing the root word in the trunk, and allowing the students to build other words on the branches. See the following resources to support your planning:
 - <http://membean.com/wrotds/scrib-write>

The grade level expectations above should be integrated into your planning. You may want to teach word study/vocabulary through mini-lessons to the whole class, small groups, and/or individuals during reading workshop time or provide exposure through shared reading or interactive read aloud experiences outside of reading workshop. Additionally, students should have the opportunity to practice using the words in writing during writing workshop time. In addition to the grade level expectations above, students may need additional word study support based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Please keep in mind, if students are recognizing words in texts and uncovering the impact/meaning, this is reading workshop work. If they are utilizing words or applying them to their writing, this is writing workshop work. Ensure to understand the distinct difference when planning and not confuse where specific elements belong.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> • As readers we compare perspectives across texts in order to shape our own positions on issues. 	<ul style="list-style-type: none"> • Readers notice how a speech is structured to support their understanding of its central points. (Schoolwide ML 1) • Readers use their knowledge of the structure of an essay to help them understand a writer’s big ideas. (Schoolwide ML 4) <ul style="list-style-type: none"> ○ <i>This lesson is optional and can be chosen to review if there is sufficient time within the unit to do so. The accompanied mentor text is an essay that discusses the mentor speech given by Steve Jobs.</i>

	<ul style="list-style-type: none"> ● Readers will analyze an essay to determine how the introduction, thesis, body, and conclusion present and support the author’s message. (Schoolwide ML 4) <ul style="list-style-type: none"> ○ <i>During this lesson you can choose to utilize the mentor essay provided in lesson 4 or you can adjust the lesson to utilize any of the mentor speeches from the unit.</i> ● Readers identify the claim, reasons, and evidence in an argumentative essay to discern how an author has supported his or her argument about a topic. (Schoolwide ML 6) <ul style="list-style-type: none"> ○ <i>During this lesson you can choose to utilize the mentor essay provided in lesson 4 or you can adjust the lesson to utilize any of the mentor speeches from the unit.</i> ● Readers of argumentative essays study both sides of the argument and analyze the validity of each writer’s perspective by comparing the reasons and evidence writers provide and evaluating which better supports the writer’s claims. (Schoolwide ML 7) <ul style="list-style-type: none"> ○ <i>During this lesson you can choose to utilize the mentor essay provided in lesson 4 or you can adjust the lesson to utilize any of the mentor speeches from the unit.</i>
<ul style="list-style-type: none"> ● As readers we use a variety of note-taking strategies to form and refine our arguments. 	<ul style="list-style-type: none"> ● Readers summarize each part of a speech, note its main lesson or message, and make connections to the author’s ideas. (Schoolwide ML 1) ● Readers analyze a speech to discover how speakers make use of rhetorical devices to form and refine their arguments. (Schoolwide ML 2) ● Readers examine the characteristics of an essay and summarize the main parts of an essay. (Schoolwide ML 3) <ul style="list-style-type: none"> ○ <i>During this lesson you can choose to utilize the mentor essay provided in lesson 4 or you can adjust the lesson to utilize any of the mentor speeches from the unit.</i>
<ul style="list-style-type: none"> ● As readers we utilize our conversations in order to understand multiple perspectives. 	<ul style="list-style-type: none"> ● Readers support their thinking with personal experience or evidence from the text so others can understand the reasons for their statements. ● Readers write about or sketch their thinking after group discussion so they can examine and extend their understanding. ● Readers add to the comments of others so they can examine one another’s thinking more deeply.

Suggested Resources/Technology Tools

Schoolwide Unit, Nonfiction, Grade 8

[Unit 7 Brainstorming/Pre-Unit Work](#)

[Steve Jobs' 2005 Stanford Commencement Speech](#)

[Barbara Bush - Wellesley College Commencement Speech](#)

["What Adults Can Learn from Kids" TED Talk Transcript](#)

[Argumentative Speech Pre-Writing/Evidence Organizer](#)

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc. as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments ([see this article](#) for more information about

the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.

- **Typed:** students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- [Alternate Assessment Ideas](#) (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- [More Differentiation Ideas](#) (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

English Language Learners (ELL):

- [Sheltered instruction strategies:](#)
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of [Bloom's Taxonomy](#): analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 8

WRITING: Argumentative Speeches

Summary and Rationale

In this unit, students will conduct research on a complex topic of their choice in order to form opinions and positions. Writers will gather appropriate evidence and tailor that evidence in a compelling way in order to convince their readers of their chosen position, while also refuting opposing opinions and positions. Ultimately, students will compose and present an argumentative speech that requires them to angle evidence in favor of their opinion, using specific word choices and multimedia mediums, while keeping their audience in mind during their presentation.

Recommended Pacing

4-5 Weeks

Standards

Reading: Informational Text

RI.8.1	Cite the textual evidence and make relevant connections 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).
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing

W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.
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	<p>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.8.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>
W.8.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	
SL.8.1.	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>B. Follow rules for collegial discussions and decision</p>
SL.8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3.	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
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	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
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
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Writers debate positions on complex issues and grapple with intense issues through reading, writing, and discussing. ● Writers plan ahead in their writing based on their desired end result, angle their evidence, and include powerful conclusions. 	<ul style="list-style-type: none"> ● How do writers develop complex arguments? ● How do writers acknowledge and refute alternative opinions? ● How do writers present and tailor their findings in ways that compel our audience?

- Writers make their case and advance their ideas with evidence, specific word choices, and multimedia mediums to enhance their argument.

Evidence of Learning (Assessments)

Formative Assessments

- Students should be assessed for mastery of mini lesson teaching points throughout process

Common Assessment:

- PRE
 - [*On-Demand Performance Assessment Prompt*](#)
- POST
 - Students will present their Product Piece (Argumentative Speech on topic of their choosing)
 - Rubric

Argument Writing

[Learning Progression, Grades 3-9](#)

[*On-Demand Performance Assessment Prompt*](#)

Argument Writing Rubrics

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

Argument Writing Checklists

[Grade 5](#)

[Grade 5 and Grade 6](#)

[Grade 6](#)

[Grade 6 and Grade 7](#)

[Grade 7](#)

[Grade 7 and Grade 8](#)

[Grade 8](#)

[Grade 8 and Grade 9](#)

[Grade 9](#)

[Compendio de Checklists de Escritos de Argumentacion](#)

Student Writing Samples

[Grade 5](#)

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

[Grade 9](#)

Writing Developed Through the Progression

Objectives (SLO)

Grammar Focus

- Using verbs in the imperative mood (8.3)
- Use and explain the function of infinitives (8.4)
- Form and use verbs in the subjunctive mood (8.5)

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> ● As writers we develop complex arguments. 	Students will be able to: <ul style="list-style-type: none"> ● Writers debate different positions on complicated issues to develop an argument that allows for complexity. ● Writers grapple with intense issues and don't just dive into argument; instead they read, write, and discuss to begin understanding a complex, difficult issue.
<ul style="list-style-type: none"> ● As writers we acknowledge and refute alternative opinions. 	<ul style="list-style-type: none"> ● Writers plan more than what is written about; they also set writing goals to plan the work that is ahead. ● Writers angle their evidence by explaining it fully showing how the evidence illustrates or supports specific points. ● Writers turn to familiar strategies for writing powerful conclusions, such as restating a claim, offering insights, and leaving readers with memorable ideas or a call to action.
<ul style="list-style-type: none"> ● As writers we present and tailor our findings in ways that compel our audience. 	<ul style="list-style-type: none"> ● Writers make their case and advance their ideas not just with evidence but with specifically chosen words ● Writers use commands to tell readers what to do (Patterns of Power, Lesson 8.3) ● Writers use <i>to</i> + a verb to make a verb into a purpose (Patterns of Power, Lesson 8.4) ● Writers use the subjunctive mood to show that something is a wish, a fantasy, or untrue (Patterns of Power, Lesson 8.5)

- Writers integrate multimedia and other visual displays to enhance their argument.

Suggested Resources/Technology Tools

Patterns of Power

[Argumentative Speech Rubric](#)

[Article: "High-Jinx Shoot-Out by Guy Martin \(Lesson 1\)](#)

[Argumentative Speech Outline/Sample](#)

Lucy Calkins Writing Unit of Study, Grade 8

[Correlations to the Common Core State Standards](#)

Session 1

[Mentor text: "High-Jinks: Shoot-Out"](#)

[FIG. 1-1 Visual definition of perilous](#)

[Chart: Make a Crystal Clear Plan for Drafting Your Essay](#)

[Exemplar position paper: Letter to Mayor Bloomberg](#)

Session 2

[Argument Writing Checklist, Grade 8](#)

[Anchor chart: How to Write an Argument \(Grade 7\)](#)

[Exemplar position paper: Letter to Mayor Bloomberg](#)

[Speech to the School Board](#)

[Anchor chart: How to Write a Position Paper](#)

[FIG. 2-1 Mingus's plan for his argument](#)

[FIG. 2-2 Tate's flash-draft](#)

Session 3

[Bend I Text Set](#)

[Anchor chart: How to Write a Position Paper](#)

[Chart: Sophisticated Techniques for Framing and Adapting Quotes](#)

[FIG. 3-1 Mingus's transitions](#)

[FIG. 3-2 Emily's notes](#)

[Chart: Some Common Logical Fallacies](#)

[FIG. 3-4 Abby's draft as she adds evidence](#)

[Chart: Guide to Citing References](#)

[Argument Writing Checklist, Grade 8](#)

Session 4

[Mentor text: "High-Jinks: Shoot-Out"](#)

[Anchor chart: How to Write a Position Paper](#)
[Argument Writing Checklist, Grade 8](#)
[FIG. 4-1 Word chart](#)
[Chart: Writers of Information Texts Aim Toward Goals...](#)
[Chart: Writers of Information Texts Use Techniques...](#)
[FIG. 4-2 Old or young woman optical illusion](#)

Session 5

[FIG. 5-1 chart: Powerful Conclusions Might...](#)
[Anchor chart: How to Write a Position Paper](#)
[Chart: Emergency Checklist Word Processing Safety Check](#)

Session 6

[Chart: Guide to Citing References](#)
[Chart: Checking the Most Urgent Conventions](#)
[Chart: Transitional Phrases that Help Guide the Reader](#)

Session 7

[Video links set](#)
[Chart: Tips for Rehearsing and Giving Confident and Stirring Speeches](#)

Session 8

[Argument Writing Checklist, Grades 8 and 9](#)
[FIG. 8-1 Mingus's speech](#)

Session 9

[Sample letter to parents](#)
[Bend II Text Set](#)
[Chart: Questions to Help Think about Complex, Difficult Ideas](#)
[Chart: Writers of Information Texts Aim Toward Goals...](#)
[Chart: Writers of Information Texts Use Techniques...](#)
[FIG. 9-1 Emily's questions](#)

Session 10

[FIG. 10-1 Kah Soon's evidence](#)
[FIG. 10-2 Kah Soon's boxes and bullets](#)

Session 11

[Bend II Text Set](#)
[Chart: Let's Argue About Texts](#)
[Chart: Transitions That You Can Use as You Argue](#)
[Chart: Tips for Being a Great Debater: Moves that Pay Off](#)
[FIG. 11-3 Cindy's draft](#)
[FIG. 11-4 Kah Soon's piece](#)

Session 12

[Bend II Text Set](#)
[FIG. 12-1 Sakura's argument](#)

[Anchor chart: How to Write a Position Paper](#)
[FIG. 12-2 Emily's Reflection](#)
[Chart: Layering Details-Nonfiction Craft Moves](#)
[Chart: Writers Frame Evidence By...](#)
[Chart: Argument Writers Aim Toward Goals...](#)
[Chart: Argument Writers Use Techniques...](#)

Session 13

[FIG. 13-1 Emily's homework](#)
[Anchor chart: How to Write a Position Paper](#)
[Chart: To Provide Context in an Introduction, Writers Try...](#)
[Chart: A Continuum of Fairness in Addressing Counterclaims](#)
[Chart: Studying \(and Addressing\) Alternative Points of View in Arguments](#)
[Exemplars from a Writing Community](#)

Session 14

[Chart: Organizational Structure Possibilities Template](#)
[Anchor chart: How to Write a Position Paper](#)
[Chart: Argument Writers Aim Toward Goals...](#)
[Chart: Argument Writers Use Techniques...](#)

Session 15

[Argument Writing Checklist, Grades 8 and 9](#)
[Chart: Checklist for High-Stakes Writing](#)
[Chart: When Addressing Experts, Writers Often Use Respectful Language Such As...](#)

Session 16

[FIG. 16-1 G.C.'s letter to Amnesty International](#)
[FIG. 16-2 Gio's letter to the United Nations Secretary General](#)
[FIG. 16-3 S.B.'s letter to the U.S. Military Tribunal](#)

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques

- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc. as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **On paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments ([see this article](#) for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- [Alternate Assessment Ideas](#) (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- [More Differentiation Ideas](#) (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

English Language Learners (ELL):

- [Sheltered instruction strategies](#):
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.

- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of [Bloom’s Taxonomy](#): analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence