



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

**English
Reading & Writing
Grade 8**

**Prepared by:
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Superintendent of Schools:
Marie C. Cirasella, Ed.D.

CCCS born on 9/2012
Addenda adopted 5/2016
NJSLS born on 3/2017
revised 9/2018

Curriculum Overview English 8 - Reading

The Grade 8 Reading curriculum is taught alongside the Grade 8 Writing curriculum to give students a variety of reading and writing experiences, both in the teacher-led whole-class style and the more independent workshop style. The reading curriculum covers a broad range of texts from ancient to modern to classic American literature, and integrates both fiction and nonfiction throughout the year. Each text or set of texts is situated in a historical context and connects to the year-long essential question "What is the importance of community?" to give students a purpose for reading. In addition to the units below, students are given ongoing practice with vocabulary acquisition and grammar. They also undertake an independent novel and corresponding project each quarter to encourage reading for pleasure and literary variety.

Suggested Course Sequence:

- Unit 1: Introduction to Story Elements and Greek Mythology (Sept-Oct)
- Unit 2: Dystopian Literature and *The Giver* (Nov-Dec)
- Unit 3: The Research Project (Jan-Feb)
- Unit 4: *Of Mice and Men* and the Great Depression (March-April)
- Unit 5: Literature of the Holocaust (May-June)

Prerequisite: English 7

Content Area: Reading	
Unit Title: Introduction to Literary Elements & Greek Mythology	
Grade Level: 8	
Unit Summary: In this unit, students will review parts of a plot, methods of character development, basic literary devices (simile, metaphor, allusion, personification, symbolism, and foreshadowing), and author's purpose. They will be introduced to the concept of theme. Examples will be taken from the 8th grade nonfiction and fiction summer reading choices. Students will then be introduced to the Greek pantheon and a variety of stories from Greek mythology. They will practice basic research and presentation skills by creating a Greek god poster. Students will also analyze and compare literary elements in myths, ultimately writing a literary analysis on a chosen topic.	
Interdisciplinary Connections: Ancient World History - Greek culture, religion, and literature	
21st Century Themes and Skills:	
CRP1. Act as a responsible and contributing citizen and employee.	
CRP2. Apply appropriate academic and technical skills.	
CRP4. Communicate clearly and effectively and with reason.	
CRP6. Demonstrate creativity and innovation.	
CRP7. Employ valid and reliable research strategies.	
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
CRP11. Use technology to enhance productivity.	
CRP12. Work productively in teams while using cultural global competence.	
Standards (Content and Technology):	
CPI#: NJSLS	Statement:
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.8.6	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.8.9	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.
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.

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W.8.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.
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	<p>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>
W.8.5	<p>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.</p>
W.8.6	<p>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.</p>
W.8.7	<p>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.</p>
W.8.8	<p>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.</p>
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”). 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”).
W.8.10	<p>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.</p>
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"> 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.

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	<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. 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.
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.
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <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	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <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	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <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.8.4	<p>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.</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., precede, recede, secede). 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., 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.
Unit Essential Question(s):	
Unit Enduring Understandings:	

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| <ul style="list-style-type: none">• What makes a story worth reading?• Why do some stories endure for centuries?• How do themes help us discover the universal human condition?• Why and how do we analyze literature? | <ul style="list-style-type: none">• Plot, characters, and theme all contribute to a story's effectiveness.• Great stories share something relevant about our shared human experience.• Analyzing literature helps us understand new perspectives and ideas in the world. |
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Unit Learning Targets/Objectives:

Students will...

- Define and identify parts of a plot, methods of characterization, literary devices, and author's purpose.
- Identify and explain various themes in Greek myths.
- Explain the importance of various gods in Greek mythology.
- Use the internet to research information and present findings.
- Write an analysis comparing a literary element (character, theme, purpose, literary device) from various texts.
- Use proper MLA formatting to cite sources.

Formative Assessments:

Do nows; informal written responses; notes; exit tickets; oral responses; research log; essay outline and drafts

Summative/Benchmark Assessment(s):

Quizzes; unit test; Greek god digital poster; literary analysis on myths

Resources/Materials:

Text: *Echoes from Mount Olympus* (published by Perfection Learning)

Online texts:

- Icarus & Daedalus video: <https://www.youtube.com/watch?v=3s2QPQnuaGk>
- Hero stories: <http://www.mythweb.com/heroes/heroes.html>

Research Resources:

- <https://greekgodsandgoddesses.net/>
- http://www.ancientgreece.co.uk/gods/explore/exp_set.html

Modifications:

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| <ul style="list-style-type: none">• Special Education Students<ul style="list-style-type: none">◦ Assign texts appropriate to reading level◦ Allow extended time to complete work◦ Provide templates for notes, research, and essay◦ Allow errors◦ Consult with case managers follow IEP accommodations/modifications• English Language Learners<ul style="list-style-type: none">◦ Assign texts in native language◦ Assign a buddy◦ Allow extended time to complete work◦ Provide templates for notes, research, and essay | <ul style="list-style-type: none">• At-Risk Students<ul style="list-style-type: none">◦ Assign high-interest texts◦ Allow extended time to complete work◦ Provide templates for notes, research, and essay◦ Consult with guidance counselors and follow I&RS◦ Provide rewards as necessary• Gifted and Talented Students<ul style="list-style-type: none">◦ Assign challenging texts◦ Provide extension activities based on interests |
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		<input type="checkbox"/> Allow errors in writing and speaking	<input type="checkbox"/> Encourage independent study or activities
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	
What is a story?	- Identify and define the parts of a plot - Define methods of characterization	2 periods	
Introduction to theme	- Define theme and thematic statement - Explain common themes in literature - Identify the theme of a text	2 periods	
Greek gods investigation	- Use online sources to research a Greek god - Create a digital poster using Google Drawing - Present information effectively to class	3 periods to research and create poster; 1 period to present	
Reading Greek myths	- Read texts of varying difficulties with and without scaffolding - Take notes on reading using an effective note-taking strategy - Identify parts of a plot, methods of characterization, literary devices, and author's purpose of each myth - Explain theme of each myth	10+ periods; 1-2 periods per myth	
Literary analysis overview	- Read sample analysis paragraphs and outline the construction of each	1 period	
Writing a claim	- Evaluate various literary claims - Write a claim that compares a literary feature of 2-3 texts	1 period	
MLA formatting	- Use proper MLA formatting	1 period	
Finding text evidence	- Find text evidence that supports a claim	1 period	
Writing body paragraphs	- Use proper paragraph structure, including topic sentences and embedded quotes, to write body paragraphs	2 periods	
Introduction and conclusion	- Write an engaging introduction and a cohesive conclusion for an essay	2 periods	

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Reading	
Unit Title: Dystopian Literature and <i>The Giver</i>	
Grade Level: 8	
Unit Summary: In this unit, students will be introduced to the genre of dystopian literature. They will identify characteristics of the genre, and then read dystopian short stories and <i>The Giver</i> . They will apply their knowledge of story elements from unit 1 to their notes and group discussions on the novel. An emphasis will be placed on what makes an effective literary discussion. This unit will culminate in a narrative writer's workshop where students will produce their own science fiction or dystopian short story. See Writing Curriculum for Writer's Workshop procedures.	
Interdisciplinary Connections: Science - environment and pollution	
21st Century Themes and Skills:	
CRP1. Act as a responsible and contributing citizen and employee.	
CRP2. Apply appropriate academic and technical skills.	
CRP4. Communicate clearly and effectively and with reason.	
CRP6. Demonstrate creativity and innovation.	
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
CRP9. Model integrity, ethical leadership and effective management.	
CRP11. Use technology to enhance productivity.	
CRP12. Work productively in teams while using cultural global competence.	
Standards (Content and Technology):	
CPI#: NJSL	Statement:
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.8.6	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.8.9	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.
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.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.

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	<ul style="list-style-type: none"> A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.
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. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
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> <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"). 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").
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.
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"> 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.

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	<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	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.
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>B. Form and use verbs in the active and passive voice.</p> <p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p>
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>B. Use an ellipsis to indicate an omission.</p> <p>C. Spell correctly</p>
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.8.4	<p>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.</p> <p>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.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>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.</p> <p>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).</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>
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.
Unit Essential Question(s):	
<ul style="list-style-type: none"> • What can dystopian stories teach us about life today? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Dystopian stories can point out flaws in society and warn us about the possible dangers of the future. 	

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| <ul style="list-style-type: none">• What is the role of the individual within the society in our culture? In the culture of <i>The Giver</i>? Whose needs are more important - the individual's or society's?• How do we discuss literature productively? | <ul style="list-style-type: none">• There must be a balance between the needs to the individual and the society for a culture to flourish.• Productive literary discussions involve open-ended questions that allow for multiple points of view and are grounded in specific textual examples. |
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Unit Learning Targets/Objectives:

Students will...

- Define dystopia and explain the elements of dystopian literature.
- Use various note-taking templates to take comprehensive reading notes.
- Determine how the setting of a story influences the characters.
- Identify and explain various themes in a novel.
- Prepare for and participate in literary discussions.
- Use narrative techniques in an original dystopian short story.

Formative Assessments:

Do nows; informal written responses; chapter notes; comprehension questions; informal group discussions; exit tickets

Summative/Benchmark Assessment(s):

Chapter quizzes; unit test with essay component; formal group discussions; original short story using narrative & dystopian elements

Resources/Materials:

Text: *The Giver* by Lois Lowry

Nonfiction Reading:

- "Introduction to Dystopia" by Shelby Ostergaard (<https://www.commonlit.org/en/texts/someone-might-be-watching-an-introduction-to-dystopian-fiction>)

Short Stories:

- "Harrison Bergeron" by Kurt Vonnegut (<https://www.commonlit.org/en/texts/harrison-bergeron>)
- Chapter 1 of "Frost and Fire" by Ray Bradbury (https://charlton6.weebly.com/uploads/1/0/6/2/10621939/frost_and_fire.pdf)

Movie: WALL-E

Modifications:

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| <ul style="list-style-type: none">• Special Education Students<ul style="list-style-type: none">○ Provide summaries or versions of text at appropriate reading level○ Allow extended time to complete work○ Provide templates for notes○ Allow errors○ Consult with case managers follow IEP accommodations/modifications• English Language Learners<ul style="list-style-type: none">○ Assign texts in native language | <ul style="list-style-type: none">• At-Risk Students<ul style="list-style-type: none">○ Provide summaries of text○ Allow extended time to complete work○ Provide templates for notes○ Consult with guidance counselors and follow I&RS○ Provide rewards as necessary• Gifted and Talented Students<ul style="list-style-type: none">○ Provide extension activities based on interests |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Provide summaries of text in native language or simplified English <input type="checkbox"/> Assign a buddy <input type="checkbox"/> Allow extended time to complete work <input type="checkbox"/> Provide templates for notes <input type="checkbox"/> Allow errors in writing and speaking | <ul style="list-style-type: none"> <input type="checkbox"/> Encourage independent study or activities |
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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
The importance of setting	<ul style="list-style-type: none"> - Identify the complex and varied elements of a setting - Discuss how setting influences people's decisions and actions 	1 period
"Harrison Bergeron"	<ul style="list-style-type: none"> - Explain the elements of the setting - Explain each character's reaction to the setting - Explain the author's message about the world today 	2 periods
Introduction to utopia and dystopia	<ul style="list-style-type: none"> - Define utopia and dystopia - Identify and explain characteristics of dystopian fiction 	2 periods
"Frost and Fire" - chapter 1	<ul style="list-style-type: none"> - Explain the elements of the setting - Analyze how the author provides necessary information about the setting and characters 	2 periods
<i>The Giver</i>	<ul style="list-style-type: none"> - Read closely to understand characterization and theme development - Take effective notes on reading to build an understanding of the text 	3-4 weeks
Literary discussions	<ul style="list-style-type: none"> - Use text evidence and logical reasoning to support a claim - Listen and respond to peers appropriately 	3 periods
WALL-E	<ul style="list-style-type: none"> - Identify dystopian characteristics - Explain the movie's message about the world today 	2 periods
Short story writing	See Writing Curriculum unit 2 for Writer's Workshop procedures.	3-4 weeks

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

- http://www.readwritethink.org/files/resources/lesson_images/lesson926/DefinitionCharacteristics.pdf
- <http://www.utopiaanddystopia.com/dystopia/distopian-elements-and-characteristic/>
- <http://www.novelpublicity.com/2016/12/six-important-elements-of-dystopian-fiction/>

Content Area: Reading**Unit Title: Nonfiction and Research****Grade Level: 8**

Unit Summary: This unit is a short introduction to the research paper, an interdisciplinary writer's workshop unit. In this unit, students will practice reading different types of nonfiction texts, identifying the main idea and supporting details, and using quotations to support a claim. See Writing Curriculum for Writer's Workshop procedures.

Interdisciplinary Connections: Ancient World History and Science - reading nonfiction and current events

21st Century Themes and Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Standards (Content and Technology):

CPI#: NJSLS	Statement:
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.8.4	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.8.6	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.8.7	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.8.8	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.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style.

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	<p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
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> <p>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).</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation 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.
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>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").</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.
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>

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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.
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <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	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <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	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <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.8.4	<p>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.</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., precede, recede, secede). 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., 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.
Unit Essential Question(s): <ul style="list-style-type: none"> Why is research important? How do you organize research effectively? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Research is a circular process that helps us answer challenging questions and ask new ones. There are many effective ways to organize research, based on topic, amount of information, amount of sources, and personal preferences. 	

Unit Learning Targets/Objectives:*Students will...*

- Identify the author's claim or main idea of a variety of nonfiction texts.
- Choose text evidence that supports a claim and use MLA citations to cite all sources.
- Pose a research question and choose reliable sources to find information to answer the question.
- Organize research effectively.
- Draw logical conclusions from research and explain those conclusions in writing.
- Write and revise a research paper that takes a stance on a current global issue.

Formative Assessments:

Annotations; graphic organizers; do nows; exit tickets; group and individual conferences; research paper drafts

Summative/Benchmark Assessment(s):

Research logs; final research paper

Resources/Materials:

News sources for students:

- <https://www.twentribune.com/>
- <https://newsela.com/>
- <https://www.nytimes.com/section/learning>
- <http://www.pbs.org/newshour/extr/>

Modifications:

- Special Education Students
 - Assign texts appropriate to reading level
 - Allow extended time to complete work
 - Provide templates for notes and research
 - Allow errors
 - Consult with case managers follow IEP accommodations/modifications
- English Language Learners
 - Assign texts in native language
 - Assign a buddy
 - Allow extended time to complete work
 - Provide templates for notes and research
 - Allow errors in writing and speaking
- At-Risk Students
 - Assign high-interest texts
 - Allow extended time to complete work
 - Provide templates for notes and research
 - Consult with guidance counselors and follow I&RS
 - Provide rewards as necessary
- Gifted and Talented Students
 - Assign challenging texts and topics
 - Provide extension activities based on interests

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Identifying author's claim and supporting evidence	<ul style="list-style-type: none"> - Read a variety of nonfiction texts and identify the author's claim or main idea - Choose evidence from nonfiction texts to support a claim 	3-4 periods

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	- Use a research log to organize evidence	
Reliable sources	- Distinguish between reliable and unreliable sources	1 period
Introduction to the research topic	- Build background knowledge for the research project	2 periods
Research paper writing	See Writing Curriculum unit 3 for Writer's Workshop procedures.	4 weeks
<p>Teacher Notes: Teacher should work with history teacher to choose appropriate topic for the research paper based on abilities, needs, and interests of the students. Articles used for this introductory unit should reflect topic and difficulty level of the chosen research project.</p> <p>Additional Resources Click links below to access additional resources used to design this unit:</p>		

Content Area: Reading**Unit Title: *Of Mice and Men*: The Responsibility of Community****Grade Level: 8**

Unit Summary: In this unit, students will look at how a number of civilizations, past and present, care for people who cannot care for themselves. Students will also conduct individual research on America's government programs during the Great Depression and today. They will then read *Of Mice and Men*, analyzing the author's message about the themes of friendship, social responsibility, and the American dream. During the unit, students will practice various types of on-demand writing in preparation for ELA state tests.

Interdisciplinary Connections: American history - The Great Depression**21st Century Themes and Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Standards (Content and Technology):

CPI#: NJSLS	Statement:
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.8.6	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.8.10	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.
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.

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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.8.8	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.
W.8.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.
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.8.3	<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. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
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.

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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. 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"). 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").
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.
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.
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.
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. 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. 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.

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	<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.8.4	<p>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.</p> <p>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.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>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.</p> <p>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).</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>
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>
Unit Essential Question(s):	Unit Enduring Understandings:
<ul style="list-style-type: none"> • What impact did the Great Depression have on life in America and on the American dream? • What does it mean to be a friend? • Whose responsibility is it to take care of those who cannot take care of themselves in a society? 	<ul style="list-style-type: none"> • The Great Depression forever changed the way people viewed the American dream. • Friendship provides companionship, but it also comes with important obligations. • Each society must devise a way to effectively take care of those who cannot take care of themselves that aligns with its resources and values.
Unit Learning Targets/Objectives: <i>Students will...</i>	
<ul style="list-style-type: none"> • Use various note-taking templates to take comprehensive reading notes. • Use text evidence to analyze characters and themes in a novel. • Identify and explain the relevance of images and symbols used in the novel. • Define <i>motif</i> and identify various motifs in a novel. • Practice informative, argumentative, and narrative on-demand writing in preparation for ELA state tests. • Understand the basic causes and effects of the Great Depression and the Dust Bowl. • Compare the theme of a poem and a novel. 	

Formative Assessments:

Do nows; oral responses to discussion questions; written responses to critical thinking questions; notes; graphic organizers; CommonLit multiple choice questions; exit tickets

Summative/Benchmark Assessment(s):

Standardized test-like writing prompts; chapter quizzes; unit test

Resources/Materials:

Text: *Of Mice and Men* by John Steinbeck

Movie: *Of Mice and Men*, directed by Gary Sinise

Poem: "To a Mouse" by Robert Burns

<https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/3732/to-a-mouse-translation.pdf> (side-by-side Scottish/English translation)

Readings about how communities around the world care for the disabled and elderly:

- http://www.hiproweb.org/fileadmin/cdroms/Handicap_Developpement/www/en_page21.html
- <https://www.npr.org/sections/goatsandsoda/2016/12/18/504964701/how-is-the-world-treating-people-with-disabilities>
- <https://www.bbc.co.uk/news/uk-39458672>
- <https://www.npr.org/sections/health-shots/2016/07/01/484083305/for-centuries-a-small-town-has-embraced-strangers-with-mental-illness>
- <https://www.aplaceformom.com/blog/10-10-16-how-different-cultures-take-care-of-seniors/>
- <https://www.bbc.com/news/magazine-35155548>

Historical Background:

- "An Overview of the Great Depression"
https://www.commonlit.org/en/texts/an-overview-of-the-great-depression?search_id=479742
- "The Dust Bowl" https://www.commonlit.org/en/texts/the-dust-bowl?search_id=479742
- "Excerpt from 'On Drought Conditions'"
https://www.commonlit.org/en/texts/excerpt-from-on-drought-conditions?search_id=479742
- "Surviving the Dust Bowl" <http://www.pbs.org/wgbhamericanexperience/films/dustbowl/>
- "FDR and the New Deal" https://www.commonlit.org/en/texts/fdr-and-the-new-deal?search_id=479742

Modifications:

- Special Education Students
 - Assign nonfiction texts appropriate to reading level
 - Allow extended time to complete work
 - Provide templates for notes
 - Allow errors
 - Consult with case managers follow IEP accommodations/modifications
- English Language Learners
 - Assign texts in native language
 - Assign a buddy
 - Allow extended time to complete work
 - Provide templates for notes
- At-Risk Students
 - Assign high-interest nonfiction texts
 - Allow extended time to complete work
 - Provide templates for notes
 - Consult with guidance counselors and follow I&RS
 - Provide rewards as necessary
- Gifted and Talented Students
 - Assign challenging nonfiction texts
 - Provide extension activities based on interests
 - Encourage independent study or activities

- o Allow errors in writing and speaking

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
How Communities Care for People	<ul style="list-style-type: none"> - Read a variety of nonfiction texts and determine each author's purpose for writing and types of evidence used to support his/her purpose - Compare and contrast practices in different communities 	3-4 days
The Great Depression & The Dust Bowl	<ul style="list-style-type: none"> - Understand the basic causes and effects of the Great Depression 	2-3 days
Writing Prompt: <i>Informational</i>	<ul style="list-style-type: none"> - Write an informative text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content 	1 day for in-class writing; 1-2 days for discussion of writing
Chap. 1 & 2: Getting to know the characters	<ul style="list-style-type: none"> - Use text evidence to support character analysis 	4 days to read; 1 day to watch movie section
Writing Prompt: <i>Argument</i>	<ul style="list-style-type: none"> - Write arguments to support claims with clear reasons and relevant evidence 	1 day for in-class writing; 1-2 days for discussion of writing
Chap. 3 & 4: Building the conflict	<ul style="list-style-type: none"> - Analyze specific lines of narration and dialogue - Identify and explain images, symbols, and motifs 	4 days to read; 1 day to watch movie section
Chap. 5 & 6: Climax and resolution	<ul style="list-style-type: none"> - Identify and explain themes developed throughout the novel 	3 days to read; 1 day to watch movie section
Writing Prompt: <i>Narrative</i>	<ul style="list-style-type: none"> - Write a narrative to develop imagined events using effective technique, relevant descriptive details, and well-structured event sequences 	1 day for in-class writing; 1-2 days for discussion of writing
"To a Mouse" poem	<ul style="list-style-type: none"> - Compare themes and images in the novel and the poem 	1 day

Teacher Notes:

Writing prompts (wording, type of writing, assessment rubric, and time allotted) should align with current ELA standardized testing prompts.

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: Reading**Unit Title: Literature of the Holocaust****Grade Level: 8**

Unit Summary: In this unit, students will apply reading and writing skills gained throughout the year to a small group literature circle and project. After reading about conformity and background information on the Holocaust, groups will choose/be assigned a Holocaust novel and a book group. Groups will assign roles, keep a schedule for reading their book and compiling assignments, take notes on their reading, complete group discussions, and create a children's book. At the end of the unit, students will write an in-class essay on a literary element of their novel.

Interdisciplinary Connections: World History - World War II and the Holocaust**21st Century Themes and Skills:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Standards (Content and Technology):

CPI#: NJSLS	Statement:
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.8.6	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.8.10	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.
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).
W.8.1	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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	<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.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
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>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”).</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.
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>

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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.
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>B. Form and use verbs in the active and passive voice.</p> <p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p>
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>B. Use an ellipsis to indicate an omission.</p> <p>C. Spell correctly</p>
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.8.4	<p>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.</p> <p>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.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>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.</p> <p>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).</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>
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.
Unit Essential Question(s):	
<ul style="list-style-type: none"> ● How is our perception of good and evil created? ● What drives someone to harm or protect other human beings? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> ● Complex environmental factors, including family, peers, school, the media, trauma, and world events shape a person's morality and choice of actions. 	

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| <ul style="list-style-type: none">• What are the benefits and consequences of conformity? Of questioning authority?• How can the tragedies of the past influence our future and why should we read about them? | <ul style="list-style-type: none">• There are times we must conform to expectations and times we must question authority.• Tragedies can provide lessons about how to best live our lives. |
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Unit Learning Targets/Objectives:

Students will...

- Learn about the causes and major events of World War II and the Holocaust
- Work cooperatively to establish and maintain a reading and work schedule for the unit.
- Read both cooperatively and independently, focusing on character development throughout a text and theme recognition.
- Engage in literary discussions driven by self-created higher-order thinking questions.
- Analyze a theme from the reading and use it to create a children's story.

Formative Assessments:

Jigsaw history notes; CommonLit comprehension questions; group-created reading schedule; notes; group discussions

Summative/Benchmark Assessment(s):

Historical information quiz; children's book and presentation; in-class essay

Resources/Materials:

Children's books for introduction of topic:

- *Benno and the Night of Broken Glass* by Meg Wiviott
- *Terrible Things* by Eve Bunting

CommonLit readings:

- "Conformity" <https://www.commonlit.org/en/texts/conformity>
- "Why Do People Follow the Crowd?" <https://www.commonlit.org/en/texts/why-do-people-follow-the-crowd>

Online resources for WWII & Holocaust background and jigsaw activity:

- <https://www.ushmm.org/learn>
- <https://www.historyonthenet.com/category/world-war-two/>
- <http://www.jewishvirtuallibrary.org/the-holocaust>
- <https://www.theatlantic.com/photo/pages/ww2/>
- <https://www.yadvashem.org/holocaust/about.html>
- http://www.yadvashem.org/yv/en/holocaust/resource_center/index.asp
- <https://www.facinghistory.org/topics/holocaust>
- <https://www.theholocaustexplained.org/what-was-the-holocaust/>

Holocaust Novel Suggestions (in approx. order of difficulty - hardest to easiest)

- *Mischling* by Affinity Konar
- *Between Shades of Grey* by Ruta Sepetys
- *Once We Were Brothers* by Ronald H. Balson
- *The Far Side of the Sky* by Daniel Kalla
- *The Librarian of Auschwitz* by Antonio Iturbe
- *The Berlin Boxing Club* by Robert Sharenow
- *The Girl in the Blue Coat* by Monica Hesse

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- *All But My Life* by Gerda Weissmann Klein
- *I Have Lived a Thousand Years* by Livia Bitton-Jackson
- *Playing for the Commandant* by Suzy Zail
- *The Boy on the Wooden Box* by Leon Leyson
- *Projekt 1065* by Alan Gratz
- *Prisoner B-3087* by Alan Gratz
- *Code Name Pauline* by Pearl Witherington Cornioley and Kathryn J. Atwood
- *Emil and Karl* by Yankev Glatshteyn and Jeffrey Shandler
- *Once* by Morris Gleitzman
- *Surviving the Angel of Death* by Eva Mozes Kor and Lisa Rojany Buccieri
- *Four Perfect Pebbles* by Lila Perl and Marion Blumenthal Lazan
- *Friedrich* by Hans Peter Richter

Modifications:

- Special Education Students
 - Assign texts appropriate to reading level
 - Allow extended time to complete work
 - Provide templates for notes
 - Allow errors
 - Consult with case managers follow IEP accommodations/modifications
- English Language Learners
 - Assign texts in native language
 - Assign a buddy
 - Allow extended time to complete work
 - Provide templates for notes
 - Allow errors in writing and speaking
- At-Risk Students
 - Assign high-interest texts
 - Allow extended time to complete work
 - Provide templates for notes
 - Consult with guidance counselors and follow I&RS
 - Provide rewards as necessary
- Gifted and Talented Students
 - Assign challenging texts
 - Provide extension activities based on interests
 - Encourage independent study or activities

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction to WWII	- Create a basic timeline of events for WWII - Understand the conflict between the Axis and Allied powers	1 period
Jigsaw History	- Read and summarize historical information about WWII and the Holocaust - Share information effectively in small groups	2 periods
"Terrible Things" and Conformity	- Understand the power of herd mentality - Compare a theme from a children's book and nonfiction readings	2 periods
"Benno and the Night of Broken Glass"	- Understand the causes and effects of the Night of Broken Glass - Analyze the actions of the characters based on the traits of conformity	1 period
Holocaust Suitcase Simulation	- Imagine what life might have been like for the victims of the Holocaust	1 period

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	<ul style="list-style-type: none"> - Describe the process of dehumanization of the Jews through the removal of their objects and rights 	
Literature Circles	<ul style="list-style-type: none"> - Cooperatively plan class time and homework to accomplish reading goals - Read cooperatively and independently, reflecting on character development and theme of the novel through note-taking 	½ period introduction; 10+ days to read book, take notes, and have group discussions
Writing a Children's Book	<ul style="list-style-type: none"> - Use a theme or lesson from a novel to create a children's book - Write and illustrate an engaging story 	½ period introduction; 4-5 periods to write & create book; 1 period to present books
In-class essay	<ul style="list-style-type: none"> - Analyze a literary element (theme, character, literary device) using text evidence and clear reasoning 	1 period
Teacher Notes: Multiple copies of all book choices are available through the Bergen County Public Library System (www.bccls.org). Students should be encouraged to get a library card if they do not already have one.		
Additional Resources Click links below to access additional resources used to design this unit: Jigsaw history lesson: https://www.educationworld.com/a_curr/strategy/strategy036.shtml Suitcase activity: https://betterlesson.com/community/document/1207849/anne-frank-suitcase-activity Ideas for literature circles: https://www.scholastic.com/teachers/blog-posts/mary-blow/middle-school-literature-circles/ Creating a children's book: http://www.readwritethink.org/classroom-resources/lesson-plans/children-picture-book-project-1022.html		



**MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM**

Writing Grade 8

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*Approved by the Midland Park Board of Education on
August 15, 2017*

Writers Workshop Curriculum Overview
Grade 8

Unit 1: September	Informational Unit: Writing on a Digital Platform
Unit 2: December	Narrative Unit: Dystopian Fiction
Unit 3: February	Argumentative Unit: Research Paper

Grade 8 Unit 1

Content Area: ELA - Writing	
Unit Title: Informational Writing	
Grade Level: 8th Grade	
Unit Summary: In this unit, writers will engage in informational writing that focuses on a particular theme and they will use a digital platform for publication. The digital platform can include a blog, website, Google Document, or any other resource. Writers will use different types of text structures for writing and use text features to enhance the viewing for readers. This unit was selected to teach writers how to produce writing for a specific audience and that information can be conveyed in multiple ways. Ultimately, writing through a digital platform will give each writer ownership and a voice with whatever topics interest them.	
Interdisciplinary Connections: Connections can be made to any subject area or topic depending on the theme chosen and how writers choose to incorporate it into their informational writing.	
21st Century Themes and Skills:	
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
Standards (Content and Technology):	
CPI#:	Statement:
NJSLS.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).

	<p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
NJSLS.W.8.4.	<p>-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.)</p>
NJSLS.W.8.5.	<p>-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.</p>
NJSLS.W.8.6.	<p>-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.</p>
NJSLS.W.8.10.	<p>-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.</p>
NJSLS.L.8.1.	<p>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences.</p>
NJSLS.L.8.2.	<p>-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
NJSLS.8.1.8.B.1	<p>-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p>
Unit Essential Question(s):	
<ul style="list-style-type: none"> How is informational writing important and how are people influenced by it? How do authors make informative/explanatory writing interesting for the reader? Why do authors use digital platforms to convey informational writing and how do they make it engaging? 	
<ul style="list-style-type: none"> Authors want to increase a reader's knowledge on a topic, help the reader better understand a procedure or process, or increase the reader's comprehension of a concept through different text types. Authors want to consider a specific audience because that will influence the visual and writing of the piece. The same topics can be presented differently based on the audience. Authors enhance informational writing through adding images, graphs, videos, glossary of terms, etc. This helps the reader have a clear understanding of the topic being explained and adds visual appeal. 	

	<ul style="list-style-type: none"> Using evidence and examples to support writing increases the credibility and accuracy of the information being provided. Without evidence, a reader could be inclined to turn away the writing piece. Digital platforms are used to reach a wide range of readers. It allows for communication through comment boxes and sharing on social media. Many people create careers through writing on blogs, websites, or other digital media.
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p>	<ul style="list-style-type: none"> Commit to a theme to base writing around and understand the deeper significance it will have on the reader Use different informational text structures to convey information about a topic of choice Decide on an audience and develop a plan for how to engage readers into digital platform Develop topics with well-chosen evidence and relevant information/examples to support or demonstrate what is being explained in the writing piece for each text structure Organize ideas and information to create cohesion and clarify relationships among ideas and concepts Use the writing process to understand the importance of writing development through time

Formative Assessments:

Conferences

Writer's Notebook

Brainstorming Notes

Mini-Lesson (exit ticket, question on Google Classroom, post-it note, etc.)

Strategy Group Assessment

Summative/Benchmark Assessment(s):

Published text types on digital platform

Rubric

Resources/Materials (copy hyperlinks for digital resources):

- Wix.com
- Smore.com
- Kidblog.org
- Edublogs.org
- Google Sites
- Weebly for Education
- Schooltrack.com
- Glogster Edu
- Google Docs
- IXL

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

<p><i>Gifted and Talented Students</i></p> <ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<p>Suggested Teaching Points</p> <p>Writers commit to a theme to base writing around and understand the deeper significance it will have on the reader</p>	<p>Teaching Ideas and Tips</p> <ul style="list-style-type: none"> • Writers understand that the chosen theme should be meaningful to them in order to develop their own voice in writing and remain consistent. • Writers identify goals that they want their audience to learn and understand based on the chosen theme. • Writers make connections between the theme and other texts, events, people, and real life situations to serve as a guide for writing points with each text structure.
		<ul style="list-style-type: none"> • Pre-teaching: To assess each writer's prior understanding of this unit, give the class one theme to focus on. Ask writers to select a text type that they are familiar with, and to write a short piece in the structure they selected. While conferring with writers, point out what they are already doing effectively in this type of text structure, and generate goals for this project from there. • Provide writers with a list of themes that they can choose from, and allow them the option to come up with their own. <ul style="list-style-type: none"> ◦ Options include: Loyalty, respect, appreciating diversity, risk-taking, bravery, learning from mistakes, friendship, kindness, positive thinking, etc. • Writers can make a list of goals in their notebooks - goals should be what they want readers to learn or take away from reading their content. <ul style="list-style-type: none"> ◦ What do you want readers to learn about life from your digital platform? ◦ What do you want readers to be able to feel through reading your work? ◦ What do you want readers to be able to do or know from your writing? • Writers can work as a class to help each other make connections between the theme and other ideas. <ul style="list-style-type: none"> ◦ Option: Create a gallery walk of paper around the room with a theme written on each (themes are already chosen by students). Writers can walk around and write any texts, events, people, or experiences that relate to the theme. Papers return back to the writers to use as a guide for their writing.

<p>Writers use different informational text structures to convey information about the theme of choice</p>	<p>Writers analyze two topics through comparing and contrasting to highlight unexpected similarities and differences for the reader.</p> <p>Writers explain the causes and effects of a topic to inform readers about why things happen and what the potential benefits or consequences could be as a result.</p> <p>Writers address problems and propose possible solutions to argue a specific course of action for the reader.</p> <p>Writers show a specific order or sequence of a topic to feature events chronologically, describe a step-by-step process, or make a list to value the importance of some reasons over others.</p> <p>Writers describe and explain to provide specific details and characteristics of a topic.</p>	<ul style="list-style-type: none"> ● For each text structure, read an example and identify qualities of each: review the type of information, purpose, and organization. This can be done through annotating a printed example of each or completing a graphic organizer. <ul style="list-style-type: none"> ○ Guiding questions: How does the author present ideas? What is the main idea? What information does the author use to provide support? ● Types of postings for the digital platform: <ul style="list-style-type: none"> ○ Comparing and Contrasting <ul style="list-style-type: none"> ■ Write an interview of two people who have demonstrated the theme to discuss opposing points ■ Write an article comparing two news or historical events that have shown theme ■ Create a chart that guides viewers through similarities and differences ○ Cause and Effect <ul style="list-style-type: none"> ■ Write an article on topics surrounding the theme informing the reader on causes of the topic and effects it has on people ○ Problem and Solution <ul style="list-style-type: none"> ■ Create a digital flyer or brochure with content presenting problems relating to theme and possible solutions ■ Make a video showcasing a specific problem or demonstrating a solution to a problem that was explained ■ Create a call-to-action poster for viewers relating to solutions to a significant problem ○ Specific Order or Sequence <ul style="list-style-type: none"> ■ Create a how-to guide through writing and/or with a video demonstration (how to be a better friend, how to show more kindness to strangers, etc.) ○ Describe and Explain <ul style="list-style-type: none"> ■ Write a summary of a novel or movie that demonstrated the theme chosen ■ Write an explanation of a topic itself as it relates to the theme ■ Provide a question that is commonly asked about the topic, and provide a knowledgeable answer.
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<p>Writers decide on an audience and develop a plan for how to engage readers into digital platform</p>	<p>Writers consider the impact of word choice for the reader, paying close attention to domain-specific vocabulary and tone based on the audience.</p> <ul style="list-style-type: none"> • Writers examine different text features and how they engage, clarify ideas, and guide the reader. • Writers understand the use of print features such as a glossary and table of contents to help guide readers and how these can be converted digitally with hyperlinks and dropdown menus. • Writers recognize the importance of illustrations through photos, drawings, and magnification to create visual impact. • Writers realize that an audience needs to navigate a website or blog easily and the use of organizational aids (headings, bullet points, bold print, etc.) can make access to writing more effective. <p>View sample blogs and websites - evaluate the effectiveness of some over others.</p> <ul style="list-style-type: none"> • Determine the audience that the writing and blog or website is meant for based on the text features, word choice, and lasting impression. <ul style="list-style-type: none"> ○ Make a list of vocabulary words found on each of the blogs - have writers explain how those specific words contributed to the audience. • Teach writers the importance of dropdown menu options (as a form of table of contents), having an engaging home website, and including an area of definitions when unfamiliar words are used. <ul style="list-style-type: none"> ○ Give writers time to explore the possibilities of website creation and the options for organization. • Show writers how to pick effective images that correspond to writing and have an impact on the viewer - look at the use of font selection as a form of engagement. <ul style="list-style-type: none"> ○ Mini-lesson ideas: <ul style="list-style-type: none"> ■ Have writers look at different blogs, and show them different images to evaluate if the image would be beneficial if it were added to the blog, or if it is unnecessary. ■ Look at invitations to different events and have the writers note the types of fonts used on each. They should understand that the script on a formal wedding invitation is different than Comic Sans on a children's birthday party. • Have writers read sample blogs, but block out where the titles and subtitles are. <ul style="list-style-type: none"> • Writers will come up with possible article titles for each one based on what it says. Look at the actual article title and see how it fits. <ul style="list-style-type: none"> ○ Practice writing effective article titles, headings, and organizational aids for writing. • After evaluating different blogs, you can have writers find videos on YouTube that can help support the content that is on the blog. <ul style="list-style-type: none"> ○ Writers are encouraged to find clips of the news, Ted Talks, lectures, interviews, etc. to support their writing.
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<ul style="list-style-type: none"> Writers use graphic aids such as maps, diagrams, graphs, etc. to emphasize information to the reader. Writers understand how multimedia aids, such as videos and hyperlinks, help readers navigate through a digital platform. 	<ul style="list-style-type: none"> They are also encouraged to create their own videos or multimedia aids to support content. <ul style="list-style-type: none"> Through each text type, provide writers with time to research on the internet, databases, books, magazines, etc. to support their writing. Model evidence through an informational reading unit and continuous practice throughout the school year. Mini-lesson: Guide writers to look through newspapers and current events to use as evidence in at least one text-type writing piece. Make a chart in the writer's notebook connecting ideas about real-life examples to the content. Writers can put labels on their desks for each text type, and place evidence on color-coded post-it notes. They can place the post-it notes under the text type they think it would best support and fit for the topic. They can also make these in their writer's notebooks. Writers utilize real-life examples, current events, and anecdotes as potential pieces of evidence for writing. Writers elaborate with specific details and useful information to make the writing more meaningful for readers.
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<p>Writers organize ideas and information to create cohesion and clarify relationships among ideas and concepts</p> <p>Writers use appropriate and varied transitions based on the type of text structure they are writing.</p> <p>Writers understand how certain text features and organizational aids allow a reader to navigate through writing easily.</p>	<p>Transitions:</p> <ul style="list-style-type: none"> While writers read mentor texts, they should use a highlighter to highlight where transitional words and phrases are used to identify where and how they are used. Writers can help the teacher create an anchor chart of transitional words or phrases and have it on the wall in the classroom for students to reference. <p>Writing:</p> <ul style="list-style-type: none"> Each text feature will have a unique way of introducing the content. Model for writers different types of introductions (whether it is for a how-to, a summary, presenting a problem, etc.) for the class. Give writers options of how they can begin by creating a list on anchor chart paper and having it available to view in the classroom. <ul style="list-style-type: none"> Continue to model body information when you get to each text type. Teach form - not formula. Show the writers ways that not just other bloggers, but other writers in the classroom have successfully presented information for a certain text type. Give writers samples of writing and have them evaluate the strengths and weaknesses of each. 	<p>Transitions:</p> <ul style="list-style-type: none"> Writers understand how to present information cohesively: <ul style="list-style-type: none"> Writers introduce a topic with a compositional risk and set the reader up for the rest of writing Writers organize body information logically Writers provide a concluding statement that supports and expands on writing <p>Writers brainstorm their ideas through the use of an outline, web, chart, or any medium that establishes the structure of their stories.</p> <p>Writers take time to draft through a period of time and apply skills of writing techniques, literary elements, and organization.</p> <ul style="list-style-type: none"> Writers understand the function of verbs and <p>Give writers options of charts, outlines, and lists that they can make to structure each text type. Each text type will have its own form of brainstorming (venn diagram, sequential list, a web, etc.) <ul style="list-style-type: none"> For each text type, they should also brainstorm the connection they will be making to the theme that is chosen for the blog or website. Planning time also includes time for website/blog/digital platform development </p> <p>Mini-Lesson: Teach writers about different verbs (gerunds, participles, infinitives) and have some guided practice activities. <ul style="list-style-type: none"> These activities can include revising sentences correctly, writing sentences, using IXL, etc. </p>
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	<p>follow the correct standards of grammar, capitalization, and spelling while writing.</p> <p>Writers continuously revise and add/change their details, organization, and literary elements to consider the final product.</p> <p>Writers edit their writing to correct grammar and mechanics as needed.</p> <p>-Writers use resources available to them to edit writing (peer editing, teacher conference, etc.)</p> <p>Writers publish their writing with consideration to audience and medium of publication.</p>	<ul style="list-style-type: none"> ● Create strategy groups based on conferences and student choice. If some writers need help with using real-life examples, and some writers need help with organizing details, have times throughout the week designated for a strategy group where you focus on that one specific skill with those writers. You can form the groups, or allow them to sign up for groups when you will be conducting them throughout the week. ● Have frequent peer-editing activities throughout the course of writing rather than one major one at the end. This way, writers can confer with each other and get feedback other than from the teacher throughout the course of writing. <ul style="list-style-type: none"> ○ Tip: Have a mini-lesson on an editor's role in a conference with other students. They should understand how to provide helpful feedback, how to focus on the positives along with adding suggestions, etc. ● When writers publish their work on the digital platform, allow for other writers to engage in the content. <ul style="list-style-type: none"> ○ Provide time for other writers in class to read other blogs in the classroom, and to add comments onto the writing. <ul style="list-style-type: none"> ■ Mini-lesson: Teach writers digital citizenship and online etiquette. Writers should understand what is appropriate in a comment, and how to engage in a conversation through the reading. 	
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Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

www.wix.com

www.smore.com

www.kidblog.org

www.edublogs.org

Grade 8 Unit 2

<https://education.weebly.com/>
www.schoolrack.com
<http://edu.glogster.com/?ref=com>

Unit Overview		
Content Area: ELA - Writing	Unit Title: Narrative Writing	Grade Level: 8
Unit Summary: In this unit, writers will explore the dystopian fiction genre through reading mentor literary texts and generating ideas on various topics commonly raised in the genre. This unit was selected to teach writers to view the future of society in their own perspectives, using issues that currently exist and creating potential solutions based on their own thinking. Writing a narrative will allow them to be creative in developing story elements and applying literary devices, while examining the benefits or consequences of issues that are currently raised in society.		
Interdisciplinary Connections: History and science relating to technology, government, society, and ethics.		
21st Century Themes and Skills: CRP2. Apply appropriate academic and technical skills. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	Learning Targets	
Standards (Content and Technology):		
CP#: NJSL.S.W.8.3.	Statement: -Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<p>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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>

	<p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
NJSLS.W.8.4.	<p>-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.)</p>
NJSLS.W.8.5.	<p>-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.</p>
NJSLS.W.8.6.	<p>-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.</p>
NJSLS.W.8.10.	<p>-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.</p>
NJSLS.I.8.1.	<p>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p>
NJSLS.I.8.2.	<p>-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>B. Use an ellipsis to indicate an omission.</p>
NJSLS.8.1.2.B.1	<p>-Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p>
Unit Essential Question(s):	
<ul style="list-style-type: none"> • Why is narrative writing important and how do authors make narrative writing interesting for a reader? • Why is dystopian fiction important to better understand society? • How can an author use qualities of a dystopia to influence their writing of dystopian fiction? 	
Unit Learning Targets/Objectives:	
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Use background knowledge of societal issues, or qualities of dystopian fiction, to create new ideas for an original dystopian narrative. 	

- Use story elements and literary devices to effectively develop the exposition and rising action of a plot to engage the reader.
- Use story elements and literary devices to create an impactful climax, falling action, and resolution for the reader through concluding the theme, resolving the conflict, and providing a reflection.
- Create a sense of coherence and structure in writing with organization and use of dialogue to connect experiences and events.
- Use the writing process to understand the importance of writing development through time.

Formative Assessments:

Conferences

Writer's Notebook

Brainstorming Notes

Mini-Lesson (exit ticket, question on Google Classroom, post-it note, etc.)

Strategy Group Assessment

Summative/Benchmark Assessment(s):

Publishing final story

Rubric

Resources/Materials (copy hyperlinks for digital resources):

Mentor Texts:

The Giver by Lois Lowry

Divergent by Veronica Roth

Hunger Games by Suzanne Collins

Fahrenheit 451 by Ray Bradbury

"Harrison Bergeron" by Kurt Vonnegut

"Frost and Fire" by Ray Bradbury

"The New Utopia" by Jerome K. Jerome

Movie:

Wall-E

Online Tools:

Storybird.com

Figment.com

Evidence of Learning

Book Creator Apps on the iPad IXL

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Goals	Suggested Teaching Points	Lesson Plans	Teaching Ideas and Tips
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<p>Writers use background knowledge of societal issues to create new ideas for an original dystopian narrative</p> <p>Writers look closely at the different issues that exist in our society (government, science, social, etc.) and how they are currently affecting people today.</p> <p>Writers examine the issues and generate a list of potential solutions, considering how these solutions could be used to create a “perfect” society.</p> <p>Writers make solutions stronger by using available resources (teacher conference, small-group discussion, consulting the internet, etc.)</p>	<ul style="list-style-type: none"> Pre-teaching: To assess each writer's prior understanding of this unit, ask them to write a brief dystopian story in one class period. Tell writers to reflect back on what they already know about narrative writing and to use those elements in their stories. While conferencing with writers, point out what they are already doing effectively in this type of writing, and generate goals for this project from there. Create a chart with the class that organizes the issues found in society and potential solutions to each 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Issues in Modern Society</th><th style="text-align: center; padding: 5px;">Potential Solutions</th></tr> </thead> <tbody> <tr> <td style="height: 100px; vertical-align: top; padding: 5px;">This chart can be completed with the whole class and transitioned into small groups. Come up with 1-2 issues with the class with solutions, and allow groups to continue the chart on their own. Raise possible issues to the class that they might not have considered in their own experiences.</td><td style="height: 100px; vertical-align: top; padding: 5px;"></td></tr> </tbody> </table>	Issues in Modern Society	Potential Solutions	This chart can be completed with the whole class and transitioned into small groups. Come up with 1-2 issues with the class with solutions, and allow groups to continue the chart on their own. Raise possible issues to the class that they might not have considered in their own experiences.	
Issues in Modern Society	Potential Solutions					
This chart can be completed with the whole class and transitioned into small groups. Come up with 1-2 issues with the class with solutions, and allow groups to continue the chart on their own. Raise possible issues to the class that they might not have considered in their own experiences.						
<p>Writers use story elements and literary devices to effectively develop the exposition and rising action of a plot to engage the reader</p>	<p>Writers consider the impact of setting on story, including mood and using imagery.</p> <ul style="list-style-type: none"> Writers develop a futuristic setting in their story to help readers visualize Writers utilize descriptive language and sensory details to develop their setting Writers apply figurative language to enrichen their writing pieces 	<ul style="list-style-type: none"> Provide samples of expositions and the rising action from different dystopian stories and have students identify the techniques used to create a specific setting, point of view, conflict, suspense, etc. <ul style="list-style-type: none"> Refer to mentor texts <ul style="list-style-type: none"> <i>The Giver</i> by Lois Lowry <i>Divergent</i> by Veronica Roth Create a chart for writers to complete that would identify how they would address many aspects of the setting in their own stories and with what description. 				

	<p>Writers establish a point of view/narrator who faces internal and external conflicts</p> <ul style="list-style-type: none"> • Writers consider how the narrator is conflicted with the society in which he or she lives based on the issues and solutions that were developed • Writers unfold how the narrator wishes to resolve the conflicts throughout the story <p>Writers develop characters through revealing their thoughts, feelings, motives, flashbacks, and effects that events have on them.</p> <p>Writers utilize techniques to add suspense to engage the readers.</p> <ul style="list-style-type: none"> • Writers include cliffhangers, rhetorical questions, excessive use of time or details, etc. to create suspense. • Writers use foreshadowing techniques to help the reader predict possibilities for the ending of the story. 	<p>Ideas: Environment, Transportation, Social Structure, Government Structure, Clothing, Lifestyle, Climate, etc.</p> <ul style="list-style-type: none"> • Graphic Organizers: <ul style="list-style-type: none"> ○ Practice Imagery: Revise vague sentences through adding descriptive details to practice “show, not tell” ■ Example: “The pizza was delicious.” Add sensory adjectives to help the reader visualize the sentence more vividly. ○ Create Conflicts: Provide a chart that lists each character in the story and who the main character will be - use the chart to create conflicts, personality traits, physical description, etc. <ul style="list-style-type: none"> • Have writers create an ongoing list of techniques that add suspense from reading throughout the year - refer to this list and have mini-lessons where students apply these techniques <ul style="list-style-type: none"> ○ For example, writers can write an over exaggerated suspenseful piece that focuses on the rising action of a story. Have writers identify which techniques they used and how they used it in writing. • In the writer’s notebook, students can practice crafting different conflicts and character reflections based on scenarios they come up with. <ul style="list-style-type: none"> ○ For example, select a type of external conflict, and develop a scenario where a character is facing this conflict. Write for 10 minutes elaborating on their internal thoughts and struggles, and how the external aspect is affecting him or her. ○ Writers can also come up with a scenario where the character is faced with a difficult decision, encounters a questionable person, etc. and students will write for 10 minutes elaborating on only the character’s thoughts that reflect on this moment. 	<p>Imagery and sensory details to describe each</p>
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<p>Writers use story elements and literary devices to create an impactful climax, falling action, and resolution for the reader through concluding the theme, resolving the conflict, and providing a reflection.</p>	<ul style="list-style-type: none"> Writers plan a climax for a story that can surprise, shock, or reveal a bigger meaning to the reader. <ul style="list-style-type: none"> Writers know different techniques for creating a powerful climax. A great climax can include: <ul style="list-style-type: none"> Creating tension for the character or reader Something that leads to a point of confrontation The character meets the unknown The conflict leads to a larger conflict Avoid clichés and be true to the dystopian genre 	<p>Writers create a falling action for a story to resolve the conflicts, makes the closure clear, and ties up loose ends.</p> <ul style="list-style-type: none"> Writers understand that a falling action is not abrupt, and that there are details to include in how the story sums up. Some details include: <ul style="list-style-type: none"> Since a falling action is “putting the pieces together”, you can have them cut out images of puzzle pieces. They can write their ideas for how the story will come together on each of the puzzle pieces and glue or tape it into their notebooks.
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<ul style="list-style-type: none"> • Reveal something that has been hiding for the entire story • Any information that has not been provided should be provided now • Will the character's do something else after the story is over? 	<ul style="list-style-type: none"> • Review samples of possible resolutions for dystopian fiction. Read the last chapter of different mentor texts, and have students point out different strategies used to end the entire story. Make a list of strategies and place them onto anchor chart paper around the classroom. <ul style="list-style-type: none"> ○ Also, you can have writers select a movie that they enjoy and know well, and to watch the last 20 minutes of the movie. They should bullet point different ways that the movie concluded, and discuss how these same strategies can be used at the end of their stories.
<p>Writers provide a resolution at the end of the story to have a sense of closure for the reader.</p> <ul style="list-style-type: none"> • Writers consider the theme (ex. coming of age) that they want to leave readers with and how the character reaches a new realization • Writers consider the potential benefits or consequences of their dystopian society and how make this clear to the reader • Writers create ways for the reader to consider their own society and what the dystopian story could mean for them 	<p>Writers use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time period to another, and</p>
<p>Writers create a sense of coherence and structure in writing with</p> <ul style="list-style-type: none"> • While writers read mentor texts, they should use a highlighter to highlight where transitional words and phrases are used to identify where and how they are used. 	<p>Transitions:</p> <ul style="list-style-type: none"> • While writers read mentor texts, they should use a highlighter to highlight where transitional words and phrases are used to identify where and how they are used.

<p>organization and use of dialogue to connect experiences and events.</p> <p>Writers use dialogue effectively with use of tone, strong adjectives, and meaningful character conversations.</p> <ul style="list-style-type: none"> • Writers consider word choice to express emotion and transition between characters speaking • Writers use different types of sentences (a short, choppy, quick exchange or longer, detailed responses) to develop the pacing of character conversations. • Writers use elaborate description to create vivid images for the reader. <p>Writers use reflection throughout a story to emphasize a character's or author's thoughts as the events in the story are taking place.</p>	<ul style="list-style-type: none"> • Writers can help the teacher create an anchor chart of transitional words or phrases and have it on the wall in the classroom for students to reference. • Using a graphic organizer, give writers a sample of a story that is written entirely in matter-of-fact sentences without transitioning. Have students add transitional words and phrases throughout the story to create cohesion and share. <p>Dialogue, Pacing, and Description:</p> <ul style="list-style-type: none"> • Writers should practice crafting dialogue in their writer's notebooks leading up to this assignment. Have students create a story scenario, and select 3 different adjectives to describe the tone. They will have to write the same scenario in 3 different ways, each conveying a different tone. • Give writers an example of a weak character conversation that is vague and uninteresting. Have them add details and description to the conversation to make it come to life and share with the class. • Through conferencing with writers, identify where they are currently adding moments of dialogue and character thinking. Highlight those moments for them of what they are currently doing, and tell them that their next step is to take that moment and add more reflection to those specific ideas. Ideas to spark thinking: What is the character feeling? Is the character worried or excited for something? Is the character opinionated? Have the student answer some of these rhetorical questions through the reflection on these moments. 	<ul style="list-style-type: none"> • Give writers options of charts and lists that can be made to brainstorm. They can make a web, boxes with arrows to organize events, a list, etc. <ul style="list-style-type: none"> ○ Things that all writers should be brainstorming in any form: <ul style="list-style-type: none"> ■ Basic premise ■ Themes relating to genre ■ Characters
<p>Writers use the writing process to understand the importance of writing</p>	<p>Writers brainstorm their ideas through the use of an outline, web, chart, or any medium that establishes the structure of their stories.</p>	<ul style="list-style-type: none"> • Give writers options of charts and lists that can be made to brainstorm. They can make a web, boxes with arrows to organize events, a list, etc. <ul style="list-style-type: none"> ○ Things that all writers should be brainstorming in any form: <ul style="list-style-type: none"> ■ Basic premise ■ Themes relating to genre ■ Characters

development through time	<p>Writers take time to draft through a period of time and apply skills of writing techniques, literary elements, and organization.</p> <ul style="list-style-type: none"> - Writers understand the use of verbs and follow the correct standards of grammar, capitalization, and spelling while writing. - To create suspense or a dramatic effect, writers understand how to use an ellipsis or dash to indicate a pause or break in writing. 	<p>Writers continuously revise and add/change their details, organization, and literary elements to consider the final product.</p>	<ul style="list-style-type: none"> ● The intended ending that illustrates solutions to issues and point to get across to the reader ● Mini-Lesson: Teach writers about use of verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood, and how to shift verb voice and mood appropriately. Use guided practice activities to assess student learning. <ul style="list-style-type: none"> ○ These activities can include revising sentences correctly, writing sentences, using IXL, etc. ● Mini-Lesson: Teach writers about the use of an ellipsis or dash. Also, you can have them point them out and discuss their usages while reading stories. Have them practice writing a paragraph including each of these throughout. ● Create strategy groups based on conferences and student choice. If some students need help with creating dialogue, and some students need help with adding vivid details, have times throughout the week designated for a strategy group where you focus on that one specific skill with those students. You can form the groups, or allow them to sign up for groups when you will be conducting them throughout the week. ● Have frequent peer editing activities throughout the course of writing rather than one major one at the end. This way, students can confer with each other and get feedback other than from the teacher throughout the course of writing. <ul style="list-style-type: none"> ○ Tip: Have a mini lesson on an editor's role in a conference with other students. They should understand how to provide helpful feedback, how to focus on the positives along with adding suggestions, etc. ● Writers should know different ways to publish writing in a way that is not only meant for the teacher, but it is also meant for an audience as well. <ul style="list-style-type: none"> ○ Create a creative front and back cover, and the class can have a pile of stories in the media center for other students to read. You can also have a "story tasting" and writers in the class spend the period reading stories and appreciating the work. ○ Online tools: <ul style="list-style-type: none"> ■ Storybird.com
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		<ul style="list-style-type: none"> ■ Figment.com ■ Book Creator Apps on the iPad ■ Class Website <ul style="list-style-type: none"> ○ Host a writing fair with other teachers, or create a way for stories to be on display on a bulletin board in the hallway or classroom. There can also be an area in the classroom near bookshelves where students can go to and find materials to read that writers in the classroom have created.
		<p>Teacher Notes:</p>

Additional Resources

Click links below to access additional resources used to design this unit:

<http://storybird.com/>
www.figment.com

Grade 8 Unit 3

Content Area: ELA - Writing	
Unit Title: Argumentative Writing	
Grade Level: 8	
Unit Summary: In this unit, writers will participate in argumentative writing through writing a research paper on a topic in ancient civilizations. They will make a claim on a topic, and with the use of databases and the internet, find information to support their claim in a well-developed essay. This unit was selected to teach writers the importance of having opinions while learning in different subject areas, and to practice higher-order research skills to prepare them for upper grades. Not only will this give writers a way to select a topic they are genuinely curious to learn more about from history, but they learn how to navigate different resources to find credible sources as evidence as well.	
Interdisciplinary Connections: History as it involves ancient civilizations and historical-based research	
21st Century Themes and Skills:	
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	
Standards (Content and Technology):	
CPI#: NJSL.S.W.8.1.	Statement: -Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

	C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.
NJSLS.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.
NJSLS.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.
NJSLS.W.8.9.	-Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLS.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.)
NJSLS.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.
NJSLS.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.
NJSLS.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.
NJSLS.L.8.1.	-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use verbs in the active and passive voice.
NJSLS.L.8.2.	-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLS.8.1.P.E.1	-Use the Internet to explore and investigate questions with a teacher's support.
NJSLS.8.1.5.E.1	-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
NJSLS.8.1.8.E.1	-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Unit Essential Questions:	Unit Enduring Understandings:
• Why is argumentative writing important and how are people influenced by it?	• People need to formulate opinions and make arguments to influence changes in society and consider how to improve life for the future.

<ul style="list-style-type: none"> ● How do authors make argumentative writing interesting for the reader? ● Why is it important to research effectively and cite information? ● Why is it important to continue learning about ancient civilizations? 	<ul style="list-style-type: none"> ● Research-based, argumentative writing is meant for the writer to defend a debatable position on an issue with the ultimate goal of persuading the reader to accept the argument as truth. ● Research is conducted through an extended period of time in order to support the argument presented, and provide credibility to the reader. Citing information is needed to give credit to where the information came from and to avoid plagiarism. ● Modern society is descended in some form from ancient civilizations, and it is important to understand how their ideas and beliefs have been passed down to today.
<p>Unit Learning Targets/Objectives:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Develop a research question on an ancient civilization of choice and make a claim on a specific topic in that civilization ● Gather relevant information using print and digital sources, including databases and the internet, while evaluating the credibility and accuracy of the information to support the claim ● Effectively use a range of direct quotes and paraphrased information while applying standard MLA formatted citations to avoid plagiarism ● Organize ideas and connect the information to the claim through making an outline and writing a well-developed essay ● Use the writing process to understand the importance of writing development through time 	

Formative Assessments:

- Conferences
- Completion of research process (thesis/claim statement, research logs, etc.)
- Writer's Notebook
- Mini-Lesson (exit ticket/question on Google Classroom, post-it note, etc.)
- Strategy Group Assessment

Summative/Benchmark Assessment(s):

Final research product

*Although the suggestion in this unit is for writers to produce an essay, the publication of this work can be done at the teacher's discretion (create a digital presentation, poster, newspaper, speech, etc.)

Rubric

Resources/Materials (copy hyperlinks for digital resources):

Purdue Owl

<https://owl.english.psu.edu/owl/resource/747/01/>

Noodletools

www.noodletools.com

IXL

Modifications:*Special Education Students*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

<p>At-Risk Students</p> <ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with classroom teacher(s) for specific behavior interventions • Provide rewards as necessary 	<p>Gifted and Talented Students</p> <ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<table border="1"> <thead> <tr> <th>Goals</th><th>Suggested Teaching Points</th><th>Teaching Ideas and Tips</th></tr> </thead> <tbody> <tr> <td data-bbox="780 97 1122 1989"> <p>Writers develop a research question on an ancient civilization of choice and make a claim on a specific topic in that civilization</p> </td><td data-bbox="780 97 1122 1989"> <p>Writers understand that when writing about history, we use background knowledge to recognize what we currently know, and plan what we are curious to learn more about through generating research questions.</p> </td><td data-bbox="780 97 1122 1989"> <ul style="list-style-type: none"> • Pre-teaching: To assess each writer's prior understanding of this unit, ask them to write a brief article in one class period on a topic that you provide the whole class. Tell writers to reflect back on what they already know about argumentative writing and to use those elements in their articles. Ask writers to research online and to find one piece of research-based evidence to support. While conferring with writers, point out what they are already doing effectively in this type of writing, and generate goals for this project from there. </td></tr> <tr> <td data-bbox="1122 97 1408 1989"></td><td data-bbox="1122 97 1408 1989"> <p>Writers make claims about history in different ways (such as thinking about influence, positive or negative impact, strong or weak rulers, etc.) and narrow down a specific claim about a topic within the civilization chosen.</p> </td><td data-bbox="1122 97 1408 1989"> <ul style="list-style-type: none"> • Writers can create a chart in their writer's notebooks - one column can have a list of information that they already know from memory, and another column can have a list of questions that students come up with that they need to research. <p><u>What I Already Know</u> <u>What am I Curious About?</u></p> </td></tr> </tbody> </table>	Goals	Suggested Teaching Points	Teaching Ideas and Tips	<p>Writers develop a research question on an ancient civilization of choice and make a claim on a specific topic in that civilization</p>	<p>Writers understand that when writing about history, we use background knowledge to recognize what we currently know, and plan what we are curious to learn more about through generating research questions.</p>	<ul style="list-style-type: none"> • Pre-teaching: To assess each writer's prior understanding of this unit, ask them to write a brief article in one class period on a topic that you provide the whole class. Tell writers to reflect back on what they already know about argumentative writing and to use those elements in their articles. Ask writers to research online and to find one piece of research-based evidence to support. While conferring with writers, point out what they are already doing effectively in this type of writing, and generate goals for this project from there. 		<p>Writers make claims about history in different ways (such as thinking about influence, positive or negative impact, strong or weak rulers, etc.) and narrow down a specific claim about a topic within the civilization chosen.</p>	<ul style="list-style-type: none"> • Writers can create a chart in their writer's notebooks - one column can have a list of information that they already know from memory, and another column can have a list of questions that students come up with that they need to research. <p><u>What I Already Know</u> <u>What am I Curious About?</u></p>
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<p>Writers identify goals and specific points they want to make throughout a research essay that will be supported with research.</p>	<ul style="list-style-type: none"> ○ Writers can place this information on post-it notes and as they answer each question through research, they can move the post it to a blank column of “Information I have Learned” with the new learning written underneath it ● Writers can take the information they know about the civilization and research questions to generate one claim on a topic that they are the most curious about <ul style="list-style-type: none"> ○ They can work on generating this claim for a few days with teacher conferences until the thesis statement is approved ● Writers will use their writer’s notebooks to generate a list of class goals that every student can follow throughout the research process, and then make a list of individual goals for each student’s specific topic <ul style="list-style-type: none"> ○ Teacher can create an anchor chart with class goals to check in throughout the course of the research process
<p>Writers gather relevant information using print and digital sources, including databases and the internet, while evaluating the credibility and accuracy of the information to support the claim</p>	<p>Writers search with knowledge of what resources are available to them.</p> <ul style="list-style-type: none"> ● Writers know how to access databases and the value of the information on them ● Writers know different tools for using a search engine on the internet to maximize search results ● Writers know how to find reference books and assess if they will be helpful to use through reading cover details, titles in the table contents, etc. <p>Links to use:</p> <ol style="list-style-type: none"> 1. https://answers.yahoo.com/question/index;_ylt=AwrC1C19cX5Y31oAHpvPm0Q;_ylu=X3oDMvTEyamxwrcW85BGNvbG8DymYxBHBvcwMyBH20aWQDQj1NTdfMQRzzWMDc3I-?qid=20071222025257AArCKiz (Not Credible) 2. http://www.history.com/news/greeks-may-have-influenced-chinas-terra-cotta-army (Credible) 3. http://www.earthchronicle.com/EC/Timelines/AncientMiddleEast.aspx (Not Credible) 4. http://www.ushistory.org/civ/3.asp (Credible) <p>Writers select information through evaluating the credibility of the source, judging the accuracy of the</p>

<p>information, and deciding if the information will be useful to support the claim.</p>	<p>5. http://www.socialstudiesforkids.com/subjects/ancientmiddleeast.htm (Not Credible)</p> <p>After writers evaluate each website on their own or with a partner, create an anchor chart that mirrors a website credibility checklist that students can follow when finding websites on their own</p>	<p>Checklist:</p> <p>WHO: Who is the owner? Author's qualification? URL?</p> <p>WHAT: What is the purpose? Is it to inform, teach, persuade? Does it seem biased? Does it want you to buy something?</p> <p>WHERE: Where is the information coming from? How do you know if the info is correct?</p> <p>WHEN: Is the source current? Has it been updated recently, or written within the last 10 years?</p> <p>WHY: Why should I use this information?</p> <p>*This checklist can be in the form of a graphic organizer that students can check off, or students can make notes for each website that they find.</p> <ul style="list-style-type: none"> • Teach writers different options that they have for recording their information. <ul style="list-style-type: none"> ○ Model note cards, post-it notes in the writer's notebooks, or even a chart that students can make. <p>Possible chart:</p> <table border="1"> <thead> <tr> <th data-bbox="1046 109 1139 1227">Author/Source</th><th data-bbox="1139 109 1220 1227">Information (Quote and Paraphrase)</th><th data-bbox="1220 109 1220 1227">Reaction/Connect to Claim</th></tr> </thead> <tbody> <tr> <td data-bbox="1046 1227 1139 1227"></td><td data-bbox="1139 1227 1220 1227"></td><td data-bbox="1220 1227 1220 1227"></td></tr> </tbody> </table> <ul style="list-style-type: none"> • Writers have reactions to the information found and • Teaching direct quote and paraphrase: <ul style="list-style-type: none"> ○ Give writers a sample paragraph and model the way you extract a sentence word for word to use as a quote 	Author/Source	Information (Quote and Paraphrase)	Reaction/Connect to Claim			
Author/Source	Information (Quote and Paraphrase)	Reaction/Connect to Claim						

<p>use this thinking to make connections to the claim</p> <p>Writers understand the importance of creating works cited entries for each source chosen and the need for a works cited page to avoid plagiarism</p> <p>-Writers use their works cited entries to correctly cite the information on the research log that they chose</p>	<ul style="list-style-type: none"> ○ Read out loud a paragraph to the class and ask them to bullet point the most important information that they hear. Ask them to answer a question using the information that they put in bullet-points into their own words. Then, give them a paragraph to read on their own and ask them to extract small points to write it into their own words. ● Works Cited Page: Guide writers through NoodleTools (create an account, navigating through the website, etc.) and show writers how to make works cited entries. Model where certain information would be found on a website or database (publisher, year, etc.) and have students practice making sample entries on their own <ul style="list-style-type: none"> ○ Have a how-to cite guide hung up in the classroom that students can refer to when adding citations at the end of their research (go through this guide as a class)
<p>Writers organize ideas and connect the information to the claim through making an outline and writing a well-developed essay</p> <p>Writers organize their information in a logical way through making an outline for the essay.</p> <ul style="list-style-type: none"> ● Writers make decisions about the information they found through this process and reevaluate what is worth keeping or removing. ● Writers acknowledge counterclaims and how they will be interwoven within the points made in the outline <p>Writers introduce their claim in an introduction, acknowledging and distinguishing the claim from alternate or opposing claims, and</p>	<ul style="list-style-type: none"> ● Model an outline for writers to follow <p>Sample guide:</p> <p>Body Paragraph 1</p> <ul style="list-style-type: none"> A. Explain B. Evidence <ul style="list-style-type: none"> a. Paraphrase (Cite) b. Reaction c. Quote (Cite) d. Reaction C. Counterclaim (and counter with your own) D. Expand <ul style="list-style-type: none"> ● Throughout the course of writing, show writers sample paragraphs. In their writer's notebooks and on various anchor charts, make a list of the following: <ul style="list-style-type: none"> ○ Types of hooks (anecdote, statistic, bold statement, fact, rhetorical question, etc.) ○ Ways to introduce a quote (According to, transition word/phrase, elaborate on the quote, etc.) ○ Words and phrases to be used to transition and connect ideas

	<p>hooking the reader in with compositional risk.</p> <p>Writers support their claim with logical reasoning and relevant evidence, using accurate, credible sources from their outlines, and demonstrating an understanding of the topic or text.</p>	<ul style="list-style-type: none"> ○ In-text citation guide (if there is an author and it is a website, if there is no author, book, etc.) ○ Ways to conclude (call to action, question to ponder, lesson in life, benefits or consequences, etc.) <p>*Timeline of writing will vary for each student - make chart and model sample when appropriate</p>
	<p>Writers use words, phrases, and clauses to create cohesion and clarify the relationships among claim, counterclaims, reasons, and evidence.</p> <p>Writers effectively include MLA citations when integrating evidence into their writing.</p> <ul style="list-style-type: none"> -Writers establish and maintain a formal style. <p>Writers provide a concluding statement or section that follows from and supports the argument presented.</p> <ul style="list-style-type: none"> ● Writers understand the need to end with something meaningful for the reader, whether it be a call to action, a question to ponder, etc. 	

<p>Writers use the writing process to understand the importance of writing development through time</p>	<p>Writers brainstorm their ideas through the use of an outline to establish the structure of their essays.</p> <p>Writers take time to draft through a period of time and apply skills of writing techniques, MLA format, and organization.</p> <ul style="list-style-type: none"> - Writers understand the use of verbs in the active and passive voice and follow the correct standards of grammar, capitalization, and spelling while writing. 	<ul style="list-style-type: none"> ● Allocate time for writers to make an outline or have an organizational tool to organize information (refer to outline sample above) ● Allocate minimum of one week for planning and writing. Suggestion: Have writers complete a peer review every few days and pause to read and revise their own writing throughout the process rather than at the end (this also includes teacher conferences) <ul style="list-style-type: none"> ○ Hand out a peer-review checklist before the writing process so that writers always know what they should be checking for and making comments ● Mini-Lesson: Teach writers about the use of verbs in the active and passive voice and use guided practice activities to assess student learning. <ul style="list-style-type: none"> ○ These activities can include revising sentences correctly, writing sentences, using IXL, etc. ● Although the suggestion in this unit is for writers to produce an essay, the publication of this work can be done at the teacher's discretion (create a digital presentation, poster, newspaper, speech, etc.) <p>Writers continuously revise and add/change their details, organization, and information to consider the final product.</p> <p>Writers edit their writing to correct grammar and mechanics as needed.</p> <ul style="list-style-type: none"> ● Writers use resources available to them to edit writing (peer editing, teacher conference, etc.) <p>Writers publish their writing with consideration to audience and medium of publication.</p>
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Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

<https://owl.english.psu.edu/owl/resource/747/01/>

www.noodletools.com

https://answers.yahoo.com/question/index;_ylt=AwrC1C19cX5Y31oAHpVPMolQ;_ylu=X3oDMTEyamxwcW85BGNvbG8DYmYxBHBvcwMyBHZ0aWQDQj1NIdfmQRzzWMDC3I?qid=20071222025257AArCKIZ

<http://www.history.com/news/greeks-may-have-influenced-chinas-terra-cotta-army>

<http://www.earthchronicle.com/EC/Timelines/AncientMiddleEast.aspx>

<http://www.ushistory.org/civ/3.asp>

<http://www.socialstudiesforkids.com/subjects/ancientmiddleeast.htm>