

Grade 8

Distance Learning Module 6: Week of: 5/11/2020-5/15/2020

**Grade 8 ELA - Modified from [Unit 5](#) - Reading for Social Issues  
Capturing this Moment in History Mini-Unit for Distance Learning**

**Targeted Goals from Stage 1: Desired Results**

**Content Knowledge:** Creative craft techniques and using our writer's notebooks to reflect on and grow our thinking.

**Skills:** applying elements of creative craft to various types of writing, using writing as a vehicle for thought, reflection, and communication, Using proper grammar structures to convey thinking through writing,

**Expectation:** Students will recall skills they learned during our creative writing unit to practice those skills for a variety of writing purposes. -- including reflecting on this moment in time. Students will also review some key grammatical concepts.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Monday: Writers use writing as a way to capture important moments in time.</p> <p>Like last week, you will find time to write each day. Try out some new genres/formats that you didn't use last week. Check your teacher's page each for inspiration for your journal writing.</p> <p>Today, you will share something from last week's journal. This could be one line, a paragraph, or a whole piece. I will post instructions for how/when we'll share.</p> <p>We will also use this time to throw in a few grammatical concepts that will help to improve</p>	<p>Book plan - see your teacher's page.</p> <p>Revisit this document for weekly/daily expectations: Overview of "Capturing this Moment in History" Writing Mini-Unit</p> <p>Daily Journal: Capturing this Moment in History</p>	<p>Submit a book plan for this week. Open choice of reading. See your teacher's page for the plan.</p> <p>I will check in on your journal to be sure you are writing each day</p> <p>Submit any work for Mrs. Fiorelli in the LMC Google Classroom.</p>

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>your writing.</p> <p>Visit the Polson LMC Google Classroom and complete any given tasks.</p>		
<p>Tuesday: Continue writing in your digital journal.</p> <p>Revisit comma rules and apply them to your writing.</p>	<p>Daily Journal: Capturing this Moment in History</p> <p>Review comma rules reference sheet</p>	<p>I will check in on your journal to be sure you are writing each day.</p> <p>Apply the comma rules to your writing this week. Try to use each rule at least once or twice in your entries.</p>
<p>Wednesday: Continue writing in your digital journal. Review semicolon usage using reference sheet.</p>	<p>Daily Journal: Capturing this Moment in History</p> <p>Review semicolon reference sheet.</p>	<p>I will check in on your journal to be sure you are writing each day.</p> <p>Complete the practice sheet to review use of commas and semicolons. Use commas and semicolons appropriately in your writing this week.</p>
<p>Thursday: Continue writing in your digital journal.</p> <p>Review semicolon/comma usage and apply correctly to your writing.</p>	<p>Daily Journal: Capturing this Moment in History</p> <p>Semicolon or Comma?</p>	<p>I will check in on your journal to be sure you are writing each day</p> <p>Complete "Semicolon or Comma? Practice Sheet</p>
<p>Friday: Continue writing in your digital journal.</p> <p>Readers learn about Greek and Latin root words in order to expand their vocabulary. Create flashcards to memorize the roots.</p>	<p>Daily Journal: Capturing this Moment in History</p> <p>Study Greek and Latin root list 4 and 5</p>	<p>Press TURN IN on journal document You should have 4-6 entries</p>

**Week criteria for success** (attach student checklists or rubrics):

Criteria for Success for ONE WEEK of entries

Remember, good writers:

- **SHOW instead of TELL.** Don't tell us "I'm really, really, really bored"-- show us "I've dusted every surface in my room, cleaned my windows, and trimmed my dog's eyebrows. Twice."
- Write across a **variety** of genres: poetry, vignette (capturing a moment), story, informational, dialogue, etc.
- **Avoid cliches** (or overused expressions) **in their writing.**
- **Let their personality shine in their writing.** Unlike with formal academic writing, now's the time to let loose with your creativity and personality!
- **Talk about their reactions to situations.** It's not all "this happened, then this happened," but more "this happened—here's what I think about it, here's how my sister reacted, here's how I'm processing it."
- **Think about their audience while they're writing.** Think about what you'd want someone years from now to understand about this time. That can help guide your writing to be more informative.

**Supportive resources and tutorials for the week** (plans for re-teaching):

Sample Journal Entry

Inspiration Station