# English Language Arts Curriculum Grade 8



NEPTUNE TOWNSHIP SCHOOL DISTRICT
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# ENGLISH LANGUAGE ARTS GRADE 8 CURRICULUM

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# **English Language Arts Grade 8**

#### **Acknowledgements**

The English Language Art Curriculum for grade 8 was developed through the dedicated efforts of Deborah Peniston with guidance of the district's curriculum steering committee members including Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual K-12 and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. They must also learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. As a result, all curricula have been intentionally and coherently structured to develop rich content knowledge within and across grades.

This curriculum was written in alignment with the 2023 New Jersey Student Learning Standards for English Language Arts. The curriculum fosters and promotes critical thinking and effective communication. All curricula ensure that students are able to demonstrate independence, comprehend as well as critique, value evidence, respond to varying demands of audience, task, purpose and discipline, use technology and understand other perspectives and cultures.

It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

#### **DISTRICT MISSION STATEMENT**

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally- conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

#### **Neptune Township School District**

#### **Educational Outcome Goals**

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

#### INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

#### **Self-Awareness**

- X Recognize one's own feelings and thoughts
- $\underline{X}$  Recognize the impact of one's feelings and thoughts on one's own behavior
- $\underline{X}$  Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

#### **Self-Management**

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- $\underline{X}$  Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

#### **Social Awareness**

- X Recognize and identify the thoughts, feelings, and perspectives of others
- $\underline{X}$  Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of setting

#### **Responsible Decision Making**

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

#### **Relationship Skills**

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

#### Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes* WHAT *a student learns*; the change alters the grade-level expectation.

#### **Special Education and 504 Plans**

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose e.g. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment broken up into smaller units, work submitted in phases

- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

#### Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

#### **Multilingual Learners:**

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials

- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: <a href="http://visual.merriamwebster.com/">http://visual.merriamwebster.com/</a>.
- Use an online translator to assist students with pronunciation: http://www.reverso.net/text\_translation.aspx?lang=EN.

#### Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

#### **High Achieving:**

#### **Extension Activities**

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material

- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

#### Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

#### http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.

• Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.

- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>.

# ENGLISH LANGUAGE ARTS GRADE 8

#### **COURSE DESCRIPTION**

The Grade 8 English Language Arts curriculum features units in both reading and writing. Units in narrative, informational and argumentative reading and writing offer students opportunities to read self-selected texts, participate in book clubs and write for various purposes on a daily basis. Students will be able to choose topics, books, readings, and writing assignments that will appeal to them and help them improve as readers and writers. This curriculum focuses on setting students up with the appropriate knowledge and skills they will need in order to prepare to enter high school.

#### **PACING GUIDE**

Unit	Suggested Timeframe	Торіс
September	1 Day	STAR Assessment
September	2 Days	LinkIt Benchmark Assessment Form A
1	17 Days	Unit 1 Reading: Literary Analysis (Short Stories and Poetry)
	26 Days	Unit 1 Writing: Literary Essay and Narrative
2	33 Days	Unit 2 Reading: Tapping the Power of Nonfiction
	28 Days	Unit 2 Writing: Writing a Position Paper (Argument Essay)
January	1 Day	STAR- Winter Assessment
January	2 Days	LinkIt Benchmark Assessment Form B
3	29 Days	Unit 3: Historical Fiction Book Clubs
	12 Days	Unit 3 Writing: Informational Essay
4	23 Days	Unit 4: Social Issues Book Clubs
June	1 Day	STAR- Spring Assessment
June	2 Days	LinkIt Benchmark Assessment Form C (Final Exam)

Unit Plan Title	Unit 1 Reading: Literary Analysis (Short Stories and Poetry)	
Suggested Time Frame	e Approximately 17 Days	

#### Overview / Rationale

The launching portion of this unit will reinforce the routines and expectations of the reading workshop. In this unit, students study short stories and poetry.

Short Stories: Students will distinguish the elements of fiction in a short story. Once students understand these elements (plot, setting, theme, point of view, conflict, suspense, climax, characterization) by reading shorter selections focusing on these elements, they advance beyond the basic knowledge to be able to evaluate more critically how these elements mesh in the longer, more complex text.

Poetry: Students analyze and critique poems.

#### Stage 1 – Desired Results

#### **Established Goals:**

New Jersey Student Learning Standards: English Language Arts (2023)

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
- RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
- SL.PE.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.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### **Essential Questions:**

How do we become a reading community that develops the rituals, routines, and goals of reading and responding to texts?

How can we read poems and have a new appreciation for word choice, figurative language, and imagery?

How does the structure of a short story contribute to the story's impact?

What central themes or messages do the stories explore?

#### **Knowledge:**

Students will know...

Readers have to create mental images and their imaginations to understand poetry.

Readers understand that poems make readers stop and consider the unusual or to think in a different way.

Readers understand that all the parts of the poem are what create the meaning of the poem.

#### **Enduring Understandings:**

Students will understand that...

Effective readers use specific strategies to help them better understand and deepen their comprehension.

Poets view the world in many different ways and write to convey ideas, emotions, and images.

Reading short stories encourages critical thinking skills by prompting readers to analyze characters, themes, and literary devices, fostering deeper engagement with the text.

#### **Skills:**

Students will be able to...

Reflect upon their reading through written response, peer discussion, and reading conferences.

Analyze the various elements of poetry, such as tone, form, genre, figures of speech, symbolism and theme.

Analyze short stories for story elements, and author's craft.

#### **Interdisciplinary Connections**

#### 2020 New Jersey Student Learning Standards for Social Studies

• 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.1 Computer Science

• 8.1.12.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.

NJSLS 8.2 Design Thinking

- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

#### 2020 NJSLS - Career Readiness, Life Literacies, and Key Skills

NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

• 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

NJSLS 9.4 Life Literacies and Key Skills

- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem.
- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### **Student Resources**

#### **Student Texts:**

Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

#### **Book Club Choices:**

Clubs will form and meet to discuss the analyses of various poems.

Students should select fiction novels to support their independent reading from the start of the unit.

#### Technology

- Google Suite Docs, Sheets, Slides, Forms
- LinkIt! Assessments
- STAR Reading

#### **Teacher Resources**

#### **Texts:**

Ode to Pablo's Tennis Shoes, Gary Soto

If I Can Stop One Heart From Breaking, E. Dickinson

The Rider, Naomi Shihab Nye

My Dream

The Raven and A Dream Within a Dream, Edgar Allan Poe

Mall Crawl, Kenn Nesbitt

The Tall Tale of Shorty Small, Kenn Nesbitt

Echoes, Pat Mora

To You, Karla Kuskin

Story, Eloise Greenfield

In The Almost Light, Joyce Sidman

On Flying

A Farmer Remembers Lincoln, Witter Bynner

The World Is Not a Pleasant Place to Be, Nikki Giovanni

To You, Langston Hughes

The Road Not Taken, Robert Frost

My Papa's Waltz, Theodore Roethke

Mother To Son, Langston Hughes

Thank you, Ma'am, Langston Hughes

Eleven, Sandra Cisneros

Abuelito Who, Sandra Cisneros (TP9)

Nothing Gold Can Stay, Robert Frost (TP10)

The Story Of The Lazy Boy: A Kachari Folktale (TP10)

Masks, Shel Silverstein

(\*Note – TP indicates text alignment to teaching points).

Notice and Note - Beers & Probst

Guiding Readers and Writers - Fountas and Pinnell

Reading Strategies Book - J. Serravallo

#### **Technology Websites:**

Additional Resource links from Louisiana Believes

https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/notice-and-notepost-signs.pdf?sfvrsn=2

#### **Youtube Videos:**

**Notice and Note Contrasts and Contradictions** 

https://www.youtube.com/watch?v=PPpc4J3EXhk

#### **Notice and Note playlist**

https://www.youtube.com/playlist?list=PLAF469SQhojEKgthLS7R1Emk91Slo8ldt

Thank You, Ma'am (by Langston Hughes) (Lexile 850)

■ Thank You M'am-student copy.pdf

https://drive.google.com/file/d/1oWWjBhiD0XAw4kehPp2R0rSNyIO2eG9C/view

#### Identifying Themes and Literary Analysis

 $\underline{https://www.bucks.edu/media/bcccmedialibrary/tutoring/documents/writingareahandoutrevision/literature/Identifying-themes.pdf}$ 

#### 3 Kinds of Irony

 $\frac{https://www.ereadingworksheets.com/worksheets/reading/irony/irony-lesson-01/three-types-of-irony-lesson.pdf}{}$ 

#### ■ Copy of Somebody-Wanted-But-So

https://docs.google.com/document/d/1DyIuKyH42ixDLzk58TyJ9Wlas4s10jar6QivSBF9jhA/edit

#### "Mother to Son"

https://www.wolfcreek.ab.ca/download/116159

#### Mother to Son by Langston Hughes (Poem + Analysis)

https://poemanalysis.com/langston-hughes/mother-to-son/

#### ■ Mother\_to\_Son-student\_copy.pdf

https://drive.google.com/file/d/17e2GORFBB-pwyFQC440E3 2FYnntyU44/view

Tell Tale Heart by Edgar Allen Poe (Lexile 830)- ■ The\_Tell-Tale\_Heart-student\_copy.pdf <a href="https://drive.google.com/file/d/1LLl7-eX-IZDja8cPrAf3ezfx8JtCdCtQ/view">https://drive.google.com/file/d/1LLl7-eX-IZDja8cPrAf3ezfx8JtCdCtQ/view</a>

#### Poe Powerpoint.pptx

https://docs.google.com/presentation/d/1hmFS0dq3XPpkq-hhyq3bG9aLrULiMw72/edit#slide=id.p1

#### **Identifying Themes and Literary Analysis**

https://www.bucks.edu/media/bcccmedialibrary/tutoring/documents/writingareahandoutrevision/literature/Identifying-themes.pdf

Structure of Tell Tale Heart- <u>Edgar Allan Poe</u>, <u>Short Story Structure and Narrative Technique</u> | Flynn Gray

 $\underline{https://flynngray.wordpress.com/2015/11/23/edgar-allan-poe-short-story-structure-and-narrative-\underline{technique/}}$ 

#### Structure of Thank you Ma'am- Structure of Thank you, M'am

https://www.studienett.no/engelsk/analyse/thank-you-mam/structure

https://www.paramount.k12.ca.us/Teachers/ELA/Grade\_8\_PUSD\_CC\_Lesson-The\_Tell-Tale\_H eart.pdf

https://www.ereadingworksheets.com/short-stories/the-tell-tale-heart/the-tell-tale-heart.pdf

 $\frac{https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117011\_Gr}{8ELATB\_PT.pdf}$ 

Poem- A Dream Within a Dream by Edgar Allen Poe-

■ A Dream Within a Dream-student copy.pdf

https://drive.google.com/file/d/1QpKXyg86RS3Ogu6wYjK2OGpTHHr1y8g9/view

<u>Beauty and Word Choice – Part One: "A Dream Within a Dream"</u> <u>https://www.cpalms.org/PreviewResourceStudentTutorial/Preview/179565</u>

Poem Analysis Sheet-

https://bpb-ca-c1.wpmucdn.com/myriverside.sd43.bc.ca/dist/a/37/files/2017/05/Poetry-Analysis-Worksheet-1pscgzx.pdf

#### ■ The Raven-student copy.pdf

https://drive.google.com/file/d/1250fCNSxqBlsUjBOViBZqFqziWr0gEgg/view

A Dream within a Dream Analysis - Literary devices and Poetic devices <a href="https://literarydevices.net/a-dream-within-a-dream/">https://literarydevices.net/a-dream-within-a-dream/</a>

New Meridian Resource Cneter

https://resources.newmeridiancorp.org/released-items/?fwp\_subject\_facet=ela-literary-analysis (Highly suggest using this website for specific NJSLA tasks)

 $\underline{https://resources.newmeridiancorp.org/wp-content/uploads/2019/11/Grade-8-LAT-Pearl-Handscored-Materials.pdf}$ 

The Reading Strategies Book 2.0 by Jennifer Serravallo

Notice and Note: Strategies for Close Reading by G. Kylene Beers and Robert E. Probst

■ MS- How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

<a href="https://docs.google.com/document/d/1kGapZWqGlD4WEINc4EFoxAKLRSLg75Ca3DiB4EugG8U/edit?usp=sharing">https://docs.google.com/document/d/1kGapZWqGlD4WEINc4EFoxAKLRSLg75Ca3DiB4EugG8U/edit?usp=sharing</a>

■ NMS-Bell to Bell Instructional Tool

https://docs.google.com/document/d/1qDlx7d\_d--dxJRg3gKbM0B4UhhdaGtmFpcKypzsyp0o/edit

#### **Stage 2 – Assessment Evidence**

- Individual student reading inventory
- Teacher's student data monitoring system in place (ex. Data-binder)
  - o Student-teacher conference notes for each student

- DRA level, STAR score
- Individual student reading goals
- Student's self-monitoring of progress system in place
  - Stamina Charts
  - Monthly reading goals / strategies
- Accountable Talk / partner talk routines in place

#### Assessments:

- LinkIt Benchmark Assessment Form A (Required)
- Reading Interest Inventory
- Fall STAR Assessment (Required)
- Cold read assessments (Link It Unit Assessment)
- On Demand Writing
- Notice and Note signpost entries

#### Reader's / Writer's Notebook

- Signpost entries
- o Post-it Notes
- End of Unit Student reflections on strategies / goal attainment / next goals
- Ouick writes

#### Teacher observations / anecdotal notes

• Reading and Writing conference notes

#### Stage 3 – Learning Plan

#### GETTING READY...LAUNCHING READER'S WORKSHOP

- Gather/collect multiple short stories and poems for students to use during this unit.
  - See Common Lit.org for paired texts for Thank You Ma'am by Langston Hughes
  - o See Common Lit.org for paired texts for *The Tell-Tale Heart* by Edgar Allen Poe
- The Launch allows time for the teacher and students to establish routines and practice
  them. The first week of school routines should be practiced by students, using a timer if
  necessary. Routines should be expected daily, and may have to be practiced after breaks
  throughout the school year.
- Teachers need to know how students will enter the classroom, where they will sit, and
  how supplies (pencils, sticky notes, journals, Chromebooks,) will be distributed. Meeting
  areas for small group and whole group instruction is suggested as they provide for
  intimacy and help with behaviors. If a meeting area is established, transitioning to and
  from the meeting area should be practiced and timed. Expected behaviors during whole

- group instruction, small group instruction, independent reading, and student conferences should be covered and practiced as well.
- Libraries should be organized, preferably by series, authors, and genres, then either leveled within those baskets or marked on the band on the outside of the baskets. When students can visit the library, how many books they can take out, and the sign out procedure should also be covered during the Launch. Students should have at least one independent reading book in the genre of the Unit of Study. Routines for Accelerated Reader online assessments should be established.
- It is suggested that teachers have an Interactive Read-Aloud at least once a week. If possible, Independent Reading should take place daily (or at least 4 days a week). Mentor Texts should be read prior to lessons and marked for appropriate places for the teacher to stop and model, and to have students stop and practice, whether they Notice & Note or Turn & Talk to partners.

#### **Instructional Guidance:**

■ MS- How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

<a href="https://docs.google.com/document/d/1kGapZWqGID4WEINc4EFoxAKLRSLg75Ca3DiB4EugG8U/edit?usp=sharing">https://docs.google.com/document/d/1kGapZWqGID4WEINc4EFoxAKLRSLg75Ca3DiB4EugG8U/edit?usp=sharing</a>

■ NMS-Bell to Bell Instructional Tool

 $\underline{https://docs.google.com/document/d/1qDlx7d\_d--dxJRg3gKbM0B4UhhdaGtmFpcKypzsyp0o/ed\underline{it}$ 

Unit of Study: Unit 1-Literary Analysis Topic: Thank you, Ma'am by Langston

(Short Stories and Poems) Hughes

Skill: Theme, Developing Perspective

**Suggested Length:** 5 Days

#### Standard(s):

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** You will teach the students how to analyze how an author conveys perspective through characters, determine the theme of a short story, and write a summary of the text.

#### Lesson- Theme

Thank You, Ma'am (by Langston Hughes) (Lexile 850)

■ Thank\_You\_M'am-student\_copy.pdf

Review information with students <u>Identifying Themes and Literary Analysis</u> <a href="https://www.bucks.edu/media/bcccmedialibrary/tutoring/documents/writingareahandoutrevision/literature/Identifying-themes.pdf">https://www.bucks.edu/media/bcccmedialibrary/tutoring/documents/writingareahandoutrevision/literature/Identifying-themes.pdf</a>

#### Lesson- Developing Perspectives Through Characters

3 Kinds of Irony

 $\underline{https://www.ereadingworksheets.com/worksheets/reading/irony/irony-lesson-01/three-types-of-irony-lesson.pdf}$ 

Note: The short story contains situational irony.

The point of view of the narrator is the perspective from which the story is told. Authors can choose to give the narrator a particular point of view in order to create certain effects in the story. The narrator's point of view shapes the reader's point of view because the reader experiences the story through the narrator's description of the events.

Dramatic irony occurs when a writer uses narrative point of view to allow the reader to know crucial pieces of information that the characters do not know. Since the reader has this information and the characters do not, the reader may experience the story as suspenseful or comic as he or she watches the characters act without understanding their own situation.

#### **Lesson-Writing Summaries**

Teach students how to write a summary using Thank You, Ma'am.

**■** Copy of Somebody-Wanted-But-So

https://docs.google.com/document/d/1DyIuKyH42ixDLzk58TyJ9Wlas4s10jar6QivSBF9jhA/edit

Note: Students will apply their learning during independent/group work time while teachers conduct small group lessons or conferences.

## For additional support with this lesson, refer to the following resources: Lessons from The *Reading Strategies Book 2.0* by Jennifer Serravallo:

- 7.5 Notice How Characters Respond pg. 243
- 7.6 Pay Attention to "Aha Moments" pg. 244
- 7.15 Identify Social Issues pg. 253

Notice and Note: Strategies for Close Reading by G. Kylene Beers and Robert E. Probst

#### **Formative Assessment**

Ask students to write a short description of an event that occurred in class. Have students write from a diversity of viewpoints. After they have completed this exercise, allow them to share their writing with each other. Discuss how different narrators treat the same situation differently. Ask students to consider how these different perspectives resulted in differing versions of the same story. If someone was not present for the event, for example, they would only have the information given to them by a particular narrator. Because that information changes based on the narrator, the reader's perspective would change as well. Approximately 1 Class Period to complete.

#### **NJSLA Test Prep**

Write a continuation of the story using details from the short story read in class. Describe what you think might happen moving forward. What obstacles might the main character face, and what actions might he take to overcome them? Time- 1 Class Period to complete.

**Unit of Study: Unit 1: Unit 1 Literary Analysis (Short Stories and Poems)** 

Topic: Mother to Son by Langston Hughes

**Skill-Poetry Analysis** 

**Suggested Length: 2** Days

#### Standard(s):

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

**Teacher Objective:** You will teach the students how context influences individuals or events. Students will identify the theme with supporting evidence.

#### Lesson- How context influences Individuals

Poem- Mother to Son- "Mother to Son" is a dramatic monologue about surviving in the face of American racism. The speaker gives her son advice about how to improve his lot in a racist society through an extended metaphor about climbing a set of stairs.

Read Mother to Son by Langston Hughes. Model how to find the "voice" of the poem. Discuss words chosen by the author that creates a tone. Discuss the comparison between life and a stairway. Make sure all of the students can recognize the comparisons. <a href="https://www.wolfcreek.ab.ca/download/116159">https://www.wolfcreek.ab.ca/download/116159</a>

Information for the teacher: Mother to Son by Langston Hughes (Poem + Analysis)

#### https://poemanalysis.com/langston-hughes/mother-to-son/

Discuss the context of the poem and events happening in the United States at the time the poem was written.

Tone: The voice of the speaker usually expresses the feeling or attitude that the poet wants to convey in a poem. The poet's choice of words and images contribute to the tone of a poem. A poet's use of imagery often indicates what the author wants the reader to think and feel. When reading a poem for tone, try to imagine how the speaker's voice would sound.

#### **Definition of Context**

Context is important in literature. It's the information the writer provides for the reader so that they can understand why something is happening. It includes the character's personal history, the cultural history of a place, and more.

**Formative Assessment**- Mother to Son Questions- ■ Mother\_to\_Son-student\_copy.pdf https://drive.google.com/file/d/17e2GORFBB-pwyFQC440E3 2FYnntyU44/view

Unit of Study: Unit 1 Literary Analysis
(Short Stories and Poems)

Topic: The Tell-Tale Heart by Edgar Allen
Poe
Skill: Theme, Developing Perspective,
Structure of Texts

**Suggested Length:** 5 Days

#### Standard(s):

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

**Teacher Objective:** You will teach the students how to analyze how an author conveys perspective through characters, determine the theme of a short story, and compare and contrast structures of text and their contribution to tone and style.

#### Lesson- Theme

Tell Tale Heart by Edgar Allen Poe (Lexile 830)- The\_Tell-Tale\_Heart-student\_copy.pdf <a href="https://drive.google.com/file/d/1LL17-eX-IZDja8cPrAf3ezfx8JtCdCtQ/view">https://drive.google.com/file/d/1LL17-eX-IZDja8cPrAf3ezfx8JtCdCtQ/view</a>

Introduce the author using the Poe PowerpointPoe Powerpoint.pptx
<a href="https://docs.google.com/presentation/d/1hmFS0dq3XPpkq-hhyq3bG9aLrULiMw72/edit#slide=id.p1">https://docs.google.com/presentation/d/1hmFS0dq3XPpkq-hhyq3bG9aLrULiMw72/edit#slide=id.p1</a>

Review information with students (if needed) <u>Identifying Themes and Literary Analysis</u> <a href="https://www.bucks.edu/media/bcccmedialibrary/tutoring/documents/writingareahandoutrevision/literature/Identifying-themes.pdf">https://www.bucks.edu/media/bcccmedialibrary/tutoring/documents/writingareahandoutrevision/literature/Identifying-themes.pdf</a>

#### Lesson- Developing Perspectives Through Characters

Discuss irony in this story-3 Kinds of Irony

https://www.ereadingworksheets.com/worksheets/reading/irony/irony-lesson-01/three-types-of-irony-lesson.pdf

#### **Lesson-Tone Analysis**

The tone of a text is the writer's or speaker's attitude toward a subject, character, or audience. It is conveyed primarily through the author's choice of diction, imagery, details, figures of speech and syntax. Discuss the imagery, details, figures of speech and syntax for each short story. Discuss how the narrator's persona contributes to the tone of the text? How does the structure of each text contribute to the tone of the text?

Use Thank you Ma'am and the Tell Tale Heart for this lesson.

Structure of Tell Tale Heart- <u>Edgar Allan Poe</u>, <u>Short Story Structure and Narrative Technique</u> | <u>Flynn Gray</u>

https://flynngray.wordpress.com/2015/11/23/edgar-allan-poe-short-story-structure-and-narrative-technique/

Structure of Thank you Ma'am- <u>Structure of Thank you, M'am https://www.studienett.no/engelsk/analyse/thank-you-mam/structure</u>

#### Lesson-Response to Reading- Argument Essay

In Edgar Allen Poe's "The Tell-Tale Heart," the narrator describes how he suffocated an old man to death because of the old man's ghastly eye. He claims he is not insane, but was just very "nervous" and "wise." Yet, are there clues in his narration to reveal otherwise? Closely examine the narrator's testimony to determine the reliability of his account of events.

Then write an argumentative essay about whether the narrator is guilty of murder and should be put in prison or is not guilty by reason of insanity and should be put in a mental hospital. Consider the narrator's manner of speaking, state of mind, and actions to frame your case and support your argument with evidence from the text. From-

https://www.paramount.k12.ca.us/Teachers/ELA/Grade 8 PUSD CC Lesson-The Tell-Tale He

#### art.pdf

This prompt can be done as a whole class lesson or assigned as group work with students presenting their argument.

Note: Students will apply their learning during independent/group work time while teachers conduct small group lessons or conferences.

#### **Formative Assessment**

Students answer the questions based on the short story-

https://www.ereadingworksheets.com/short-stories/the-tell-tale-heart/the-tell-tale-heart.pdf

**NJSLA Test Prep-** Students read the passage from *Tortilla Sun (page 10-15)*. Then answer questions 3 and 4.

https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117011\_Gr 8ELATB PT.pdf

Time- 1 Class Period to Complete

**Unit of Study: Unit 1 Literary Analysis** (Short Stories and Poems)

Topic: A Raven and A Dream Within a Dream by Edgar Allen Poe

**Suggested Length:** 5 Days

#### Standard(s):

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Teacher Objective:** You will teach the students how to determine the theme of a poem and analyze word choice for impact on the meaning of the poem.

Lesson- Theme

Poem- A Dream Within a Dream by Edgar Allen Poe-

A Dream Within a Dream-student copy.pdf

https://drive.google.com/file/d/10pKXvg86RS30gu6wYjK20GpTHHr1v8g9/view

View and discuss <u>Beauty and Word Choice – Part One: "A Dream Within a Dream" https://www.cpalms.org/PreviewResourceStudentTutorial/Preview/179565</u>

Poem Analysis Sheet-

https://bpb-ca-c1.wpmucdn.com/myriverside.sd43.bc.ca/dist/a/37/files/2017/05/Poetry-Analysis-Worksheet-1pscgzx.pdf

**Lesson- Poetic Devices** 

Teach students about the poetic devices used in the poem: imagery, how repetition creates the mood, internal rhyme, etc.. <u>A Dream within a Dream Analysis - Literary devices and Poetic devices</u>

https://literarydevices.net/a-dream-within-a-dream/

**Formative Assessment-** Students read A Raven by Edgar Allen Poe and complete another Poem Analysis Sheet. 

The Raven-student copy.pdf

https://drive.google.com/file/d/1250fCNSxqBlsUjBOViBZqFqziWr0gEgg/view

#### **NJSLA Test Prep-**

 $\underline{ttps://resources.newmeridiancorp.org/wp-content/uploads/2019/11/Grade-8-LAT-Pearl-Handscored-Materials.pdf}$ 

Time- 1 class period to complete

Unit Plan Title	Unit 1 Writing: Literary Essay and Narrative	
<b>Suggested Time Frame</b>	came Approximately 26 Days	

#### **Overview / Rationale**

As writers, we all have a story to tell or an experience to share. We can share our stories through small moments known as personal narratives. One way to raise the level of narrative writing is to

think about moments where the writer learned an important lesson about the world, or moments of confusion, where the writer struggled to understand why things happen the way they do, or moments where the writer learned something about himself or herself.

In this narrative writing unit students will search for moments that define them or explain something about themselves. They will move through the writing process in order to highlight the emotional impact, the complex inner thinking, and the tension of these moments.

#### Stage 1 – Desired Results

#### **Established Goals:**

New Jersey Student Learning Standards for English Language Arts (2023)

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
  - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - 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.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.RW.8.7. 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.

Essential Questions	Enduring Understandings
What literary techniques do writers use to create narratives / realistic fiction?  How do writers read closely, and write structured, evidence-based literary essays?	Writers understand that narratives convey real or imagined experiences or events through deliberate use of sequencing and narrative techniques to develop a unique voice.
What strategies can I use to make sure my writing is powerful and clear to the reader?	Writers choose topics that have meaning and/or significance and work to convey them clearly to others.
	Writers use literary essays to express the meaning understood from their analysis of a text.
Knowledge:	Skills:
Students will know	Students will be able to
meaning to them.  Writers sometimes create multiple timelines to imagine how their story will unfold.  Writers revise their writing by finding the powerful moments in their piece and adding more to those moments.  Writers use a balance of thought, action, and dialogue in their writing.  Writers use their knowledge of story structure when revising their work.	Generate several ideas for writing in notebooks.  Develop and collect ideas and write to discover their thinking.  Set challenging goals for their own writing and try to employ new strategies based on teacher conferences and emotional feedback.  Revise draft to improve clarity of message.  Use various strategies for revising and editing.  Publish final draft of narrative and literary essay.

Writers orient their readers from the start by introducing the situation and the narrator / characters.

Writers know that stories usually end with the resolution of problems, the learning of lessons, or the changing of feelings.

#### **Interdisciplinary Connections**

#### 2020 New Jersey Student Learning Standards for Social Studies

• 6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

# 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.1 Computer Science

• 8.1.12.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.

### 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

#### NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

#### **NJSLS 9.4 Life Literacies and Key Skills**

- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

#### **Student Resources**

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

#### **Teacher Resources**

*The Literary Essay: Analyzing Theme* by Kate Roberst and Katy Wischow, 2014, ISBN-13: 978-325-05950-1

Note: Resources are located on the Heineman website. You must set up a free account and register your books for access.https://www.heinemann.com/

Additional Resource for This Unit- eighth\_grade\_pg\_14\_to\_15\_-\_literary\_essay.pdf https://drive.google.com/file/d/1w1g7ASLv4ajeslAVEfzpgXZVwopd1-x-/view

Resource-https://teach.albion.edu/mcd12/files/2014/04/Narrative-Writing-Unit-Grade-8-ELA.pdf

#### WHAT MAKES AN EFFECTIVE LEAD?

https://www.svsd.net/cms/lib5/PA01001234/Centricity/Domain/653/writers%20workshop%20argument/writers%20workshop%20narrative/effective%20leads.pdf

#### Punctuating Dialogue

https://www.baldwinschools.org/cms/lib8/NY01913517/Centricity/Domain/426/Punctuating%20 Dialogue.pdf

Show, Not Tell- Revise narrative writing to show, not tell https://www.youtube.com/watch?v=m3nlh3rX2q8

#### List of Transitional Words and Phrases

https://www.scusd.edu/sites/main/files/file-attachments/grade6\_listoftransitionalwordsandphrases theroadtoknowledge6 8.pdf

https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117011\_Gr 8ELATB PT.pdf

See Grade level unit folders for resources

 $\underline{https://drive.google.com/drive/folders/0B\_qnXw\_yZi1sOGNXNDhDT0FiMDA?resourcekey=0-fGkltQ70di2JNEOGpHuSIg}$ 

The Writing Strategies Book by Jennifer Serravallo

#### Stage 2 – Assessment Evidence

**Summative Task:** Final draft of narrative and literary essay

#### Other evidence of learning:

- Teacher observations / anecdotal notes
- Conference Notes
- Reader's/Writer's notebook

- Signpost entries / Stop & Jot /Post-it Notes
- End of Unit Student reflections on strategies / goal attainment / next goals

#### Stage 3- Learning Plan

#### **GETTING READY...**

- In this unit, we suggest that your eighth graders write literary essays about novels, rather than short stories. Many of your students likely have experience with writing about short texts, and taking on the challenge of writing about a novel can make this unit feel more rigorous and different for your students. If you're concerned that your students will struggle with writing about novels, however, you could consider changing the focus to short stories. There are pros and cons to each choice. In a novel, there is so much evidence to choose from and young writers often have a hard time selecting the most relevant. On the other hand, sometimes short stories seem too narrow and students end up double-dipping into the same key scenes for evidence to support different parts of their essays.
- Before starting the session, partners will need to have agreed upon a book (or conceivably a short story) they both know well that will be the focus of their literary essay writing throughout the unit. Students will need these texts throughout the unit.
- A video clip of a song in which the theme can be inferred or discussed. We use Taylor Swift's "Safe and Sound" (YouTube search term "Safe and Sound Taylor Swift"). If this is hard to do, plan an alternative.
- "How to Write a Thematic Essay" anchor chart, with the first bullet and sub points already written.
- Copies of the class-shared anchor text, "All Summer in a Day" by Ray Bradbury, one per student.
- Your own writer's notebook Be prepared to write an entry on the theme of the class anchor text "All Summer in a Day" or have that entry already written.
- Chart paper and markers to create the "Prompts to Push Writers to Speculate about Themes in a Text" chart.
- Additional Resource for this unit- eighth grade pg 14 to 15 literary essay.pdf

#### THE THEMATIC ESSAY

Unit of Study: Unit 1- Writing- Literary
Analysis

Topic: "All Summer in a Day" by Ray
Bradbury

**Suggested Length:** 1 Day

#### Standard(s):

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.

#### Teacher Objective: Session 1- Looking for Themes All Around Us pg. 4

You will remind students that writers are on the lookout for themes in all the texts they read, and are able to explain, with details from the text, why they believe that theme is present. Explicitly name and demonstrate the step-by-step strategy you use to determine the theme of a story doing this with the anchor short story (a familiar one) that will thread throughout the unit.

Text- All Summer in a Day by Ray Bradbury See pg. 10 for Reminders of Thought Prompts

Note: All Resources are located on the Heineman website. You must set up a free account and register your books for access.https://www.heinemann.com/

Formative Assessment- Writer's Notebook Entry- Theme

Unit of Study: Unit 1- Writing- Literary Topic: Developing Themes

Analysis

**Suggested Length:** 1 Day

#### Standard(s):

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.

#### Teacher Objective: Session 2- Reading Closely to Develop Themes pg. 14

You will teach students that academic writers look closely at a text to further develop their understanding of the text's themes, and then use writing to discover what the whole text is saying about those ideas.

Note: All Resources are located on the Heineman website. You must set up a free account and register your books for access.https://www.heinemann.com/

#### **Formative Assessment-**Conferences

Unit of Study: Unit 1- Writing- Literary Topic: Studying Author's Craft

Analysis

**Suggested Length: 1 Day** 

#### **Standard(s):**

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.

Teacher Objective: Session 3- Fine Tuning Themes by Studying Author's Craft pg. 25

You will teach students that when analyzing a text, literary essayist pay attention to the details of the plot and character development as well as the author's crafting decisions, reflecting on the connection between the author's message and his or her craft.

Note: All Resources are located on the Heineman website. You must set up a free account and register your books for access.https://www.heinemann.com/

#### Formative Assessment- Conferences

Unit of Study: Unit 1- Writing- Literary	Topic: Drafting Essays
Analysis	

**Suggested Length:** 1 Day

#### Standard(s):

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A.Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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 or academic style, approach, and form.

E.Provide a concluding statement or section that follows from and supports the argument presented.

#### Teacher Objective: Session 4- Drafting Essays pg. 36

You will teach students that when getting ready to draft, writers recall what they already know about the genre they are writing in, as well as examine mentor texts in that genre, to make a plan and set goals.

Note: All Resources are located on the Heineman website. You must set up a free account and register your books for access.https://www.heinemann.com/

#### Formative Assessment-Annotated Text

Unit of Study: Unit 1- Writing- Literary Analysis	Topic: Revising Your Thinking
Suggested Length: 1 Day	

#### Standard(s):

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A.Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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 or academic style, approach, and form.
- E.Provide a concluding statement or section that follows from and supports the argument presented.

**Teacher Objective: Session 5- Finding the Courage to Revise Your Thinking pg. 46** You will teach students that essay writers often have to stop at the end of a draft and ask themselves- are all of my original ideas still true? Is there anything I should change? If so, writers then have the courage to revise their thinking.

Note: All Resources are located on the Heineman website. You must set up a free account and register your books for access.https://www.heinemann.com/

Formative Assessment- Argument Writing Checklist- see resources <a href="https://www.heinemann.com/">https://www.heinemann.com/</a>

Unit of Study: Unit 1- Writing- Literary Topic: Evidence and Ideas

**Analysis** 

**Suggested Length: 2 Days** 

#### Standard(s):

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A.Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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 or academic style, approach, and form.

E.Provide a concluding statement or section that follows from and supports the argument presented.

**Teacher Objective:** Session 6- Clarifying Relationships between Evidence and Ideas pg. 55 You will teach students that essayists can use logic, specifically logical sentence frames, to help clarify the relationship between their evidence and their ideas.

Additional Lesson- Teach students how to use words or short phrases to create cohesion in their essays. Resource- Linking Words and Phrases.pdf https://drive.google.com/file/d/1cdnifRMi76LN 7DOqAU98E4JD9ppCA-o/view

Note: All Resources are located on the Heineman website. You must set up a free account and register your books for access. <a href="https://www.heinemann.com/">https://www.heinemann.com/</a>

Formative Assessment- Transition Word Exercise ■ Linking Words and Phrases.pdf <a href="https://drive.google.com/file/d/1cdnjfRMj76LN\_7DOqAU98E4JD9ppCA-o/view">https://drive.google.com/file/d/1cdnjfRMj76LN\_7DOqAU98E4JD9ppCA-o/view</a>

Unit of Study: Unit 1- Writing- Literary Topic: Counter Arguments

Analysis

**Suggested Length: 2 Days** 

#### Standard(s):

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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 or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

## Teacher Objective: Session 7- Counterargument within Literary Essays pg. 65

You will teach students that essayists look for places where there could be another interpretation or opinion about the text, and they write to try and argue why their interpretation is the best one, by nodding to the alternative argument and then explaining why that one is not as sound.

Note: All Resources are located on the Heineman website. You must set up a free account and register your books for access. <a href="https://www.heinemann.com/">https://www.heinemann.com/</a>

## Formative Assessment-Alternative Argument

Unit of Study: Unit 1- Writing- Literary Topic: Editing

Analysis

**Suggested Length: 1 Day** 

## Standard(s):

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A.Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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 or academic style, approach, and form.

E.Provide a concluding statement or section that follows from and supports the argument presented.

## Teacher Objective: Session 8- Editing Using All You Know pg. 75

You will teach students that writers use all they know and all they have (relying on the resources at their disposal) to put the final touches on their draft, and that they continue to look for ways to outgrow themselves, this time by lifting the level of their conventions.

Note: All Resources are located on the Heineman website. You must set up a free account and register your books for access. <a href="https://www.heinemann.com/">https://www.heinemann.com/</a>

Formative Assessment-Argument Writing Checklist

## THE AUTHOR'S CRAFT ESSAY

Unit of Study: Unit 1- Writing- Literary
Analysis

Topic: Introductions and Conclusions
Suggested Length: 1 Day

#### Standard(s):

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A.Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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 or academic style, approach, and form.

E.Provide a concluding statement or section that follows from and supports the argument presented.

# Teacher Objective: Session 12- Framing Essays with Relevance and Context: Introductions and Conclusions pg. 107

You will teach students that essayists write introductions that explain the text being analyzed and the great relevance of their essays. They often conclude their essays by leaving their readers with the most powerful thoughts.

Note: All Resources are located on the Heineman website. You must set up a free account and register your books for access. <a href="https://www.heinemann.com/">https://www.heinemann.com/</a>

Formative Assessment- Essays with introductions and conclusions.

Unit of Study: Unit 1- Writing- Literary
Analysis

Topic: Revising the Essay

**Suggested Length: 3 Days** 

#### Standard(s):

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A.Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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 or academic style, approach, and form.

E.Provide a concluding statement or section that follows from and supports the argument presented.

## Teacher Objective: Session 13- Adopting an Essayist's Tone pg. 116

You will teach students that writers can adopt an essayist's engaging and formal tone by varying their sentence length and using sophisticated language.

You may need a former student's essay or sample essay for students to revise.

Note: All Resources are located on the Heineman website. You must set up a free account and register your books for access. <a href="https://www.heinemann.com/">https://www.heinemann.com/</a>

## Formative Assessment-Revised Essays

Unit of Study: Unit 1- Writing- Literary	Topic: Celebration-Published Essays
Analysis	

**Suggested Length: 2** Days

## **Standard(s):**

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A.Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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 or academic style, approach, and form.

E.Provide a concluding statement or section that follows from and supports the argument presented.

## **Teacher Objective: Session 17 Publishing on the Internet pg. 149**

Congratulations! You and your Writers come to the end of an intellectually demanding unit, one that asks a great deal of all of you, but one that gives mightily in return. As you know it is so important to end our units of study with a proper celebration, a way of rejoicing in and skills learned. In addition, it is important that students See their writing go out into the world authentically and as often as possible.

If writing is seen simply as assignments completed and given to the teacher for grading, then many of your students will not engage with their writing identities, for writing will not hold meaning for them. By connecting the work they do in class to the real world around them, you allow students to see that writing is a powerful medium to put their ideas out in their communities.

As this unit comes to an end, have your Students have a collection of work around one text – why not help them to see ways that they could offer their thinking to the community of people who are already in conversation about the texts they studied?

Have your students decide where on the internet they will publish some of their thoughts about the text they have written about. Most likely they will not publish their entire essay and in fact they will probably revise a touch to strike the right voice for a website.

Options: See pg. 150

## Formative Assessment- Published Essays

## **NJSLA Test Prep**

This test prep is cumulative-

https://resources.newmeridiancorp.org/wp-content/uploads/2019/07/grade08\_LAT\_itemset\_01.16.pdf

Students may need 2 Days to complete the task.

New Meridian Resource Center-

https://resources.newmeridiancorp.org/released-items/?fwp\_subject\_facet=ela-literary-analysis&fwp\_grades\_facet=grade-8-grade

#### NARRATIVE WRITING

Note: These Language Domain lessons are placed here as they will help students use punctuation (comma, ellipsis, dash) in their narrative writing. You may choose to integrate the lessons throughout the unit.

Unit of Study: Unit 1 Writing: Narrative Topic: Punctuation

Writing

**Suggested Length: 2 Days** 

#### Standard(s):

- L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - F. Use an ellipsis to indicate an omission.

**Teacher Objective:** You will teach the students how to use commas, ellipses, and dashes. Lesson-Punctuation

■ Punctuation Lesson: Dashes, Ellipses, and Hyphens

https://www.youtube.com/watch?v=enW0nk-VG9c

#### Practice Worksheets-

https://bethpowers.weebly.com/uploads/4/5/0/9/45090101/hyphens\_dashes\_parentheses\_ellipses\_colons.pdf

https://www.ereadingworksheets.com/languageartsworksheets/punctuationworksheets/comma-worksheets/

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Student Participation and Completed Worksheets

Unit of Study: Unit 1- Narrative Writing Topic: Annotate Article

**Suggested Length:** 1 Day

#### Standard(s):

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

## Teacher Objective: You will teach students how to annotate an article.

Introduce narrative writing by asking what techniques to author's use to make their writing interesting. Explain the concept of freewriting to generate ideas for writing.

Read/Discuss: "Hunting is Not Those Heads on the Wall." Reread and annotate the text. Teacher

Resource-https://teach.albion.edu/mcd12/files/2014/04/Narrative-Writing-Unit-Grade-8-ELA.pdf

\*Important Note about the Resource: This resource was used as a framework for the unit. Please do not have students copy notes. Students should be writing a personal narrative each day. Teachers conduct conferences or small groups based on observations/data.

**Formative Assessment-** Completion of "Hunting is Not Those Heads on the Wall" handout with appropriate annotation and correct question responses that use textual evidence for support.

Unit of Study: Unit 1- Narrative Writing Topic: Elements of the Personal Narrative

**Suggested Length: 1 Day** 

#### Standard(s):

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

# Teacher Objective: You will teach students the characteristics of a personal narrative to brainstorm topics.

Handout Personal Narrative Notes. Discuss personal narrative.

Students create a list of ten life events in which they might like to write a personal narrative. Resource-https://teach.albion.edu/mcd12/files/2014/04/Narrative-Writing-Unit-Grade-8-ELA.pdf

Formative Assessment-Completion of the list with ten topics appropriate for a personal narrative.

Unit of Study: Unit 1- Narrative Writing	Topic: The Importance of Focus

**Suggested Length:** 1 Day

## Standard(s):

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

## Teacher Objective: You will teach students the importance of focus.

Students do a give one/get one activity with three different partners. They give one idea from the list and get one idea from another list. Students freewrite. If time allows, students may share with a peer of choice. The teacher will do the same activity as a way of modeling the expectations. Resource-https://teach.albion.edu/mcd12/files/2014/04/Narrative-Writing-Unit-Grade-8-ELA.pdf

# For additional support with this lesson, refer to the following resource(s): Lessons from *The Writing Strategies Book* by Jennifer Serravallo:

- 4.6 Zoom In on a Moment of Importance pg. 141
- 4.7 Ask Questions to Focus pg. 142

Formative Assessment- Completion of free write on a topic with appropriate focus.

Unit of Study: Unit 1- Narrative Writing	Topic: The Importance of an Effective Lead
Suggested Length: 1 Day	
Standard(s):	

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.

## Teacher Objective: You will teach students how to draft leads.

Use mentor text or handout that lists effective leads. Discuss. <u>WHAT MAKES AN EFFECTIVE</u> LEAD?

https://www.svsd.net/cms/lib5/PA01001234/Centricity/Domain/653/writers%20workshop%20argument/writers%20workshop%20narrative/effective%20leads.pdf

Students write two different leads for their personal narrative.

Resource-https://teach.albion.edu/mcd12/files/2014/04/Narrative-Writing-Unit-Grade-8-ELA.pdf

Formative Assessment- Two different leads in students' writing.

Unit of Study: Unit 1- Narrative Writing Topic: Effective Use of Dialogue

**Suggested Length:** 1 Day

#### Standard(s):

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

## Teacher Objective: You will teach students how to use dialogue in their writing.

Review the rules for punctuation page 7-

Resource-<u>https://teach.albion.edu/mcd12/files/2014/04/Narrative-Writing-Unit-Grade-8-ELA.pdf</u> Additional Resource-<u>Punctuating Dialogue</u>

 $\underline{https://www.baldwinschools.org/cms/lib8/NY01913517/Centricity/Domain/426/Punctuating\%20Dialogue.pdf}$ 

# For additional support with this lesson, refer to the following resource(s): Lessons from *The Writing Strategies Book* by Jennifer Serravallo:

• 6.15 Let Your Readers Know Who's Talking pg. 226

**Formative Assessment**-Observation of participation in the dialogue punctuation practice and tag revision activities.

Unit of Study: Unit 1- Narrative Writing | Topic: Show, Don't Tell

**Suggested Length:** 1 Day

### Standard(s):

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

Teacher Objective: You will teach students how to use sensory details in their writing. Share two sentences with students about your morning. Have students vote on which is more interesting. Show, Not Tell- ■ Revise narrative writing to show, not tell <a href="https://www.youtube.com/watch?v=m3nlh3rX2q8">https://www.youtube.com/watch?v=m3nlh3rX2q8</a>

# For additional support with this lesson, refer to the following resource(s): Lessons from *The Writing Strategies Book* by Jennifer Serravallo:

- 6.13 Show, Don't Tell: Using Senses to Describe Places pg. 224
- 6.14 Show, Don't Tell: Emotions pgs. 225

Formative Assessment- Details in their Writing.

Unit of Study: Unit 1- Narrative Writing Topic: Using Transition Words

**Suggested Length:** 1 Day

## **Standard(s):**

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.

- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
  - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**Teacher Objective: You will teach students how to use transition words and phrases.**Reread the ending of "Hunting is Not Those Heads on the Wall" and discuss how the author used

transition words and phrases.

Resource-https://teach.albion.edu/mcd12/files/2014/04/Narrative-Writing-Unit-Grade-8-ELA.pdf Additional Resource- List of Transitional Words and Phrases

 $\underline{https://www.scusd.edu/sites/main/files/file-attachments/grade6\_listoftransitionalwordsandphrasesth\_eroadtoknowledge6\_8.pdf$ 

Formative Assessment- Use of transition words in personal narratives.

Unit of Study: Unit 1- Narrative Writing Topic: Writing Conclusions

**Suggested Length:** 1 Day

#### **Standard(s):**

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

E.Provide a conclusion that follows from and reflects on the narrated experiences or events.

### Teacher Objective: You will show students how to write conclusions.

Reread the ending of "Hunting is Not Those Heads on the Wall" and discuss how the author ended the writing.

Resource-https://teach.albion.edu/mcd12/files/2014/04/Narrative-Writing-Unit-Grade-8-ELA.pdf

A good essay conclusion should remind the reader of the events of the essay and why those events were important. After summarizing the main events, the author should consider how their perspective, goals, or values changed because of the experience described in the story.

A narrative essay tells a story from the writer's point of view. One of the critical components of a narrative essay is the conclusion or the ending to the story. This conclusion works with all the other essay components, such as the introduction and the body paragraphs. While the introduction offers the reader a preview of an essay, and the body paragraphs convey necessary information, the conclusion combines all of the essay's key details to reflect and convey the theme or central idea. However, it can be difficult to decide how to end a narrative essay with so many pieces of information. A strong narrative essay conclusion will always summarize the essay's main points, offer a reflection on concepts presented or lessons learned, and bring closure to the information presented in the piece.

Formative Assessment- Students will write/revise their conclusions.

Unit of Study: Unit 1- Narrative Writing Topic: Drafting the Personal Narrative

**Suggested Length:** 1 Day

**Standard(s):** 

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.

Students pick a personal experience to write about and begin drafting their personal narrative.

**Formative Assessment-** Completion of rough draft with correct focus, content, and narrative technique.

Unit of Study: Unit 1- Narrative Writing	Topic: Editing/Revising the Personal
	Narrative

**Suggested Length:** 1 Day

#### Standard(s):

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

Students edit/revise their personal narrative before submitting for a grade.

**Formative Assessment-** Completion of rough draft with correct focus, content, and narrative technique.

Unit of Study: Unit 1- Narrative Writing Topic: Test Prep

**Suggested Length: 2 Days** 

## Standard(s):

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.

The NJSLA test will require students to read a passage and continue the story using narrative elements. Students will complete pages 50-56.

https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117011\_Gr8 ELATB PT.pdf

Task may take 2 Days to complete.

Unit Plan Title	Unit 2 Reading: Tapping the Power of Nonfiction
Suggested Time Frame	Approximately 30 Days

Overview / Rationale

The New Jersey Student Learning Standards emphasize students' ability to hold an argument up for evaluation while also being able to articulate the counterargument. In this unit, students will sharpen their analytical skills as they analyze and evaluate arguments found in non-fiction texts.

They will monitor and deepen their comprehension skills by utilizing strategies before, during and after reading. Students will infer the author's purpose and viewpoint and analyze the impact of the author's language choices on the meaning and tone of the text. Using varied formats such as print, visual and multimedia, students will also synthesize and compare information across texts.

In preparation for this unit teachers should gather a variety of informational and argumentative texts for students to read independently. As always, students should be encouraged to read in partnerships and/or book clubs in order to engage in a shared book experience and meaningful peer discussions.

## Stage 1 – Desired Results

#### **Established Goals:**

New Jersey Student Learning Standards: English Language Arts (2023)

- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
- RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
- RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.
- RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.
- RI.AA.8.7. 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.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.SE.8.6. 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.RW.8.7. 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.
- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. 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.
- SL.PE.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.II.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.
- L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.

<b>Essential Questions</b>	Enduring Understandings
How do readers strengthen comprehension by understanding the development of ideas and structure of argumentative text?	Authors use techniques, form, and structure to influence the attitudes or actions of a specific audience.
What makes an argument effective?  How do authors develop arguments?  How can a reader determine if an author's argument and/or reasoning is valid?	Readers of argumentative texts must evaluate a writer's argument, recognize potential bias, assess whether the evidence is accurate and relevant and determine if the reasoning is valid.  An effective argument acknowledges the opposing point of view, and distinguishes it from the opposing claim and discredits it using logical reasoning and detailed evidence from credible sources.
Knowledge:	Skills:
Readers of argumentative text must acknowledge and respond to counterarguments.  One or more differences in the points of view can create bias in fiction and nonfiction text.  Claims need to be supported with sufficient and relevant evidence.	Students will be able to  Critical readers of argument texts will be able to develop their own stances on a variety of subjects.  Determine author's purpose and the central idea of a text by analyzing text features.  Evaluate the merits of a claim by citing evidence.

Understanding text features, structures, and characteristics facilitate the reader's ability to make meaning of argumentative text.	Describe the position a writer takes on an issue and identify the potential biases that may impact his/her position.
	Explain the impact that word choice has on the meaning and/or tone of an argumentative text.

## **Interdisciplinary Connections**

## 2020 New Jersey Student Learning Standards for Social Studies

• **6.1.8.EconNE.4.a:** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

# 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.1 Computer Science

8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as
addressed packets through multiple devices over networks and the Internet, and
reassembled at the destination.

# **NJSLS 8.2 Design Thinking**

• **8.2.8.ITH.2**: Compare how technologies have influenced society over time.

# 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

## NJSLS 91. Credit and Debt Management

• 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.

## NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- **9.2.8.CAP.15**: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- **9.2.8.CAP.19**: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

#### **NJSLS 9.4 Life Literacies and Key Skills**

• **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### **Student Resources**

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom and school library inventory.

• Texts can be in various forms such as books, articles, electronic books, etc.

- Leveled sets of argumentative topics can be provided to students to read during independent reading.
- Students will select books at their independent reading level from the classroom library, bookroom and school library inventory.
- Texts can be in various forms such as books, articles, electronic books, etc.
- Leveled sets of argumentative topics can be provided to students to read during independent reading.

#### **Teacher Resources**

*Units of Study: Tapping the Power of Nonfiction* - Lucy Calkins and Colleagues Grades 6–8 (most items referenced are directly accessed through *Units of Study: Tapping the Power of Nonfiction* - Lucy Calkins and Colleagues) ISBN-13:978-0-325-09724-4

Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser

See Google Drive for 8th Grade Book Inventory - Argument texts https://drive.google.com/drive/folders/0B\_qnXw\_yZi1sOGNXNDhDT0FiMDA?resourcekey=0-fGkltQ70di2JNEOGpHuSIg&usp=sharing

## W Grade 8- Unit 2-Industrial Food Chain- The Omivore's Dilemma.doc

https://docs.google.com/document/d/15cB4DZsbUi6ZEXjRhOQ56DmmP4n9yKDH/edit?usp=sharing&ouid=101803252699287556195&rtpof=true&sd=true

### Suggestions:

Illegal Animal Traffickers Let's think about Animal Rights Poachers Who cares about animal rights?

Reading Strategies Book, by Jennifer Serravallo Teaching for Comprehending and Fluency - Fountas and Pinnell

#### **Reading Informational Text**

https://assets.website-files.com/5ef4c3e2e40e02273583f9f4/60b7d0458ef9b0492c5c3942\_Conflicting%20Information%206-8.pdf

# Copy of [L3] Analyze Impact of Word Choice Organizer (RL.8.4)

https://docs.google.com/document/d/1dv6uvXZ25JPQ0Dp7Sd8KvAqRMmOMEkmz2DQxDk7 K4nU/edit?usp=sharing

## **Technology Websites:**

Additional Resource links from Louisiana Believes

 $\frac{https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/notice-and-note post-signs.pdf?sfvrsn=2}{epost-signs.pdf?sfvrsn=2}$ 

## **Stage 2 – Assessment Evidence**

**Summative Assessment:** Students will read multiple nonfiction passages and respond to multiple choice, short answer and/or an essay question.

#### **Other Evidence:**

- Cold Read Assessments
- On-Demand Writing Tasks
- Student Reflection
- Reading / Writing notebooks
- Teacher conference notes

## Stage 3 – Learning Plan

#### **GETTING READY...**

Note: Review the Read-Aloud Pacing Guide on pg. X (Tapping the Power of Nonfiction) before teaching this unit.

- Prepare in advance the read aloud by marking places in the text where you'll stop and think aloud and where you ask students to turn and talk.
- Read Aloud Fast Food Nation by Eric Schlosser Skim the cover and the table of contents then read aloud from the Introduction.
- Before the unit begins, select longer nonfiction chapter books for each book club, and prepare a book talk for each book to help clubs get excited about their books.
- Create and display a list of students by book club, so clubs can choose a spot together in the meeting areas.
- Prepare in advance relevant sections of the demonstration text for clubs to work with during the read aloud.
- Prepare to display images of Cheyenne Mountain and the Cheyenne Mountain Air Force Station
- Prepare an anchor chart title: To Make the Most of Your Nonfiction Chapter Books
- Post its
- The following outlines the components to each Mini-lesson and Read-Aloud. It should be noted that each lesson will not list each component, but it is understood teachers should be following this structure. It is suggested that teachers have an Interactive Read-Aloud at least once a week. If possible, Independent Reading should take place daily (or at least 4 days a week). Mentor Texts should be read prior to lessons and marked for appropriate places for the teacher to stop and model, and to have students stop and practice, whether they Notice & Note or Turn & Talk to partners.

#### **Instructional Guidance:**

■ MS- How to Use The Reading Strategies Book 2.0 for Whole Group Lessons <a href="https://docs.google.com/document/d/1kGapZWqGlD4WEINc4EFoxAKLRSLg75Ca3DiB4EugG8U/edit?usp=sharing">https://docs.google.com/document/d/1kGapZWqGlD4WEINc4EFoxAKLRSLg75Ca3DiB4EugG8U/edit?usp=sharing</a>

## ■ NMS-Bell to Bell Instructional Tool

 $\underline{https://docs.google.com/document/d/1qDlx7d\_d--dxJRg3gKbM0B4UhhdaGtmFpcKypzsyp0o/edit}$ 

Note: These Language Domain lessons are placed here to help students use context as a clue to the meaning of a word or phrase. Below are lessons you can use to introduce/teach the concept. Please model this concept while Reading Aloud to students.

Unit of Study: Unit 2-Tapping the Power of Nonfiction	<b>Topic: Context Clues to Understand Text</b>
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Suggested Length: 2-3 Days

#### **Standards:**

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

E. 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).

**Teacher Objective:** You will teach students how to 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.

### **Lesson- Context Clues**

■ Using context clues to figure out new words | Reading | Khan Academy https://www.youtube.com/watch?v=CiNggzdWkIo

Teach students to also 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. You will need reference material in print.

#### **Practice Worksheets-**

https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/

## Lesson- Using Affixes and Roots as Clues

■ What are affixes? | Reading | Khan Academy

https://www.youtube.com/watch?v=WYSnf6qv4WA

Teaching Tool-

https://www.birdvilleschools.net/cms/lib2/TX01000797/Centricity/Domain/407/Roots%20and%20

## Affixes.pdf

#### **Practice Worksheets-**

https://learnbright.org/wp-content/uploads/2019/05/Roots-and-Affixes-Lesson-Plan.pdf

#### **Formative Assessment**

Student Participation/Completed Activity

Unit of Study: Unit 2-Tapping the Power of Nonfiction

Topic: Read-Aloud: Reading with Engagement and Fascination

**Suggested Length: 1 Day** 

#### **Standard:**

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

**Teacher Objective:** Session 1 pg. 5- You will teach students that readers orient themselves to a nonfiction text by reading the front matter closely to formulate questions and grow initial ideas.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Excerpts from Fast Food Nation by Eric Schlosser
- FIG. 1-1 Riya poses questions about a few fascinating parts of her book.
- Read-Aloud Printable post-its
- Alternate Read-Aloud Guide for Chew On This
- Images of Cheyenne Mountain
- Anchor Chart: To Make the Most of Your Nonfiction Chapter Books

#### **Formative Assessment**

Conversation during the Read Aloud

Unit of Study: Unit 2-Tapping the Power of Nonfiction

Topic: Generating Questions and Ideas

**Suggested Length: 1 Day** 

#### Standard:

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences

drawn from the text.

**Teacher Objective:** Session 2 pg. 14-You will teach students that book clubs have stronger conversations if book-club members prepare to bring significant parts that they've thought a lot about to their club conversations.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Excerpts from Fast Food Nation by Eric Schlosser
- Link to photo of a carhop
- Anchor Chart: To Make the Most of Your Nonfiction Chapter Books
- Book Clubs...chart

#### **Formative Assessment**

Questions and ideas based on the text read in class.

Unit of Study: Unit 2-Tapping the Power of	Topic: Determining Central Ideas
Nonfiction	

Suggested Length: 1 Day

## Standard(s):

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Teacher Objective:** Session 3 pg. 22- You will remind students that one of a nonfiction reader's main jobs is determining central ideas. You'll review familiar strategies for doing so, and you'll teach readers that another way nonfiction readers determine central ideas is by considering how details fit together.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Excerpts from Fast Food Nation by Eric Schlosser
- Anchor Chart: To Make the Most of Your Nonfiction Chapter Books
- Images of kitchen items
- Images of animal parents and their young
- Book Clubs...chart
- FIG. 3-1 Caitlin jots possible central ideas from the first few chapters of her book on Post-it notes.
- FIG. 3-2 Jade uses her reader's notebook to record possible central ideas, and she marks the central idea that is most taught so far with a star.

#### **Formative Assessment**

Post it notes about central ideas based on text read in class.

**Unit of Study: Unit 2-Tapping the Power of Nonfiction** 

Topic: Central Ideas- Notice the What and the How of Information

**Suggested Length: 2 Days** 

## Standard(s):

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Teacher Objective:** You will teach students to pay close attention to *what* information the author shares and also *how* the author shares it.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo 8.18 Notice the What and the How of Information pg. 290

## **Formative Assessment**

Central idea discussed during class.

## **NJSLA Test Prep**

Students will read a short piece of writing and identify the central idea.

Identifying Main Ideas and Central Idea with "The Life-Changing Magic of Being Messy" <a href="https://commonlit-private-assets.s3.amazonaws.com/teaching\_materials/documents/000/003/618/original/The\_Life-Changing\_Magic\_of\_Being\_Messy\_\_Target\_Lesson\_STUDENT\_COPY\_V2.pdf?">https://commonlit-private-assets.s3.amazonaws.com/teaching\_materials/documents/000/003/618/original/The\_Life-Changing\_Magic\_of\_Being\_Messy\_\_Target\_Lesson\_STUDENT\_COPY\_V2.pdf?</a>
X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAVWWGJUDZCG6LCAU
6%2F20240819%2Fus-east-1%2Fs3%2Faws4\_request&X-Amz-Date=20240819T174428Z&X-Amz-Expires=604800&X-Amz-SignedHeaders=host&X-Amz-Signature=8f641b83d038c85cb2e9bf12c31250998785df2dfa4865010abcda079e20a789

Unit of Study: Unit 2-Tapping the Power of Nonfiction

**Topic: Retaining Initial Ideas** 

Suggested Length: 1 Day

## **Standard(s):**

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Teacher Objective:** Session 4 pg. 30- You will teach readers that in complex nonfiction, central ideas are revealed over time. Readers generate initial ideas about what a text teaches, and then

revise them as they get more information.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Excerpts from Fast Food Nation by Eric Schlosser
- Images of animal parents and their young
- Anchor Chart: To Make the Most of Your Nonfiction Chapter Books
- Reminder slips
- FIG. 4-1 Alex and Molly use different techniques to revise their thinking about their central ideas as they read on.
- FIG. 4-2 Hailee experiments with a note taking structure that resembles her central idea by creating a path of events that link to one of her text's central ideas.

## **Formative Assessment**

Post it notes about central ideas based on text read in class.

Unit of Study: Unit 2-Tapping the Power of Nonfiction	Topic: Learning from Stories Embedded in Nonfiction Texts
Suggested Length: 1 Day	

# Standard(s):

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

**Teacher Objective:** Session 5 pg. 38- You will teach students that nonfiction readers pay particular attention to the stories embedded in texts, considering how those stories fit with the author's central ideas.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

## **Formative Assessment**

Post it notes about central ideas based on text read in class.

Unit of Study: Unit 2-Tapping the Power of Nonfiction	Topic: Ideas Have Roots: Tracing How Ideas Are Developed across a text
Suggested Length: 2 Days	

## Standard(s):

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

## **Teacher Objective:**

Session 6 pg. 46- You will teach students that readers pay attention to ideas, events, and people that initially seem insignificant, aware they might be linked to central ideas in the text.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Excerpts from Fast Food Nation by Eric Schlosser
- Image of mangrove trees
- Anchor Chart: To Make the Most of Your Nonfiction Chapter Books
- Questions that support student's analysis
- FIG. 6-1 Caitlin uses sketches to trace how an idea developed across the early chapters in her book.
- FIG. 6-2 Wing Cam maps out how a central idea in her text evolved, leading her to a clearer sense of the author's central idea.

#### **Formative Assessment**

Notebook page- How some parts connect to other parts in the text.

#### **Test Prep- Central Ideas**

https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117011\_Gr8 ELATB PT.pdf

Pg. 40-Read the article "Elephants Console Each Other." Then answer questions 17 through 19.

Unit of Study: Unit 2-Tapping the Power of Nonfiction

Topic: Read Aloud- Building Up a Bit of Background Knowledge

Suggested Length: 1 Day

#### Standard(s):

W.WR.8.5. 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.SE.8.6. 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.

**Teacher Objective:** Session 8 pg. 64- You will teach students that when readers begin researching a new topic, they draw on tried and true strategies to begin learning a topic.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Atomic Bombs Text Set
- Climate Change Text Set
- Diseases and Illnesses Text Set
- GMOs and Genetic Engineering Text Set
- Outer Space Exploration-Higher Level Text Set (Text Set A)
- Outer Space Exploration-Lower Level Text Set (Text Set B)
- Teen Activism Text Set
- The Titanic-Higher Level Text Set (Text Set A)
- The Titanic-Lower Level Text Set (Text Set B)
- The Battle Over GMO's
- List of subtopics to the class topic
- FIG. 8-1 A web of possible subtopics related to disease
- Link to "So what is genetic engineering?"
- Anchor Chart: To Research a New Topic...

## **Formative Assessment**

Group conversations

Unit of Study: Unit 2-Tapping the Power of	Topic: Drawing on All You know to Tackle
Nonfiction	New Projects with More Skill

Suggested Length: 1 Day

**Teacher Objective:** Session 9 pg. 71-You will teach students that they can draw on all they know about reading nonfiction chapter books to help them read short texts in their nonfiction text sets with more skill and confidence.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Anchor Chart: To Make the Most of Your Nonfiction Chapter Books
- The Battle Over GMO's
- Mini student anchor chart: To Make the Most of Your Nonfiction Texts

### **Formative Assessment-** Notebook page- research notes

Unit of Study: Unit 2-Tapping the Power of Nonfiction Topic: Summarizing Complex Text

Suggested Length: 2 Days

## **Standard(s):**

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Teacher Objective:** Session 10 pg.79-You will teach students that readers hold on to the biggest ideas in complete nonfiction texts by summarizing including the central and main ideas, as well as some important details.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- The Battle Over GMO's
- Anchor Chart: To Research a New Topic...
- Create a brief summary of the text chart
- Acknowledge the Author in Your Summary chart
- FIG. 10-1 Erica crafts a summary that includes a central idea and supports.

Summary- Summarize, Paraphrase, and Generalize Ideas 8th Grade- Study Island Practice with Lesson and Answers

https://www.guthrieps.net/vimages/shared/vnews/stories/5e8238bb10ba4/Summarize%2C%20Paraphrase%2C%20and%20Generalize%20Ideas%20Practice-%20Study%20Island%20Assignment%20with%20lesson%20and%20answers.pdf

#### **Formative Assessment**

**Summaries** 

#### **NJSLA Test Prep**

https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117011\_Gr8ELATB\_PT.pdf

Pg. 10-Read the passage from Tortilla Sun. Then answer questions 3 and 4.

Unit of Study: Unit 2-Tapping the Power of Topic: Synthesizing across Texts

**Nonfiction** 

**Suggested Length: 2 Days** 

## Standard(s):

- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- B. Analyze the impact of specific word choices on meaning and tone.

**Lesson-Teacher Objective**: Session 11 pg. 85- You will teach students that nonfiction readers regularly synthesize across texts on topic. When they read new texts, they consider how the information they are learning fits with, extends, or contradicts what they have learned earlier.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- What are GMOs? notes
- Link to "Seeing Red: The Flavr Savr Tomato" video
- Anchor Chart: To Research a New Topic...
- Anchor Chart: To Make the Most of Your Nonfiction Texts
- To Synthesize Across Texts chart
- FIG. 11-1 Will and Molly revise the notes to incorporate their new learning
- FIG. 11-2 Dabney revises her notes to incorporate information from a second text on the same topic.

Lesson- Teacher Objective- You will teach students how to analyze the impact of specific word choices on meaning and tone. Your current text.

Copy of [L3] Analyze Impact of Word Choice Organizer (RL.8.4)

https://docs.google.com/document/d/1dv6uvXZ25JPQ0Dp7Sd8KvAqRMmOMEkmz2DQxDk7K4nU/edit?usp=sharing

Formative Assessment- Group conversations

Unit of Study: Unit 2-Tapping the Power of Nonfiction	Topic: Author's Purpose and Point of View- Using <i>The Omnivore's Dilemma</i> by Michael Pollen
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Suggested Length: 3-4 Days

#### **Standard(s):**

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.AA.8.7. 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.

**Lesson-Teacher Objective**: You will teach students to describe the purpose of Michael Pollan in an excerpt from *The Omnivore's Dilemma*. Students will identify the conflicting evidence and viewpoints Michael Pollan has used and explain how he responds to them. You may use the current text you are reading or this suggested text.

Note: ALL text and videos MUST be read and watched prior to sharing with students. It must be age appropriate and suitable for all the students in the class.

Use the following resources for this lesson:

☐ Grade 8- Unit 2-Industrial Food Chain- The Omivore's Dilemma.doc

https://docs.google.com/document/d/15cB4DZsbUi6ZEXjRhOQ56DmmP4n9yKDH/edit?usp=shar
ing&ouid=101803252699287556195&rtpof=true&sd=true

The Omnivore's Dilemma by Michael Pollan.pdf
 <a href="https://drive.google.com/file/d/1smXIjaaP6W7ySloHdUHxjROmUVaMc0e8/view?usp=driv">https://drive.google.com/file/d/1smXIjaaP6W7ySloHdUHxjROmUVaMc0e8/view?usp=driv</a>

#### e link

- Text Dependent Questions
- Author's Purpose Graphic Organizer

These resources can be used with any text.

**Lesson- Teacher Objective-** You will show students how to 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. You may use the current text you are reading or this suggested text.

When making an argument, an author supports the position he or she takes on an issue by making claims. In turn, these claims must be supported with evidence from valid, credible sources. An argument should only include evidence that is relevant to the claims the author is making. Poor arguments often include evidence that does not support the author's claims, or evidence that does not do so sufficiently. It is up to the reader to delineate and evaluate an argument to determine whether it is a valid one.

The goal of RI.AA.8.7 is for students to understand and be able to explain how to delineate and evaluate an argument. To do so requires determining the author's position, identifying the claims made by the author to support that position, and assessing the evidence used by the author to support those claims for its validity, relevance, and sufficiency.

■ Delineate and Evaluate Arguments- Grade 8.doc

https://docs.google.com/document/d/1b52Lp2k-woZ-AR5v1yg2dP6aVYKDemJJ/edit?usp=sharing &ouid=101803252699287556195&rtpof=true&sd=true

Formative Assessment- Completed Graphic Organizers and answers to text dependent questions.

Unit of Study: Unit 2-Tapping the Power of Nonfiction

Topic:
Using Different Mediums

**Suggested Length: 1-2 Days** 

#### **Standard(s):**

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

**Teacher Objective**: You will teach students how to evaluate the advantages and disadvantages of using different mediums (i.e., print, digital text, video, multimedia) to present a particular topic or idea.

When given the task of presenting information, people must first decide the best medium to use: print, film, audio, multimedia, and so on. Each medium has its advantages and disadvantages, and each may be more suitable for specific or different tasks. For example, what's the difference between using print and using videos to present information about a given subject? Textbooks provide writers with a genre that can fully investigate a topic and may offer more information. But videos can use animated visual aids in explaining difficult topics. Some learners even digest information better when it's presented in a particular medium!

Choose a video (based on text read in class). Watch and discuss the advantages and disadvantages of using different mediums. Note: ALL text and videos MUST be read and watched prior to sharing with students. It must be age appropriate and suitable for all the students in the class.

Formative Assessment- Discussion, Advantages and Disadvantages Chart

Unit of Study: Unit 2-Tapping the Power of Nonfiction Topic:

Conflicting Information

**Suggested Length: 1-2 Days** 

## Standard(s):

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

**Teacher Objective**: You will teach students how to 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.

#### Reading Informational Text

 $\underline{https://assets.website-files.com/5ef4c3e2e40e02273583f9f4/60b7d0458ef9b0492c5c3942\_Conflicting\%20Information\%206-8.pdf}$ 

Note: ALL text and videos MUST be read and watched prior to sharing with students. It must be age appropriate and suitable for all the students in the class.

Formative Assessment- Completed Chart

Unit of Study: Unit 2-Tapping the Power of Nonfiction

Topic: Dealing with Tricky Parts

Suggested Length: 1 Day

#### **Standard(s):**

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis

of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

**Teacher Objective:** Session 12 pg. 92- You will teach students that readers often turn to outside resources to deepen their comprehension of tricky parts of their nonfiction books. Readers might turn to easier texts, explanatory texts, or texts that provide follow-up information.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- The Battle Over GMO's
- Link to encyclopedia.kids.net
- Anchor Chart: To Research a New Topic...
- Anchor Chart: To Make the Most of Your Nonfiction Texts
- Mini student anchor chart: To Research a New Topic...

**Formative Assessment-** Use of text (outside resources) to support understanding of tricky parts.

Unit of Study: Unit 2-Tapping the Power of Nonfiction	Topic: Getting to Know the Lingo of Your Topic

**Suggested Length: 1 Day** 

#### Standard(s):

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**Teacher Objective:** Session 13 pg. 98-You will teach students that to know a topic well, it helps to study the vocabulary of that topic. They can sort and re-sort the key words, considering how they fit together.

See pg. 102-Determining the Meaning of Words in Context

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Ways to Sort Key Vocabulary chart
- Anchor Chart: To Research a New Topic...
- Look ALL Around a Word for Clues chart
- Word morphology log

• FIG. 13-1 Enver sorts key vocabulary related to atomic bombs chronologically.

## Formative Assessment- Vocabulary Charts

Unit of Study: Unit 2-Tapping the Power of Nonfiction

Topic: Research and Recognize the Author's Authority and Bias

Suggested Length: 1 Day

## Standard(s):

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

## **Teacher Objective:**

You will teach students to learn about the author. Then, consider what stake the author has in the topic based on their credentials and experience. As you read, consider what information is being included and what is being excluded. Consider if the author is conveying their personal opinions (through language choices) alongside the factual information.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo.

8.19 Research and Recognize the Author's Authority and Bias pg. 291.

Formative Assessment- Notebook page-Noting the author's language/personal opinions and facts

Unit of Study: Unit 2-Tapping the Power of Nonfiction

Topic: Readers Don't Wait to Do Their Own Thinking

**Suggested Length: 1 Day** 

## Standard(s):

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

**Teacher Objective:** Session 14 pg. 105- You will teach students that readers of nonfiction don't accept what the authors teach at face value; instead, readers grow their own ideas and develop their own theories about their topics.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Prompts to Grow Your Own Ideas chart
- The Battle Over GMO's
- Anchor Chart: To Research a New Topic...
- Back Up Your Ideas, Prompts to Grow Your Own Ideas, When a Text Contradicts Your Ideas, Ask... mini student charts
- FIG. 14-1 Sofia writes to grow ideas about a key detail in the text.

### **Formative Assessment**

Notebook page- Writing to grow ideas about key details in the text.

Unit of Study: Unit 2-Tapping the Power of	Topic: Developing Carefully Curated Text
Nonfiction	Sets

**Suggested Length: 3 Days** 

## **Standard(s):**

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.WR.8.5. 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.SE.8.6. 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.

**Teacher Objective:** Session 15 pg. 111- Celebrate all students have learned by carefully curating a section of texts to add to the classroom library.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- When Curating a Text Set...chart
- FIG. 15-1 Sofia explains why the texts she's recommending are essential.

## **Formative Assessment-** Presentations

Unit Plan Title	Unit 2 Writing: Argument Essay/Mini- Unit-Verbs
<b>Suggested Time Frame</b>	Approximately 23 Days

#### Overview / Rationale

Writing logical arguments is an important form of college-and career-readiness. Argument is at the heart of critical thinking and academic discourse, and therefore, it is an essential text type to study both as readers and writers. Argument writing can include speeches, editorials, reviews, proposals, letters and advertisements.

While immersed in these units, students will read and discuss a variety of texts to analyze the sophisticated structure and features of effective arguments. Students will investigate a topic of interest, research and present their claims, and gather evidence to support and analyze a variety of mentor texts to support the points of view to highlight and emphasize the strength of their arguments.

Students' writing will be developed and strengthened as needed by planning, revising and editing and publishing a clear and coherent feature article in which development and organization are appropriate to purpose and audience.

#### Stage 1 – Desired Results

## Established Goals - New Jersey Student Learning Standards 2023:

- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
- RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
- RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

- RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.
- RI.AA.8.7. 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.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - 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 or academic style, approach, and form.
  - E. Provide a concluding statement or section that follows from and supports the argument presented.
- W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
- W.WR.8.5. 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.SE.8.6. 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.RW.8.7. 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.

- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - A. Interpret figures of speech (e.g., verbal irony, puns) in context.
  - B. Use the relationship between particular words to better understand each of the words.
  - C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
  - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- SL.PE.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.II.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.ES.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.PI.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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- L.SS.8.1. Demonstrate command of the system and structure of the English language 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.
  - G. Recognize spelling conventions.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
  - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
  - C. 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.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- D. 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.

<b>Essential Questions</b>	Enduring Understandings
How are logical arguments (and persuasive techniques) used in writing to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem?  How do writers utilize textual evidence to support an argument?  How do writers use the writing process to organize / write an argumentative essay that is clear, logical and convincing?	Argument is a process through which writers present several strong, well-researched, logical arguments to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem.  Writers design a claim and support it with clear evidence while addressing other viewpoints.  Writers argue as experts by using precise language and multiple/varied pieces of evidence.
Knowledge:  Students will know	Skills: Students will be able to
Argument writers use particular structures to format their writing in a manner that helps the reader follow their thoughts and ideas.	Brainstorm about the topic they choose by listing arguments that support and oppose the topic.
Argument writers recognize multiple viewpoints for a single topic.	Craft a thesis that supports their claim and discredits the opposing counterclaim.
Argument writers can identify their own viewpoint on a topic and differentiate it from that of others.	Determine a strong, arguable claim/thesis statement for their topic by considering the two sides of a topic.
Argument writers articulate their viewpoint in a well-crafted thesis statement.	Support claims with logical reasons and use credible evidence to demonstrate understanding of the topic.
	Use anecdotal and factual evidence in argument writing.
	Draft a well-developed argument is supported with relevant evidence.

## **Interdisciplinary Connections**

# 2020 New Jersey Student Learning Standards for Social Studies

• **6.1.8.EconET.3.a:** Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.

# 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.1 Computer Science

- 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as
  addressed packets through multiple devices over networks and the Internet, and
  reassembled at the destination.
- **8.1.12.AP.6**: Refine a solution that meets users' needs by incorporating feedback from team members and users.

# **NJSLS 8.2 Design Thinking**

- **8.2.8.ED.6**: Analyze how trade-offs can impact the design of a product.
- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.
- **8.2.8.ED.3**: Develop a proposal for a solution to a real-world problem that includes a model.

# 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

### NJSLS 91. Credit and Debt Management

- 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- **9.1.8.CDM.2**: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.

#### NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- **9.2.8.CAP.15**: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- **9.2.8.CAP.19**: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

#### **NJSLS 9.4 Life Literacies and Key Skills**

- **9.4.8.TL.2**: Gather data and digitally represent information to communicate a real-world problem.
- **9.4.8.TL.5**: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### **Student Resources**

#### **Student Texts:**

- Students will select books at their independent reading level from the classroom library, bookroom and school library inventory.
- Texts can be in various forms such as books, articles, electronic books, etc.
- Leveled sets of argumentative topics can be provided to students to read during independent reading.

#### **Teacher Resources**

- For additional support or review see: A Curricular Plan For The Writing Workshop, Grade 8, 2011–2012 by Lucy Calkins (reference pp. 107-128)
- Unit of Study *Position Papers: Research and Argument,* L. Calkins and Colleagues ISBN: -13: 978-0-325-05951-8
- Writing Strategies Book, J. Serravallo

# Magazines (digital)

- The New Yorker
- The New York Times: Upfront Sports Illustrated
- Newsela.com
- Commonlit.com
- Readworks.com

# Stage 2 – Assessment Evidence

**Summative Task:** Final draft of argument essay

## Other evidence of learning:

- Linkit Benchmark Assessment Form B (Required)
- Teacher observations / anecdotal notes
- Conference Notes
- Reader's/Writer's notebook
- Signpost entries / Stop & Jot /Post-it Notes
- End of Unit Student reflections on strategies / goal attainment / next goals

#### Stage 3- Learning Plan

Note: This mini-unit is placed here before you start your Unit 2 Argument Writing. It will assist students with the use of verbs. Students should use the information learned to write their argumentative essay. You can also integrate the lessons out throughout the Unit. Please review all resources before sharing with students.

Unit of Study: Unit 2-Mini- Unit-Verbs Topic: Verbals

**Suggested Length: 2-3 Days** 

#### Standard(s):

- L.SS.8.1. Demonstrate command of the system and structure of the English language 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.

**Teacher Objective:** You will teach the students about the function of verbals and how to form and use verbs in the active and passive voice.

#### **Lesson- Function of Verbals**

► Verbals: Gerunds, Infinitives, and Participles | Parts of Speech App https://www.youtube.com/watch?v=8c2b-zhk1DQ

#### Practice worksheets-

https://petersijhs.weebly.com/uploads/5/4/0/7/5407531/gerund participle infinitive.pdf

https://www.education.com/worksheet/article/infinitives-and-infinitive-phrases/

https://www.lexialearningresources.com/PowerUp/instrmatls/ll/LL B GR verbals.pdf

## Lesson-Verbs in the active and passive voice (Stop video for notes- may take multiple days)

■ Active and Passive Voice of Verbs | English Grammar Lesson https://www.voutube.com/watch?v=tJJvqjDZpfo

#### Practice worksheets-

https://www.regent.edu/wp-content/uploads/2023/05/Regent-Writing-Lab-Active-vs-Passive-Exercise-Sheet.pdf

https://irsc-asc.weebly.com/uploads/3/1/8/1/31813909/133\_verbs\_active\_passive\_voice\_condensed\_.pdf

https://www.tckpublishing.com/wp-content/uploads/2019/09/Passive-to-Active-Voice-Worksheet -1.pdf

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Student participation and Completed Worksheet

Unit of Study: Unit 2-Mini- Unit-Verbs Topic: Verb Moods

Suggested Length: 2-3 Days

#### Standard(s):

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- 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.

**Teacher Objective:** You will teach the students to form and use the indicative, imperative, and interrogative, conditional, and subjective mood.

#### **Lesson- Verb Moods**

■ Verb Moods | English Century

https://www.voutube.com/watch?v=aOu9erO8UYg

Practice Worksheets-

https://tutorified-wp-bucket.s3-accelerate.amazonaws.com/2021/06/Verb-Mood-Worksheet.pdf

https://mrsstarlingselaclassroom.weebly.com/uploads/2/8/1/5/28156615/mood of the verb.pdf

Lesson- Shifts in Verb Voice and Mood

Conventions of Standard English Grammar: Verbals, verb voice and verb mood (L.8.1) https://www.youtube.com/watch?v=AYu4C9T6544

Practice Worksheets-

https://static.pbslearningmedia.org/media/media\_files/ekl3vvpvdw1a6vh4rcgtnvq4kez7vteu.pdf

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Student participation and Completed Worksheet

# Part I- Writing a Position Paper: Games Based on Fictional Violence-Diverting or Harmful?

Unit of Study: Unit 2 Writing a Position Paper (Argument Essay)	Topic: Debating Positions to Develop a Complex Argument
Suggested Length: 1 Day	
Standard(s):	

- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.AA.8.7. 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.

**Teacher Objective:** Session 1 pg. 2- You will teach the students that writers debate different positions on a complicated issue to develop an argument that allows for complexity.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Mentor text: "High-Jinks: Shoot-Out"
- Alternate Read-Aloud: "Unusual Normality"
- FIG. 1-1 Visual definition of perilous
- Chart: Make a Crystal Clear Plan for Drafting Your Essay
- Exemplar position paper: Letter to Mayor Bloomberg

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Conversation

Unit of Study: Unit 2 Writing a Position
Paper (Argument Essay)

Topic: Flash Drafting Arguments while
Working on Specific Writing Goals

**Suggested Length:** 1 Day

Standard(s):

- W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- 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 or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**Teacher Objective:** Session 2 pg. 14- You will teach the students that writer's plan more than what they'll write about: they also set goals to plan the writing work that's ahead.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Argument Writing Checklist, Grade 8
- Anchor chart: How to Write an Argument (Grade 7)
- Exemplar position paper: Letter to Mayor Bloomberg
- Speech to the School Board
- Anchor chart: How to Write a Position Paper
- FIG. 2-1 Mingus's plan for his argument
- FIG. 2-2 Tate's flash-draft

#### **Formative Assessment**

Goals

Unit of Study: Unit 2 Writing a Position	<b>Topic: Angling Evidence to Support Specific</b>
Paper (Argument Essay)	Points

Suggested Length: 1 Day

#### Standard(s):

- W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - 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 or academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

**Teacher Objective:** Session 3 pg. 27-You will teach the students how writers angle their evidence by explaining it fully, showing how the evidence illustrates or supports specific points.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Bend I Text Set
- Anchor chart: How to Write a Position Paper
- Chart: Sophisticated Techniques for Framing and Adapting Quotes
- FIG. 3-1 Mingus's transitions
- FIG. 3-2 Emily's notes
- Chart: Some Common Logical Fallacies
- FIG. 3-4 Abby's draft as she adds evidence
- Chart: Guide to Citing References
- Argument Writing Checklist, Grade 8

#### **Formative Assessment**

**Draft of Argument Essay** 

Unit of Study: Unit 2 Writing a Position	Topic: Using Connotative Language to Paint
Paper (Argument Essay)	a Tone

#### **Suggested Length:** 1 Day

Standard(s): W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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 or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.
- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

**Teacher Objective: Session 4 pg. 43-**You will teach the students that nonfiction writers make their case and advance ideas, not just with evidence with the words they choose.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Mentor text: "High-Jinks: Shoot-Out"
- Anchor chart: How to Write a Position Paper
- Argument Writing Checklist, Grade 8
- FIG. 4-1 Word chart
- Chart: Writers of Information Texts Aim Toward Goals...
- Chart: Writers of Information Texts Use Techniques...
- FIG. 4-2 Old or young woman optical illusion

#### Formative Assessment- Draft of Argument Essay

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Unit of Study: Unit 2 Writing a Position
Paper (Argument Essay)

Topic: Distinguish Among Connotations

**Suggested Length: 2-3 Days** 

#### Standard(s):

- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - A. Interpret figures of speech (e.g., verbal irony, puns) in context.
  - B. Use the relationship between particular words to better understand each of the words.
  - C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
  - D. Distinguish among the connotations (associations) of words with similar

denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
  - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - B. Analyze the impact of specific word choices on meaning and tone.

Note: The following lessons are part of the Language Domain Standards and are placed here as the students may use some of these skills in their argument writing.

**Lesson-Teacher Objective:** You will teach the students how to distinguish among the connotations.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

□ Connotation | Reading | Khan Academy

https://www.youtube.com/watch?v=XRt1N0sJJQo

**Lesson- Teacher Objective:** You will teach students to interpret figures of speech in context. A figure of speech is a phrase that uses language in a way that is not literal (like a dictionary definition), to give the reader a better picture of something that is being described. Types of figures of speech include:

- Verbal irony, or the use of words or phrases to convey the opposite of their literal meaning.
- Puns, or "plays on words." Puns often use words that are alike or nearly alike but sound different in order to emphasize their different meanings, usually to a humorous effect.
- Hyperbole, or the obvious use of exaggeration that is not meant to be taken literally.
- Synecdoche, or a figure of speech in which one part is used to refer to the whole (or the whole is used to refer to one part).
- Context refers to how a specific word or phrase is used in a particular statement.

Figurative Language- https://www.voutube.com/watch?v=lzKi-bLvrYO&t=4s

Denotation and Connotation Worksheet-

https://mrsstarlingselaclassroom.weebly.com/uploads/2/8/1/5/28156615/connotation\_and\_denotation\_worksheet.pdf

Connotation and Denotation: How Word Choice Affects a Paragraph – Grade Eight <a href="https://www.fergusonhs.org/Literacy%20Archive/Archive%20Files/3rd%20Grading%20Period/March%2010%20to%2014%20connotation%20denotation%20for%20lower%20levels.pdf">https://www.fergusonhs.org/Literacy%20Archive/Archive%20Files/3rd%20Grading%20Period/March%2010%20to%2014%20connotation%20denotation%20for%20lower%20levels.pdf</a>

#### **Formative Assessment**

**Denotation and Connotation Worksheet** 

**Unit of Study: Unit 2 Writing a Position** 

Paper (Argument Essay)

**Topic: Writing Powerful Conclusions** 

**Suggested Length:** 1 Day

### Standard(s):

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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 or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**Teacher Objective:** Session 5 pg. 54-You will teach the students that writers turn to familiar strategies for writing powerful conclusions, such as restating a claim, offering insights, and leaving readers with memorable ideas or a call to action.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

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

#### **Formative Assessment**

Conclusions

**Unit of Study: Unit 2 Writing a Position** 

Paper (Argument Essay)

**Topic: Getting Ready to Publish: Publishing Presentations and Attending to Conventions** 

**Suggested Length:** 1 Day

Standard(s):

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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 or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**Teacher Objective:** Session 6 pg. 65-You will teach the students that writers publish their presentations on their own, using mentor texts, checklists, and digital editing tools, and then they turn to other writers/experts for help.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Chart: Guide to Citing References
- Chart: Checking the Most Urgent Conventions
- Chart: Transitional Phrases that Help Guide the Reader

#### **Formative Assessment**

**Draft of Argument Essay** 

Unit of Study: Unit 2 Writing a Position	Topic: Unleashing the Inner Dramatist to
Paper (Argument Essay)	Give Speeches More Impact

**Suggested Length:** 1 Day

Standard(s):

- SL.PE.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.II.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.ES.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.PI.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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Teacher Objective:** Session 7 pg. 70-You will teach the students that speechwriters rehearse their arguments, using breathing, tone of voice, body language, and gestures to emphasize their points and stir their audience.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Video links set
- Chart: Tips for Rehearsing and Giving Confident and Stirring Speeches

#### **Formative Assessment**

Practice delivering speech

Unit of Study: Unit 2 Writing a Position	Topic:
Paner (Argument Essay)	

**Topic: A Celebration of Speeches** 

**Suggested Length:** 1 Day

Standard(s):

- SL.PE.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.II.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.ES.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.PI.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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Teacher Objective:** Session 8 pg. 81-You will teach the students that for arguments to work, people must feel connected to them; to foster that connection to audiences, writers may use humor, personal anecdotes, and/or compelling research.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Argument Writing Checklist, Grades 8 and 9
- FIG. 8-1 Mingus's speech

#### **Formative Assessment**

**Draft of Argument Essay** 

# Part II- Writing a Position Paper on a Complicated Issue: Should Child Soldiers be Given Amnesty?

Unit of Study: Unit 2 Writing a Position	Topic: Grappling with Issues of Intensity and
Paper (Argument Essay)	Developing Initial Understanding

**Suggested Length: 1 Day** 

### Standard(s):

- SL.PE.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.II.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.ES.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.PI.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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Teacher Objective:** Session 9 pg. 86-You will teach the students when writers grapple with intense issues, they don't just dive into argument; instead they read, write, and discuss to begin understanding a complex difficult topic.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

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

#### **Formative Assessment**

Collaborative Discussions

Unit of Study: Unit 2 Writing a Position
Paper (Argument Essay)

Topic: Developing Preliminary Positions and Revising Thinking

**Suggested Length:** 1 Day

#### Standard(s):

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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 or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**Teacher Objective:** Session 10 og. 95-You will teach the students that argument is about continually revising your position in light of new evidence and ideas, to do justice to the complexity of the issue.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- FIG. 10-1 Kah Soon's evidence
- FIG. 10-2 Kah Soon's boxes and bullets

#### **Formative Assessment**

Revised argument essay

Unit of Study: Unit 2 Writing a Position	Topic: Debating to Draft More Balanced and
Paper (Argument Essay)	Principled Arguments

**Suggested Length:** 1 Day

#### Standard(s):

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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 or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.
- W.WR.8.5. 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.SE.8.6. 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.

**Teacher Objective:** Session 11 pg. 100-You will teach the students that researching and acknowledging all angles of a topic, especially when debating, is essential to growing a richer understanding of the issue.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

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

**Formative Assessment:** Research Notes

Unit of Study: Unit 2 Writing a Position
Paper (Argument Essay)

Topic: Strengthening, Framing, and pacing
Suggested Length: 1 Day

Standard(s):

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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 or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**Teacher Objective:** Session 12 pg. 113-You will teach the students that to support their arguments, writers choose evidence that is the most relevant, significant, and convincing they can find, and then they plan how to explain that evidence and how it might unfold.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Bend II Text Set
- FIG. 12-1 Sakura's argument
- Anchor chart: How to Write a Position Paper
- FIG. 12-2 Emily's Reflection
- Chart: Layering Details-Nonfiction Craft Moves
- Chart: Writers Frame Evidence By...
- Chart: Argument Writers Aim Toward Goals...
- Chart: Argument Writers Use Techniques...

#### **Formative Assessment**

Evidence for argument essay

Unit of Study: Unit 2 Writing a Position Paper (Argument Essay)	Topic: Attending to Alternative Arguments and Points of View
Suggested Length: 1 Day	
Standard(s):	

- W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - 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 or academic style, approach, and form.
  - E. Provide a concluding statement or section that follows from and supports the argument presented.

**Teacher Objective:** Session 13 pg. 128-You will teach the students writers study alternatives to their own point of view to better understand complex issues, attend to counterarguments, and strengthen their own arguments.

Resources for the session are located on the Heinemann website-https://www.heinemann.com/.

- You have to set up a free account to access the resources.
- FIG. 13-1 Emily's homework
- Anchor chart: How to Write a Position Paper
- Chart: To Provide Context in an Introduction, Writers Try...
- Chart: A Continuum of Fairness in Addressing Counterclaims
- Chart: Studying (and Addressing) Alternative Points of View in Arguments
- Exemplars from a Writing Community

#### **Formative Assessment**

**Argument Essay** 

Unit of Study: Unit 2 Writing a Position
Paper (Argument Essay)

Topic: Using the Organizational Structure of Your Piece to Help Build Your Argument

**Suggested Length: 1 Day** 

#### Standard(s):

- W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s) about a topic or issue, 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 relevant,

accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- 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 or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

**Teacher Objective:** Session 14 pg. 142-You will teach the students writers use organizational structure to help build arguments, and also to lead readers to follow their thinking.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/.</u>

- You have to set up a free account to access the resources.
- Chart: Organizational Structure Possibilities Template
- Anchor chart: How to Write a Position Paper
- Chart: Argument Writers Aim Toward Goals...
- Chart: Argument Writers Use Techniques...

## You may want to also address transitions at this time.

Transition Words and Phrases: Writing An Argument - Transitions for Supporting a Claim

https://keystoliteracy.com/wp-content/uploads/2020/07/Argument-Transition-Words-and-Phrases.pdf

#### **Formative Assessment**

Organizational Structure of Argument Essay

Unit of Study: Unit 2 Writing a Position	<b>Topic: Tailoring Position Papers as Letters:</b>
Paper (Argument Essay)	Attending to Audience And Presentation

**Suggested Length:** 1 Day

#### Standard(s):

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- 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 or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.
- SL.ES.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.PI.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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Teacher Objective:** Session 15 pg. 154-You will teach the students that when writers write letters, they define the audience and tailor their letters to fit, and they also work to perfect presentation and conventions.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

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

#### You may want to also address transitions at this time.

Transition Words and Phrases: Writing An Argument - Transitions for Supporting a Claim

https://keystoliteracy.com/wp-content/uploads/2020/07/Argument-Transition-Words-and-Phrases\_pdf

#### **Formative Assessment**

Letters

Unit of Study: Unit 2 Writing a Position Paper (Argument Essay)	Topic: A Social Activist Celebration
Suggested Length: 2 Days	

## Standard(s):

- W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - 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 or academic style, approach, and form.
  - E. Provide a concluding statement or section that follows from and supports the argument presented.

**Teacher Objective:** Session 16 pg. 158-You will teach the students that argument writers are able to take positions on complex issues and explain them clearly and convincingly- and this writing can fuel social activism and change.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

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

#### **Formative Assessment**

Presentations

Unit of Study: Unit 2 Writing a Position Topic: NJSLA Practice

Paper (Argument Essay)

**Suggested Length: 1-2 Days** 

### Standard(s):

W.WR.8.5. 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.SE.8.6. 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.RW.8.7. 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.

**Teacher Objective:** You will take the NJSLA Practice Test- Research Simulation Task <a href="https://resources.newmeridiancorp.org/wp-content/uploads/2022/01/G8-RST-Exercise-2021\_v5.pdf">https://resources.newmeridiancorp.org/wp-content/uploads/2022/01/G8-RST-Exercise-2021\_v5.pdf</a>

Student Task- Today you will research the topic of exercising in cold weather. You will read the passage "Train the Mind to Run Right Through Winter." Then you will read the passage "Exercise and Cold Weather" and the passage "Winter Workouts." As you review these sources, you will gather information and answer questions about exercising in cold weather so you can write an essay.

Unit Plan Title	Unit 3 Reading: Historical Fiction Book Clubs
Suggested Time Frame	Approximately 29 Days

#### Overview / Rationale

In this unit, students will continue to develop their skills as readers. Students will shift into becoming analyzers of literature, able to compare and contrast various literary elements. The use of war stories, slave stories, civil rights stories, novels, and movies will be utilized in this unit. It is imperative that teachers conduct the appropriate research in various historical eras to better serve their students.

Students will learn to organize their thinking using reading strategy tools kept in their reader's notebooks. In addition, students will turn to their readers' notebooks to capture their thinking and connections to the text they are interacting with. Teachers begin each session with a brief mini-lesson that targets a specific reading skill or strategy. At the closure of each session, students share in partnerships or whole-group discussions to identify strategies and new learning that has occurred.

### Stage 1 – Desired Results

#### **Established Goals:**

New Jersey Student Learning Standards: English Language Arts (2023)

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
- RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
- RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

- RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- SL.PE.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.II.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.PI.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.

<b>Essential Questions</b>	Enduring Understandings
What strategies do strong readers use to	Historical fiction often teaches lessons about
successfully manage the challenges of	human endurance or social justice.
historical fiction texts?	
	Plot complexities, the nature of the settings,
What themes are readers likely to encounter	the ways people live, who the characters are,
when reading historical fiction?	and the relationship the characters have to
	historical tensions make reading historical
How does the support and collaborative	fiction challenging.
interpretation of a book club facilitate	
understanding of historical fiction texts and	
time periods?	

Knowledge:	Skills:
Students will know	Students will be able to
Historical fiction often teaches lessons about human endurance or social justice.	Study patterns of tolerance and justice through their reading and club discussions.
Effective readers use specific strategies to help them better understand the text (e.g., using context clues, questioning the author, predicting, re-reading, summarizing, etc).  Proficient readers identify, analyze and apply knowledge of literary elements when reading fiction to make meaning of the text.	Make inferences about a historical time period based on fictional portrayals of the time period, historical video clips, informational articles, and historical photographs, considering what the artists intended viewers to understand and feel, in order to better understand the time period in history.
	Identify the setting of a historical fiction story, including not only where and when the story takes place, but also what the place "feels" like, and analyze how the setting shapes the characters and plot.
	Consider the perspective from which a story is told and infer the perspective of a secondary character in order to think about how the perspective of the narrator impacts the story and emerging themes.
	Compare and contrast the fictional portrayals of a time, place, or character and the historical accounts of the same period as a means of understanding how authors of fiction use or alter history.
	Analyze the impact of the author's point of view or purpose choices on the reader.
	Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision.

# **Interdisciplinary Connections**

# 2020 New Jersey Student Learning Standards for Social Studies

• **6.1.8.HistoryUP.3.b:** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

# 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.1 Computer Science

• **8.1.8.CS.1:** Recommend improvements to computing devices in order to improve the ways users interact with the devices.

## **NJSLS 8.2 Design Thinking**

- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.
- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.

# 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

# NJSLS 91. Credit and Debt Management

- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

# NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.

## **NJSLS 9.4 Life Literacies and Key Skills**

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### **Student Resources**

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom and school library inventory. Texts can be in various forms such as books, articles, electronic books, etc.

A Night Divided, J. Nielsen

All the Broken Pieces, A. Burg

An Elephant in the Garden, M. Morpurgo

Booked, K, Alexander

Boxers & Saints, G. L. Yang/L. Pien

Day of the Pelican (911), K. Paterson

Diary of a Young Girl, A. Frank

Eleven, T. Rogers

Extremely Loud and Incredibly Close, J. Foer

Good Fortune, N. Carter

Long Walk to Water, L. Sue Park

Long Way Down, J. Reynolds

Lost Childhood, A. Layson

Noggin, J Corey Whaley

Projeckt 1065, A. Gratz

Red Scarf Girl, J. Jiang

Refugee, A. Gratz

The Lions of Little Rock, K. Levine

Wolf Hollow, L. Wolk

#### **Teacher Resources**

*Middle School Reading Units of Study Historical Fiction Book Clubs*, by L. Calkins and Colleagues, ISBN 978-0-325-09906-4

Read-Aloud Pacing Guide pg. ix

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

The Reading Strategies Book 2.0 by Jennifer Serravallo

Notice & Note Strategies for Close Reading by Kylene Beers & Robert E. Probst

- ► Historical Fiction Unit of Study Reading Resources Lucy Calkins and Colleagues TCWRP https://drive.google.com/drive/u/0/folders/1Hnup0RWppkf2TZcznbTOc3mWH GyZL0R
- ▶ Plot Structure: The Building Blocks to Every Story https://www.youtube.com/watch?v=x1kAOIYqxbk
- Power in Literature, Short Stories Part 4: Plot https://www.youtube.com/watch?v=SvFB6XVbSAY

Balancing History and Historical Fiction

https://www.writersdigest.com/write-better-fiction/how-to-time-travel-balancing-history-and-narrative-in-historical-fiction

The Vietnam War Animated

https://www.youtube.com/watch?v=361JXun9SW8

Character Perspectives

https://www.youtube.com/watch?v=eLVOj0aEs5c

■ 4 Reasons Why Authors Use Flat Characters

https://www.youtube.com/watch?v=PnZhlk4BFEg

■ What is Theme

https://www.youtube.com/watch?v=C2XYTlnfigA

## Stage 2 – Assessment Evidence

**Summative Assessment:** Students will read fiction passages and respond to multiple choice, short answer and/or an essay question.

## **Other Evidence:**

- Cold Read Assessments
- On-Demand Writing Tasks
- Student Reflection
- Reading/Writing notebooks
- Teacher Conference Notes

## **Stage 3 – Learning Plan**

#### GETTING READY...

- There are 3 major preparations for this unit: gathering sets of book club books, planning the read-alouds, and pulling together nonfiction resources for clubs and to accompany your read-aloud.
- It is suggested that clubs meet every third day or so, when they have about ten minutes to discuss their interpretations.
- Reading Projects are optional, but if your clubs will be completing projects, decide before you start the unit what that will entail.
- The historical setting for the class mentor text/read-aloud is the Vietnam War.
  - o Follow the *Read-Aloud Pacing Guide on pg. ix.*
- Book Clubs can pursue a different historical era. However, if clubs are reading multiple books, make sure each club stays within the same era.
- Online resources for this unit are located on the Heinemann website-<a href="https://www.heinemann.com/">https://www.heinemann.com/</a>.

#### **Instructional Guidance:**

■ MS- How to Use The Reading Strategies Book 2.0 for Whole Group Lessons <a href="https://docs.google.com/document/d/1kGapZWqGlD4WEINc4EFoxAKLRSLg75Ca3DiB4EugG8U/edit?usp=sharing">https://docs.google.com/document/d/1kGapZWqGlD4WEINc4EFoxAKLRSLg75Ca3DiB4EugG8U/edit?usp=sharing</a>

■ NMS-Bell to Bell Instructional Tool

 $\underline{https://docs.google.com/document/d/1qDlx7d\_d--dxJRg3gKbM0B4UhhdaGtmFpcKypzsyp0o/edit}$ 

Unit of Study: Unit 3- Historical Fiction Book Clubs	Topic: Exposition of the Story
Suggested Length: 1 Day	
Standard(s):	

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** Session 1 pg. 4 Read-Aloud: Orienting Oneself to the Story You will teach students that readers of historical fiction do the work that all fiction readers do at the start of a new story, figuring out what kind of character the protagonist is, and what is going on. They also figure out the main character's relationship to a particular historical conflict.

**Read-Aloud:** *Patrol* by Walter Dean Myers (Read-Aloud Pacing Guide pg. ix) Read aloud the first half of the story, through the line, "Two clicks away is the distance of my enemy."

Note: Exposition is a literary term that refers to the background information provided at the beginning of a story to introduce the characters, setting, and plot. It helps readers understand the story and engage with it.

Resource: Please view prior to sharing with students.

▶ Plot Structure: The Building Blocks to Every Story

https://www.youtube.com/watch?v=x1kAOIYqxbk

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Patrol by Walter Dean Myers
- Annotated version of Patrol by Walter Dean Myers
- Anchor Chart: Readers of Historical Fiction Ask...
- "Lean-In" Comments to Encourage Historical Fiction Readers' Interest

Formative Assessment- Student Responses/Conversations

Unit of Study:
Unit 3- Historical Fiction Book Clubs

Topic: Plot Mountains

**Suggested Length: 2 Days** 

# Standard(s):

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

## **Teacher Objective:**

You will teach students the value of using multiple story (plot) mountains.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo - pg. 189 5.25 Use Two (or More!) Plot Mountains

Strategy: Keep two (or more!) "plot mountain" graphic organizers in front of you as you read. As you come to a new, significant event, think about which plot that event aligns to. Add it to that plot mountain. Use the plot mountains to help you retell.

**Read-Aloud:** *Patrol* by Walter Dean Myers (Read-Aloud Pacing Guide pg. ix) Read aloud the first half of the story, through the line, "Two clicks away is the distance of my enemy." (Students will put these events on the plot mountains.)

Resource: Please view prior to sharing with students.

■ Power in Literature, Short Stories Part 4: Plot https://www.youtube.com/watch?v=SvFB6XVbSAY

Note: Teachers can stop the video at the retell of "The Veldt" and model the plot mountain with a familiar story.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

Formative Assessment- Plot Mountains; Retell of Plot to Partners

Unit of Study:	Topic: Filling in the Backstory
<b>Unit 3- Historical Fiction Book Clubs</b>	

**Suggested Length:** 4 Days

#### **Standard(s):**

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**Teacher Objective:** Session 2 pg. 15 Filling in the Backstory (Day 1)

You will teach students that readers of historical fiction learn not only the evolving story as they read, but also the backstory of both the protagonist and the historical times in which the story is set.

Read-Aloud: Revisit excerpt from *Patrol* by Walter Dean Myers (Pacing Guide pg. ix)

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

• Anchor Chart: Readers of Historical Fiction Ask...

#### **Teacher Resource:**

https://www.writersdigest.com/write-better-fiction/how-to-time-travel-balancing-history-and-narrative-in-historical-fiction

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 344 (Day 3) 10.20 Take Time with Timelines

Strategy: Read the title of the timeline and any introductory information that's included. Read the text connected to each date. Think about how the dates and the information connect to the topic and what you've read. Ask yourself, "What does this timeline help me understand?"

Resource: Please view prior to sharing with students.

The Vietnam War Animated

https://www.youtube.com/watch?v=361JXun9SW8

Note: Teachers may choose to create a timeline and/or have students create timelines based on Vietnam War video. You may use content from video for Serravallo Lesson 5.24. One or both lessons can be done.

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 188 (Day 4) 5.24 Flag Flashback(s) and/or Backstory

Strategy: Notice when events in the story flash back to the past to give background or where a narrator offers backstory. Flag the flashbacks and/or backstory with sticky notes in your book. Think (and maybe jot) about what is revealed or what you're learning about the character(s) from the moment, and/or consider why the author may have included it.

**Read-Aloud: Revisit excerpt from** *Patrol* **by Walter Dean Myers** (Pacing Guide pg. ix)

Formative Assessment- Student Responses/Conversations

Unit of Study:
Unit 3- Historical Fiction Book Clubs

Topic: Character Analysis

Suggested Length: 2 Days

#### **Standard(s):**

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**Teacher Objective:** Session 3 pg. 22 Analyzing How Characters Respond to Trouble You will teach students that readers can learn more about their characters by examining how they react to trouble in the story.

Read-Aloud: Revisit excerpts from Patrol by Walter Dean Myers (Pacing Guide pg. ix)

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Anchor Chart: Readers of Historical Fiction Ask...
- Thought Prompts for Generating Fast but Thoughtful Entries chart

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 226

6.20 Consider When Internal and External Are at Odds

Strategy: Notice when a character's external actions are out of sync with the character's internal thinking and feelings. Ask yourself, "How do others see this character? Who does this character want to be?" Infer their traits and motivations.

Formative Assessment- Student Responses/Conversations

Unit of Study:	Topic: Character Analysis
Unit 3- Historical Fiction Book Clubs	

**Suggested Length:** 1 Day

#### Standard(s):

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**Teacher Objective:** Session 4 pg. 30 Read-Aloud: The Collision of Internal Traits with External Conflict

You will teach students that readers recognize that in historical fiction, the protagonist's traits often collide with the expectations or demands of the era in which the story is set.

Read-Aloud: Revisit excerpts from the first half of *Patrol* by Walter Dean Myers and read aloud the second half of the story, from "The bombs explode, rumbling like thunder" to the end. (Pacing Guide pg. ix)

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Patrol by Walter Dean Myers
- Annotated version of *Patrol* by Walter Dean Myers
- Anchor Chart: Readers of Historical Fiction Ask...

Formative Assessment- Student Responses

Unit of Study: Topic: Minor Characters & Missing

Unit 3- Historical Fiction Book Clubs Perspectives

**Suggested Length: 2 Days** 

#### **Standard(s):**

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** Session 5 pg. 39 Attending to Minor Characters and Missing Perspectives You will teach students that historical fiction readers can deepen their interpretation of a text by taking into account the perspectives of minor characters.

Read-Aloud: Revisit excerpts from Patrol by Walter Dean Myers (Pacing Guide pg. ix)

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Boat of No Smiles photograph
- Anchor Chart: Readers of Historical Fiction Ask...
- Revising Interpretations to Include More of the Book! Readers Say...chart
- Gathering Evidence to Include More of the Book! Readers Ask...chart

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 224

6.18 Notice Interactions to Infer

Strategy: Notice a place where a secondary character is interacting with a main character. Think about how a secondary character's actions are impacting the main character by how the main character feels, thinks, acts. Shift your perspective. Think about how the main character's actions and words are causing the secondary character to feel, think, and act. What ideas do you have about each of them and about their relationship?

Resource: Please view prior to sharing with students.

**Character Perspectives** 

https://www.youtube.com/watch?v=eLVOj0aEs5c

4 Reasons Why Authors Use Flat Characters

#### https://www.youtube.com/watch?v=PnZhlk4BFEg

Note: Minor characters=Flat characters=Secondary characters

Formative Assessment- Student Responses/Conversations

Unit of Study: Topic: Theme

**Unit 3- Historical Fiction Book Clubs** 

**Suggested Length: 2** Days

#### **Standard(s):**

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Teacher Objective:** Session 6 pg. 48 Looking Back from the End of Stories with New Insight about Themes

You will teach students that readers pause once they reach the ends of their books, because endings are often where the writer brings home what they most want to communicate.

Read-Aloud: Revisit excerpts from Patrol by Walter Dean Myers (Pacing Guide pg. ix)

■ What is Theme

https://www.youtube.com/watch?v=C2XYTlnfjgA

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Hindsight is 20/20! chart
- Anchor Chart: Readers of Historical Fiction Ask...
- A Strong Interpretation...chart
- When self-assessing with a reading progression, I...chart
- Ladder of Abstraction chart

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 263

7.25 Analyze the Development of Theme

Strategy: Choose a theme that is developed across a story. Analyze its development by breaking the theme into parts either sequentially (beginning/middle/end; problem/resolution) or by literary elements (character, plot, setting).

#### Formative Assessment- Student Responses

Unit of Study: Topic: Clubs Analyze Their Progress

**Unit 3- Historical Fiction Book Clubs** 

**Suggested Length: 2 Days** 

#### **Standard(s):**

- SL.PE.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.

#### **Teacher Objective:** Session 7 pg. 56 Clubs Analyze Their Progress

You will lead students in an inquiry to research the reading and thinking work their clubs are doing, celebrate the work of this part, and rally enthusiasm for an ongoing reading project for future readers. Note: Book Club projects are optional.

Read-Aloud: Show a few short book club videos. (Pacing Guide pg. ix)

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- When Clubs Reflect, They Investigate Chart
- Link to Book Club Videos from TCRWP <a href="https://vimeo.com/55950554">https://vimeo.com/55950554</a>

Formative Assessment- Book Club Talk

# Unit of Study: Unit 3- Historical Fiction Book Clubs Topic: Readers Become Students of an Era

**Suggested Length: 2 Days** 

#### **Standard(s):**

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by

the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**Teacher Objective:** Session 8 pg. 62 Read-Aloud: Readers Become Students of an Era You will teach students that when historical fiction readers become fascinated by an era, they read multiple texts about that time period, each one giving them a different perspective and window on that era.

Read-Aloud: "Ambush" by Tim O'Brien. Read the complete story. (Pacing Guide pg. ix)

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- "Ambush" from The Things They Carried by Tim O'Brien
- Annotated version of "Ambush" from The Things They Carried by Tim O'Brien
- A t-chart can help students compare and contrast across texts
- Anchor Chart: Readers of Historical Fiction Ask...
- Bands of Text Complexity in Literature, Character Strand

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 195 5.31 Strategy - Think about the setting of the story as including both the time and place in history. Consider the details about the social, economic, and political environment of that time and place. Consider what affects the environment has on the character(s).

**Formative Assessment-** T-Charts

Unit of Study:	Topic: Building Background Knowledge
Unit 3- Historical Fiction Book Clubs	

**Suggested Length: 1 Day** 

#### Standard(s):

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.WR.8.5. 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.SE.8.6. 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.

**Teacher Objective:** Session 9 pg. 73 Reading Outside the Text to Build Up Background Knowledge

You will teach students that when readers become interested in an era, they do quick nonfiction research as well, turning to maps, images, and other sources to build up background knowledge. Then they use that knowledge to deepen their understanding and insight of the era and of their novels.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Links to Vietnam War maps
- American soldiers in the jungle in Vietnam image
- Starter nonfiction text sets
- To Research a New Topic...anchor chart from Tapping the Power of Nonfiction

Formative Assessment- Student Responses to Research Questions

Unit of Study:	Topic: Author Perspective
<b>Unit 3- Historical Fiction Book Clubs</b>	

**Suggested Length: 2 Days** 

#### **Standard(s):**

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Teacher Objective:** Session 10 pg. 79 Perspectives Clash with Each Other and with History You will teach students that readers understand that the perspectives of characters can change. In historical fiction, these changes often lead characters to see injustices of which they were previously unaware.

**Read-Aloud:** Read aloud parts of a 2008 interview with Walter Dean Myers.

Resources for the session are located on the Heinemann website-https://www.heinemann.com/.

You have to set up a free account to access the resources.

- Sample perspective timeline for *Patrol*

**Formative Assessment-** Using evidence from the interview with Walter Dean Myers and excerpts from his texts to answer this question. What is Walter Dean Myers' perspective on the Vietnam War? How is it evident in his stories? Use RACES to answer. Time- one class period

Unit of Study: Topic: Applying Schema

**Unit 3- Historical Fiction Book Clubs** 

**Suggested Length:** 1 Day

#### Standard(s):

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Teacher Objective:** Session 11 pg. 82 Reading Differently Because You Have Knowledge of the Era

You will teach students that historical fiction readers who have done nonfiction research often find that knowledge infusing their reading of their novels, particularly in how they envision and empathize.

#### Read-Aloud: Revisit excerpts from Patrol and "Ambush."

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- American soldiers in the jungle in Vietnam image
- Landscape of Vietnam images
- Using Images to Better Imagine the World of a Historical Fiction Text chart
- Anchor Chart: Readers of Historical Fiction Ask...
- Prompts to Help You Synthesize Across Texts chart

Formative Assessment- Student Responses/Conversations

Unit of Study: Topic: Learning Truth from Fiction

**Unit 3- Historical Fiction Book Clubs** 

**Suggested Length: 1 Day** 

#### **Standard(s):**

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Teacher Objective: Session 12 pg. 89 Learning Truth from Fiction

You will teach students that readers sometimes learn truths from fiction, and that when reading historical fiction, readers especially learn truths about an era.

#### Read-Aloud: Read aloud an excerpt from "The Things They Carried."

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Excerpt from "The Things They Carried" from The Things They Carried by Tim O'Brien
- Clues that Suggest a Passage is Worth Pondering chart
- Questions to Pressure Partners to Deepen Their Thinking chart
- Prompts to Explore Similarities and Differences in Texts chart

**Formative Assessment-** What truth resonates with you the most about this era? Explain in depth using evidence from any of the texts read during this unit to support your claim. Time - one class period.

Unit of Study:	Topic: Characters and Readers Come of Age
Unit 3- Historical Fiction Book Clubs	

**Suggested Length: 2 Days** 

#### Standard(s):

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

#### **Teacher Objective:** Session 14 pg. 101 Characters Come of Age

You will teach students that characters in historical fiction change and come of age, and that this process influences readers as well. In particular, readers often experience a personal learning curve as they are inspired by characters.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Link to quotes by Friedrich Nietzsche
- Link to quote by Socrates
- Anchor Chart: Characters and Readers Come of Age
- To Learn From Historical Fiction Characters, Readers Often Reconsider...chart
- Coming of Age with Our Characters chart
- Comparing and Contrasting Across Books chart

Note: To extend student thinking, discuss their personal learning curve in respect to the setting, comparing themselves to the character(s) based on time periods. Use the following lesson. Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 192 5.28 Consider How the Setting Impacts the Character - Students have been immersed in the era, so it must be considered. Notice what's happening in the time or place alongside what a character thinks or feels.

Formative Assessment- Student Reflections

Unit of Study:
Unit 3- Historical Fiction Book Clubs

Topic: Analyzing Power

**Suggested Length:** 1 Day

#### Standard(s):

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** Session 15 pg. 109 Analyzing Power in the Midst of Conflict You will teach students that while characters do change in historical fiction novels, often they cannot change the existing conditions around them, such as war and oppression. Nevertheless, historical fiction characters often do achieve power over themselves, and that power may lead to moments of change within the bigger conflict.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Anchor Chart: Characters and Readers Come of Age
- Looking for Power Dynamics from the Very Beginning chart
- Types of Soft Power/ Types of Hard Power chart
- Looking At Relationships Through the Lens of Power, Readers Ask...chart
- Jotting and Thinking About Power in Nonfiction Reading...chart

Formative Assessment- Student Responses/Conversations

Unit of Study: Unit 3- Historical Fiction Book Clubs	Topic: Analyzing Character Change

**Suggested Length:** 1 Day

#### **Standard(s):**

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by

the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**Teacher Objective:** Session 16 pg. 115 Read-Aloud (Video-Aloud): Change Can Be Complicated You will conduct an inquiry into how change in a character can be complicated. Not all changes are positive.

#### Video-Aloud: Show three short Platoon Video Clips

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Link to quote by General William Tecumseh Sherman
- Link to "Platoon: Welcome to 'Nam" from Platoon
- Link to "Platoon Hell is the Impossibility of Reason" from Platoon
- Link to "Platoon Ending Scene Chris Taylor's Speech" from Platoon
- Anchor Chart: Characters and Readers Come of Age

**Formative Assessment-** Exit Slip- Is change necessary in historical fiction characters? Why?

Unit of Study:	Topic: Purpose of the Genre
Unit 3- Historical Fiction Book Clubs	

**Suggested Length: 2 Days** 

#### Standard(s):

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Teacher Objective:** Session 17 pg. 121 The Past is Always with Us You will teach students that the conflicts of the past often shadow us still, and that historical novels

can give us the courage and vision to tackle some of the conflicts of our world today.

#### Read-Aloud: Show 2 short videos, "Sometimes You're a Caterpillar" and "The Outsider."

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Possible current events articles for students
- Learning from Historical Fiction chart
- Anchor Chart: Characters and Readers Come of Age
- Link to "Sometimes You're a Caterpillar" video
- Link to "The Outsider" video

#### Formative Assessment- Student Responses

**NJSLA Test Prep:** Response to Reading Assessment - Assigned to each book club. Prompt - Based on what you know about the characters, setting, and plot of your book, write a historical fiction that would be the most logical event that would take place where the story ends or choose to write another ending to the story. Your narrative must reflect the author's point of view and character perspectives of the time period. Stay true to character development and theme as devised by the author. Time- one class period

Unit of Study:	Topic: Final Book Clubs (Optional)
<b>Unit 3- Historical Fiction Book Clubs</b>	

Suggested Length: 1 Day

#### **Standard(s):**

- SL.PE.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.

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

**Teacher Objective:** Session 18 pg. 126 Clubs Leave a Legacy

Today you could celebrate the work of the unit with your students as they share their reading projects with one another in a gallery walk or inter-club meeting.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

Formative Assessment- Book Talk and/or Projects

Unit of Study:	<b>Topic: Test Prep</b>
Unit 3- Historical Fiction Book Clubs	

Suggested Length: 1 Day

#### **Students complete the Literary Task**

https://resources.newmeridiancorp.org/wp-content/uploads/2019/11/Grade-8-S-M-Literary-Orwel 1-2019 AR BV.pdf

Unit Plan Title	Unit 3 Writing: Informational Essay
Suggested Time Frame	Approximately 12 Days

#### Overview / Rationale

In this unit, students will use the research process to learn more about a chosen topic. The depth of the writer's engagement will likely determine the depth of the reader's engagement with the topic. As we know as teachers, when we are excited about what we're teaching, our students tend to be as well. So as writers and teachers, our students need to get their readers excited about their chosen topic.

Students will draw on prior knowledge as they explore a topic, learning how to gather information from primary and secondary sources and how to use MLA citation to avoid plagiarism.

#### Stage 1 – Desired Results

#### **Established Goals:**

New Jersey Student Learning Standards: English Language Arts (2023)

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- 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 (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. 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.SE.8.6. 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.RW.8.7. 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.
- RI.AA.8.7. 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.
- L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
  - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
  - C. 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.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
  - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - B. Analyze the impact of specific word choices on meaning and tone.
  - C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
  - D. 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.
  - E. 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.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - A. Interpret figures of speech (e.g., verbal irony, puns) in context.
  - B. Use the relationship between particular words to better understand each of the words.

- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

<b>Essential Questions</b>	Enduring Understandings
How can I find specific information about my topic using the web, databases, and print sources?	Informational writing clearly and coherently conveys facts, directions, examples, background information and explanations for a specific purpose and audience.
How do essential components of the writing process guide writers in the communication of ideas?	Informational writers support their writing with other sources, putting information into their own words, and citing carefully to let readers know where the information came from.
Knowledge:	Skills:
Students will know	Students will be able to
Writers use particular structures to format their writing in a manner that helps the reader	Focus ideas around main points and supporting details to best teach their audience about a
follow their thoughts and ideas.	topic.
Informational writers organize their thoughts (and paragraph accordingly) so their reader can follow their ideas easily.	Summarize the most important points in a text objectively.
Writers support the ideas presented with unbiased evidence.	Use various research strategies to help them answer their research questions (assessing source credibility, varying search terms, corroborating, etc.).
Writing is a process that includes planning, drafting, revising, and editing.	Create a system to organize their research.
Writers effectively communicate their ideas by using proper grammar and spelling.	Decide what information should be directly quoted and what information should be properly paraphrased as they collect their research.
	Use various types of sources when researching, such as websites, databases, videos, books, and interviews.
	Use MLA format.

#### **Interdisciplinary Connections**

#### 2020 New Jersey Student Learning Standards for Social Studies

• **6.1.8.CivicsPI.3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

## 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.1 Computer Science

• **8.1.8.CS.3:** Justify design decisions and explain potential system trade-offs.

#### **NJSLS 8.2 Design Thinking**

- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.
- **8.2.8.ITH.5:** Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- **8.2.8.ED.3**: Develop a proposal for a solution to a real-world problem that includes a model.

### 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

#### NJSLS 91. Credit and Debt Management

- **9.1.8.FP.6:** Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

#### NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- **9.2.8.CAP.15**: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- **9.2.8.CAP.19**: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

#### NJSLS 9.4 Life Literacies and Key Skills

- **9.4.8.TL.2**: Gather data and digitally represent information to communicate a real-world problem.
- **9.4.8.TL.5**: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### **Student Resources**

Students will interact with meaningful texts as they build knowledge of various topics, genres, authors, and purposes for writing.

#### **Teacher Resources**

A Curricular Plan For The Writing Workshop, Grade 8, 2011–2012 by Lucy Calkins. (Reference pg. 37-55 in PDF)

https://images.shulcloud.com/615/uploads/Resources/calkcurrplanwriting\_sampler.pdf

(MAISA) Michigan Association of Intermediate School Administrators and Oakland Schools *The Writing Strategies Book* by Jennifer Serravallo

▶ 8th Grade Unit 3 Resources (Anchor charts, mentor texts, etc.)

https://drive.google.com/drive/folders/1Du12PAO1KcufCPH\_ayb-9LL5Yw67M5N-?usp=sharing

"A Smartphone Face Off"

http://www.nytimes.com/interactive/2011/10/04/technology/personaltech/a-smartphone-face-off.html

"Two New Baseball Palaces, One Stoic, One Scrappy," from the New York Times <a href="http://www.nytimes.com/2009/04/03/arts/design/03stadia.html?r=1">http://www.nytimes.com/2009/04/03/arts/design/03stadia.html?r=1</a>

"Bing, the Imitator, Often Goes Google One Better," from the New York Times <a href="http://www.nytimes.com/2009/07/09/technology/personaltech/09pogue.html">http://www.nytimes.com/2009/07/09/technology/personaltech/09pogue.html</a>

Websites for possible topics for Session 3

http://www.middleschooldebate.com/topics/topicresearch.htm http://www.idebate.org/debatabase/topic index.php

Websites: <a href="http://www.procon.org">www.debatepedia.idebate.org/</a>; <a href="http://www.procon.org">http://www.procon.org</a> for other key questions on critical issues

#### **Stage 2 – Assessment Evidence**

Summative Task: Published informative writing piece.

#### Other evidence of learning:

- Teacher observations / anecdotal notes
- Conference Notes
- Reader's/Writer's notebook
- Signpost entries / Stop & Jot /Post-it Notes
- Quick writes / Response to Reading
- End of Unit Student reflections on strategies / goal attainment / next goals

#### **Stage 3: Learning Plan**

Unit of Study:	Topic: Compare/Contrast
Unit 3 Writing: Informational Essay	
Suggested Length: 1 Day	

#### **Standard(s):**

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

**Teacher Objective:** Session 1 - You will teach students that writers of informational essays use many different strategies to convey information to the reader, including cause and effect, definition, compare and contrast, and classification. A compare/contrast structure looks at both the similarities (compare) and the differences (contrast) within a topic.

**Mentor Texts/Resources**: "Two New Baseball Palaces, One Stoic, One Scrappy," from the New York Times, "Bing, the Imitator, Often Goes Google One Better," from the New York Times

Resources for the session can be found in the

■ 8th Grade Unit 3 Resources (Anchor charts, mentor texts, etc.)

https://drive.google.com/drive/folders/1Du12PAO1KcufCPH\_ayb-9LL5Yw67M5N-?usp=drive\_link

- Compare & Contrast handout
- Venn Diagram
- "A Smartphone Face Off"
   http://www.nytimes.com/interactive/2011/10/04/technology/personaltech/a-smartphone-face-off.html
- Optional Advanced Activity
- "Two New Baseball Palaces, One Stoic, One Scrappy," from the New York Times http://www.nytimes.com/2009/04/03/arts/design/03stadia.html?\_r=1
- "Bing, the Imitator, Often Goes Google One Better," from the New York Times <a href="http://www.nytimes.com/2009/07/09/technology/personaltech/09pogue.html">http://www.nytimes.com/2009/07/09/technology/personaltech/09pogue.html</a>

Unit of Study: Topic: Compare/Contrast Unit 3 Writing: Informational Essay

C / LL /L 1D

#### **Suggested Length: 1 Day**

#### Standard(s):

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A.Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.

B.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C.Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D.Use precise language and domain/grade-level- 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 (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

**Teacher Objective:** Session 2 - You will teach students that writers use a compare/contrast structure in informational essays to consider how things are both alike and different (i.e. perspectives on an issue, a decision to be made like a purchase or voting in an election).

**Mentor Texts/Resources**: Suggested Mentor Text: "Do Single Sex Schools Make Students Sexist?" "The Tebow Laws: Should Home-Schooled Students Play Sports for Public Schools?", "Should Schools Teach Character?", "Homework Revolt: Time to Give Students a Break?" (Teacher may choose other texts.)

Resources for the session can be found in the

■ 8th Grade Unit 3 Resources (Anchor charts, mentor texts, etc.)

<a href="https://drive.google.com/drive/folders/1Du12PAO1KcufCPH\_ayb-9LL5Yw67M5N-?usp=drivelink">https://drive.google.com/drive/folders/1Du12PAO1KcufCPH\_ayb-9LL5Yw67M5N-?usp=drivelink</a>

- Terms Anchor Chart
- Issue, Background, Perspectives, & Key Questions handout
- Possible articles to teach perspective and background

Unit of Study: Topic: Developing & Expanding A Topic
Unit 3 Writing: Informational Essay

Suggested Length: 1 Day

#### Standard(s):

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. 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.SE.8.6. 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.

**Teacher Objective:** Session 3 - You will teach students that writers usually produce their best writing when focused on a topic they care about. They brainstorm and pre-write to identify and explore possible topics, then carefully select a topic based on their interests and the assignment.

**Mentor Texts/Resources**: Teacher selected text.

Resources for the session can be found in the

■ 8th Grade Unit 3 Resources (Anchor charts, mentor texts, etc.)

https://drive.google.com/drive/folders/1Du12PAO1KcufCPH\_ayb-9LL5Yw67M5N-?usp=drive\_link

- Critical Issues Categories Anchor Chart
- Copies, transparencies or scans to be projected of your (the teacher's) Writer's Notebook to share: the two lists on critical issues and your directed exploration and prior knowledge about 3 topics of interest.
- Directed Exploration & Recording Prior Knowledge handout

Unit of Study: Topic: Developing & Expanding A Topic Unit 3 Writing: Informational Essay

**Suggested Length: 1 Day** 

#### Standard(s):

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.8.5. 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.SE.8.6. 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.

RI.AA.8.7. 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.

**Teacher Objective:** Session 4 - You will teach students that writers develop research questions to focus their investigation of a topic. These questions should be open-ended and require research and considerable thinking to answer.

Mentor Texts/Resources: Teacher selected text.

■ 8th Grade Unit 3 Resources (Anchor charts, mentor texts, etc.)

https://drive.google.com/drive/folders/1Du12PAO1KcufCPH\_ayb-9LL5Yw67M5N-?usp=drive link

Devising and Using Research Questions handout

Unit of Study:	Topic: Developing & Expanding A Topic
Unit 3 Writing: Informational Essay	
C / IT /I I D	

#### **Suggested Length: 1 Day**

#### **Standard(s):**

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.8.5. 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.SE.8.6. 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.

RI.AA.8.7. 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.

**Teacher Objective:** Session 5 - You will teach students that writers perform research to increase their knowledge of the chosen topic. They sort through their prior knowledge and research information, categorizing facts, details, quotations, and examples into categories and sub-categories.

Mentor Texts/Resources: Teacher selected text.

■ 8th Grade Unit 3 Resources (Anchor charts, mentor texts, etc.)

https://drive.google.com/drive/folders/1Du12PAO1KcufCPH\_ayb-9LL5Yw67M5N-?usp=drive\_link

• Determining Topics and Sub-Topics handout

Unit of Study:	Topic: Central or Main Idea
Unit 3 Writing: Informational Essay	
Suggested Length: 1 Day	
Standard(s):	

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.8.5. 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.SE.8.6. 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.

**Teacher Objective:** Session 6 - You will teach students that writers determine a central idea to focus the drafting of their essay. In an essay focused on compare/contrast, the central idea will point to both similarities and differences.

Mentor Texts/Resources: Teacher selected text.

■ 8th Grade Unit 3 Resources (Anchor charts, mentor texts, etc.)

https://drive.google.com/drive/folders/1Du12PAO1KcufCPH\_ayb-9LL5Yw67M5N-?usp=drive\_link

- Central Idea for a Critical Issue Overview handout
- Websites: <u>www.debatepedia.idebate.org/</u>; <u>http://www.procon.org</u> for other key questions on critical issues
- Craft a central idea for your critical issue that will act as a model for the students

## Unit of Study: Topic: Structure Unit 3 Writing: Informational Essay

#### Suggested Length: 1 Day

#### Standard(s):

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A.Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.

B.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C.Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D.Use precise language and domain/grade-level- 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 (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. 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.SE.8.6. 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.

**Teacher Objective:** Session 7 - You will teach students that writers of informational essays select a logical structure for their piece as they draft. With the compare/contrast pattern, writers use either the point-by-point or block method of organization.

Mentor Texts/Resources: Teacher selected text.

■ 8th Grade Unit 3 Resources (Anchor charts, mentor texts, etc.)

https://drive.google.com/drive/folders/1Du12PAO1KcufCPH\_ayb-9LL5Yw67M5N-?usp=drive\_link

- Compare/Contrast Organization Anchor Chart
- Compare/Contrast Organization: Perspectives on a Critical Issue handout

Unit of Study: Topic: Informational Paragraphs
Unit 3 Writing: Informational Essay

Suggested Length: 1 Day

#### Standard(s):

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A.Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.

B.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C.Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D.Use precise language and domain/grade-level- 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 (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**Teacher Objective:** Session 8 - You will teach students that informational essay writers select key facts, details, quotations, and examples to support the central idea in the topic sentence as they draft body paragraphs. They also analyze this information to help the audience make sense of the facts and link them to the central idea. And they use transitions within and between paragraphs to help readers understand the logical flow of ideas.

Mentor Texts/Resources: Teacher selected text.

■ 8th Grade Unit 3 Resources (Anchor charts, mentor texts, etc.)

https://drive.google.com/drive/folders/1Du12PAO1KcufCPH\_ayb-9LL5Yw67M5N-?usp=drive\_link

- Body Paragraph Anchor Chart Compare/Contrast
- Sample Body Paragraph handout
- Transition Words and Phrases handout
- Citing Sources handout

Unit of Study:	Topic: Introductory and Concluding
Unit 3 Writing: Informational Essay	Paragraphs

#### **Suggested Length: 1 Day**

#### Standard(s):

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A.Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.

B.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C.Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D.Use precise language and domain/grade-level- 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 (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

**Teacher Objective:** Session 9 - You will teach students that informational essay writers craft introductory and concluding paragraphs that make clear to the reader the importance of the topic. With the compare/contrast structure, the introductory paragraph briefly summarizes the topic, as well as the similarities and differences, while the concluding paragraph discusses why the topic is important.

Mentor Texts/Resources: Teacher selected text.

**■** 8th Grade Unit 3 Resources (Anchor charts, mentor texts, etc.)

https://drive.google.com/drive/folders/1Du12PAO1KcufCPH\_ayb-9LL5Yw67M5N-?usp=drive link

- Introductory Paragraphs handout
- Concluding Paragraphs handout

Unit of Study: Topic: Peer Review & Revision
Unit 3 Writing: Informational Essay

Suggested Length: 1 Day

#### Standard(s):

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A.Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.

B.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C.Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D.Use precise language and domain/grade-level- 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 (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

- L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A.Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B.Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**Teacher Objective:** Session 10 - You will teach students that when they have completed a draft of their essay, informational essay writers may engage in peer review to get feedback on their writing. They may also use a reverse outline to determine the effectiveness of their piece. Using all this information, they formulate a revision plan, then make changes accordingly.

Mentor Texts/Resources: Teacher selected text.

▶ 8th Grade Unit 3 Resources (Anchor charts, mentor texts, etc.)

https://drive.google.com/drive/folders/1Du12PAO1KcufCPH\_ayb-9LL5Yw67M5N-?usp=drive\_link

- Peer Review handout
- Reverse Outline and Revision Plan handout

Unit of Study: Topic: Publishing & Reflecting

**Unit 3 Writing: Informational Essay** 

**Suggested Length: 1 Day** 

#### **Standard(s):**

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SL.PE.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.

**Teacher Objective:** Session 11 - You will teach students that to complete the writing process, writers must share their pieces with an audience—either in print or on the web—and then celebrate the accomplishment of completing a significant writing task. They then reflect on the writing process to become more independent writers in the future.

Mentor Texts/Resources: Teacher selected text.

■ 8th Grade Unit 3 Resources (Anchor charts, mentor texts, etc.)

https://drive.google.com/drive/folders/1Du12PAO1KcufCPH avb-9LL5Yw67M5N-?usp=drive

#### link

Writing Reflection Questions

Note: This is the last lesson before students write or complete final drafts. Teachers need to determine if additional lessons are needed. You will also need to decide when students will pull their writing out of their notebooks and complete their final drafts on lined paper or in their chrome books.

Unit of Study:	Topic: End of Unit Task or Assessment
Unit 3 Writing: Informational Essay	Final Draft

Suggested Length: 1 Day

students to use.

#### **Standard(s):**

link

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Teacher Objective:** Session 12 - You will tell students that writers are able to apply all strategies learned to formal assessments.

▶ 8th Grade Unit 3 Resources (Anchor charts, mentor texts, etc.)

https://drive.google.com/drive/folders/1Du12PAO1KcufCPH avb-9LL5Yw67M5N-?usp=drive

Have copies of an Editing Checklist and/or Grade 8 Informational Writing Checklist for

Unit Plan Title	Unit 4 Reading: Social Issues Book Clubs
Suggested Time Frame	Approximately 21 Days

#### Overview / Rationale

This unit is aimed at teaching toward social justice. You may wonder about the term "social issue." What is it, exactly? At a simplistic level, the term 'social issues' refer to issues that affect groups of people, not just the one character. A character may worry that she needs to wear her big sister's hand-me-down clothes. That is a personal struggle. But we can also think about her unique problem as a problem that applies to lots of people—like not having enough money, or fitting in—that is, as a social issue. Lots of people worry about money, and about peer pressure, so those are social issues. Poverty is a social issue, and so can be the fear that one's family is falling apart. Homelessness, joblessness, bullying, racism, and bias against the elderly are also examples of social issues. It is helpful for students to see that by reading, we can watch characters dealing with social issues and we can learn to deal with those issues (and other issues) from books. This unit can make each child feel less alone. It can also give students reasons to read.

#### Stage 1 – Desired Results

#### **Established Goals:**

New Jersey Student Learning Standards: English Language Arts (2023)

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
- RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
- RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
- RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by

the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
  - A. Analyze the impact of specific word choices on meaning and tone.
- W.RW.8.7. 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.PE.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.II.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.PI.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.

<b>Essential Questions</b>	Enduring Understandings
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How can I deepen my interpretation of texts	Reading can teach us about issues that exist in
by considering social issues, themes, and	our world and in our lives.
perspective?	
How do we interpret and analyze social issues	Readers determine the theme and how the
How do we interpret and analyze social issues and themes?	author's message makes a statement about life, drawing upon text evidence and symbolism to
and themes?	support their thinking.
How does learning more about the real life	support their tilliking.
implications of a social issue affect our	Recognizing patterns in life and in world
understanding of the texts we read and the	events will yield a richer understanding of
lives we lead?	social justice literature.
Knowledge:	Skills:
Students will know	Students will be able to
Reading strategically, critically, and fluently	Determine the theme/how the author's
helps me understand and enjoy reading.	message makes a statement about life, drawing
	upon text evidence and symbolism to support
Fiction reveals "truths" about real life.	their thinking.
Discussions with peers help me think	Analyze how the theme or central idea relates
critically about text, and grow new ideas.	to the characters, setting, and/or plot or
critically about text, and grow new ideas.	important details and facts.
	important details and facts.
	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.
	Determine critical turning points of the plot,
	analyzing choices made by characters, or
	examining external and internal conflicts all of which build the momentum of the story.
I	of which build the momentum of the story.

#### **Interdisciplinary Connections**

#### 2020 New Jersey Student Learning Standards for Social Studies

• **6.1.8.CivicsPI.3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

## 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.1 Computer Science

• **8.1.8.IC.2:** Describe issues of bias and accessibility in the design of existing technologies.

#### **NJSLS 8.2 Design Thinking**

- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.
- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.

• **8.2.8.ETW.3:** Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

#### NJSLS 91. Credit and Debt Management

- **9.1.8.PB.5:** Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- **9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

#### NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

• 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

#### NJSLS 9.4 Life Literacies and Key Skills

- **9.4.8.TL.2**: Gather data and digitally represent information to communicate a real-world problem.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- **9.4.8.TL.5**: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

#### **Student Resources**

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom and school library inventory.

Book Club Suggestions:

Burn My Heart, B. Naidoo

Bullyville, F. Prose

Standing Against the Wind, T. Jones

No Pretty Pictures, A. Lobel

Faceless, Alyssa Sheinmel

Slam, W. D. Myers

The Secret Life of Bees

Stella by Starlight, S. Draper

Hush, J. Woodson

Forged By Fire, S. Draper

Dear Martin, N. Stone

How the Garcia Girls Lost Their Accent, J. Alvarez

Refugee, A. Gratz

Mockingbird, K. Erksine

The Crossover, K. Alexander

Miracle's Boys, J. Woodson

The Outsiders, S.E. Hinton

Drums, Girls and Dangerous Pie by Jordan Sonnenblick

Savvy by Ingrid Law

The Skin I'm In by Sharon G. Flake

The Invention of Wings by Sue Kidd-Monk

13: Thirteen Stories that Capture the Agony and Ecstasy of Being Thirteen edited by James Howe

Touching Spirit Bear by Ben Mikaelsen

Bystander by James Preller

#### **Teacher Resources**

Units of Study for Teaching Reading, Grades 6-8: Social Issues Book Clubs: Reading for Empathy and Advocacy by L. Calkins and Colleagues ISBN 978-0-325-09905-7

The Reading Strategies Book 2.0 by Jennifer Serravallo

Notice & Note Strategies for Close Reading by Kylene Beers & Robert E. Probst

"My Side of the Story" by Adam Bagdasarian, from First French Kiss: And Other Traumas (Farrar, Straus and Giroux)

"Inside Out" by Francisco Jimenez, from The Circuit: Stories from the Life of a Migrant Child (University of New Mexico Press)

Heinemann Online Resources: <a href="https://www.heinemann.com/">https://www.heinemann.com/</a>

Inside Out video clip (Online resources Session 3)

Moana video clip (Online resources Session 6)

"Together We Make Football: Sam Gordon" video clip (Online resources Session 8)

Lalaloopsy and Goldiblocks commercial video clips (Online resources Session 13)

The Bystander video clip (Online resources Session 14)

"Shoulders" by Naomi Shihab Nye (Online resources Session 15)

"In a line at the drugstore..." by Claudia Rankine (Online resources Session 17)

#### Stage 2 – Assessment Evidence

**Summative Assessment:** Students will read fiction passages and respond to multiple choice, short answer and/or an essay question.

#### **Other Evidence:**

- Linkit Benchmark Assessment Form C (Required)
- Cold Read Assessments
- On-Demand Writing Tasks
- Student Reflection
- Reading / Writing notebooks
- Teacher conference notes

#### Stage 3 – Learning Plan

#### **GETTING READY...**

- Gather sets of book club books. When you are introducing a book to a club, be careful not to identify the social issue. Allow clubs to come up with their own interpretations.
- Plan the read-alouds by reading ahead. Follow the *Read-Aloud Pacing Guide on pg. xii*.
- It is suggested that clubs meet every third day or so, when they have about ten minutes to discuss their interpretations.
- Online resources for this unit are located on the Heinemann website-<a href="https://www.heinemann.com/">https://www.heinemann.com/</a>.

#### **Instructional Guidance:**

■ MS- How to Use The Reading Strategies Book 2.0 for Whole Group Lessons

<a href="https://docs.google.com/document/d/1kGapZWqGID4WEINc4EFoxAKLRSLg75Ca3DiB4EugG8U/edit?usp=sharing">https://docs.google.com/document/d/1kGapZWqGID4WEINc4EFoxAKLRSLg75Ca3DiB4EugG8U/edit?usp=sharing</a>

■ NMS-Bell to Bell Instructional Tool

https://docs.google.com/document/d/1qDlx7d\_d--dxJRg3gKbM0B4UhhdaGtmFpcKypzsyp0o/edit

Unit of Study: Topic: Character Relationships

**Unit 4 Reading: Social Issues Book Clubs** 

Suggested Length: 1 Day

#### Standard(s):

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** Session 1 pg. 5 Read-Aloud: Reading for Trouble and Discerning Relationship Issues

You will read aloud the first half of "My Side of the Story" by Adam Bagdasarian from First French Kiss. You will teach students to shift their focus from individual characters' relationships, and to expect issues there.

Read-Aloud: "My Side of the Story" by Adam Bagdasarian, from *First French Kiss: And Other Traumas*. Read aloud the first half of the story, until the end of the line, "And then I realized..." (Pacing Guide pg. xii)

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- "My Side of the Story" from First French Kiss by Adam Bagdasarian
- Annotated version of "My Side of the Story" from First French Kiss by Adam Bagdasarian
- Anchor Chart: Readers Look for Issues in Characters' Relationships

Formative Assessment - Student Responses

Unit of Study: Topic: Character Relationships

**Unit 4 Reading: Social Issues Book Clubs Suggested Length:** 1 Day

### Standard(S):

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** Session 2 pg. 14 Weighing Characters' Relationships for the Positive and Negative-in Literature and in Life

You will teach students that it pays off to track many relationships and to analyze them to ask: where do we find positive examples of what's helpful in relationships, and where do we see what's negative, or hurtful? This applies to relationships in fiction-- and in life.

Read Aloud: Read an excerpt from the first half of the story, "My Side of the Story" by Adam Bagdasarian, from First French Kiss: And Other Traumas.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- "My Side of the Story" from First French Kiss by Adam Bagdasarian
- To Work Towards More Positive Relationships chart
- Anchor Chart: Readers Look for Issues in Characters' Relationships

Formative Assessment - Student Responses

Unit of Study:	Topic: Character Relationships
cinc or state;	1 Topics Character Itelationships

#### **Unit 4 Reading: Social Issues Book Clubs**

**Suggested Length: 2** Days

#### Standard(s):

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** Session 3 pg. 22 Noticing How Characters Contribute to Relationship Issues through Actions and Reactions

You will teach students to expect that characters sometimes make things worse in relationships, even if they themselves are not aware of it. It takes a more inferential reading to trace how each character in a relationship contributes to its issues.

Read Aloud: Show the trailer to the animated film, *Inside Out.* Review an excerpt from the first half of the story, "My Side of the Story" by Adam Bagdasarian, from First French Kiss: And Other Traumas.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Trailer for *Inside Out* Pixar movie
- "My Side of the Story" from First French Kiss by Adam Bagdasarian
- Anchor Chart: Readers Look for Issues in Characters' Relationships
- To Think Deeply about Characters...mini anchor chart
- To Investigate Themes...mini anchor chart
- To Investigate the Influence of Settings on Characters...mini anchor chart

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 227

6.21 Strategy - Notice when you as the reader know more about what's going on in the story than the character does. Articulate what it is the character doesn't know. Think about why it matters and what it might show about them. Consider how their not knowing could present a problem for them.

Formative Assessment - Student Responses

## Unit of Study: Unit 4 Reading: Social Issues Book Clubs Character Relationships

**Suggested Length: 2** Days

#### Standard(s):

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** Session 5 pg. 37 Read-Aloud: Analyzing How and Why Power Affects Relationships

You will read aloud the second half of "My Side of the Story" by Adam Bagdasarian from First French Kiss. You will teach students to understand how the power dynamics between characters affect their relationships by asking, "Who has more power in this relationship? Who has less? How does this power differential cause trouble in the relationship?"

Read Aloud: Read aloud the second half of the story, starting with the line, "And then I realized..." from "My Side of the Story" by Adam Bagdasarian, from First French Kiss: And Other Traumas.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Anchor Chart: Readers Look for Issues in Characters' Relationships
- "My Side of the Story" from First French Kiss by Adam Bagdasarian
- When Studying Power, Pay Attention To...chart

Lesson from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 228 6.22 Strategy - Pay attention to how specific characters interact within a scene. Describe the qualities of their relationship. Notice when these same characters are in a scene together again. Describe the qualities of their relationship at this moment. Put these ideas together to form a theory.

Formative Assessment - Student Responses

Unit of Study: Topic: Character Relationships
Unit 4 Reading: Social Issues Book Clubs

**Suggested Length: 1 Day** 

#### **Standard(s):**

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** Session 6 pg. 48 Studying When Character Traits Collide You will teach students that two characters might clash because of their entrenched and

long-lasting traits. You'll point out that readers can analyze the reasons that characters' traits collide to come to deeper thinking about the characters and their relationships.

#### Video Clip: Show a clip from the animated film, Moana.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Link to meme
- Link to "Moana Argues with Her Father" scene from Moana
- When Traits Collide chart
- Anchor Chart: Readers Look for Issues in Characters' Relationships
- To Work Towards More Positive Relationships chart

**Formative Assessment -** Reading stories help us to identify issues in our lives. After examining character relationships in the texts we've read, choose one and compare it to your own relationship with a friend or family member. What is it about that relationship that reminds you of your relationship? Explain. Why is it important to examine relationships in stories?

Unit of Study: Topic: Power, Perspective, and Tone
Unit 4 Reading: Social Issues Book Clubs

Suggested Length: 1 Day

#### Standard(s):

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** Session 8 pg. 65 Read-Aloud: Thinking about Groups as Sources of Issues You will shift students into work of this new part with a read-aloud of the first half of "Inside Out" by Fracisco Jimenez, from The Circuit. You will teach students that it's important to notice when characters' issues are not personal, but group related, and to consider ways group-related issues affect characters and stories.

Read Aloud: Read aloud the first half of the story, "Inside Out" by Francisco Jimenez, from The Circuit: Stories from the Life of a Migrant Child, until the end of the line, "I did this so many times that I could close my eyes..."

Resources for the session are located on the Heinemann website-https://www.heinemann.com/.

You have to set up a free account to access the resources.

- "Inside Out" from The Circuit by Francisco Jiménez
- Annotated version of "Inside Out" from The Circuit by Francisco Jiménez
- Link to "Together We Make Football: Sam Gordon" from the NFL
- Tracking Possible Groups chart
- Anchor Chart: Readers Look for Group-Related Issues
- Social Groups Can Be Based On...chart

**Formative Assessment -** Exit Slip: What is the difference between a social issue and a personal issue? Why is it important to distinguish between the two?

Unit of Study: Topic: Power, Perspective, and Tone
Unit 4 Reading: Social Issues Book Clubs

**Suggested Length:** 1 Day

#### **Standard(s):**

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** Session 9 pg. 78 When People within a Group Struggle, It's Often Because of Power Imbalances

You will teach students that when characters in stories are facing issues based on groups they're a part of, it helps to think about whether these issues relate in some way to a group's access (or lack of access) to power.

**Read Aloud: Review an excerpt from the first half of the story, "Inside Out"** by Francisco Jimenez, from The Circuit: Stories from the Life of a Migrant Child.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Thinking About Power Imbalances Between Groups chart
- Social Groups Can Be Based On...chart
- Anchor Chart: Readers Look for Group-Related Issues
- Link to "Together We Make Football: Sam Gordon" from the NFL
- Ouch/Oops chart

Formative Assessment - Student Responses/Conversations

Unit of Study: Topic: Power, Perspective, and Tone

**Unit 4 Reading: Social Issues Book Clubs** 

Suggested Length: 1 Day

#### **Standard(s):**

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** Session 10 pg. 87 Using Common Literary Themes to Think More Deeply about Group Issues in a Text

You will teach students that an avenue readers might pursue to explore themes in their books. Rather than extracting their own theme statements from stories, you'll teach them that readers might consider common literary themes, and then think about how these themes apply to a story. Analyzing how simple themes fit or don't fit with stories can lead readers to deep insights.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Some Common and Simple Literary Themes chart
- Anchor Chart: Readers Look for Group-Related Issues
- Thought Prompts to Grow Ideas About Themes chart

Formative Assessment - Student Responses/Conversations

Unit of Study:
Unit 4 Reading: Social Issues Book Clubs

Topic: Power, Perspective, and Tone

**Suggested Length:** 1 Day

#### **Standard(s):**

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** Session 11 pg. 95 The Intersection of Group Identities with Individual Traits You will teach students that in addition to thinking about the issues that characters face because of groups they are in, readers can also think about how characters respond in complex, unique ways to these issues. Studying individual characters' responses in the context of group issues can lead to powerful thinking about groups, issues, and themes.

Read Aloud: Review an excerpt from the first half of the story, "My Side of the Story" by Adam Bagdasarian, from First French Kiss: And Other Traumas.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- To Work Towards More Positive Relationships chart
- "Inside Out" from The Circuit by Francisco Jiménez
- Anchor Chart: Readers Look for Group-Related Issues
- Social Issues chart
- Social Groups Can Be Based On...chart
- Vocabulary for Group-Related Issues chart

**Formative Assessment - Student Responses/Conversations** 

Unit of Study:	<b>Topic: Power, Perspective, and Tone</b>
Unit 4 Reading: Social Issues Book Clubs	

#### **Suggested Length:** 1 Day

#### **Standard(s):**

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

**Teacher Objective:** Session 12 pg. 104 Read-Aloud: Weighing Positive and Negative Messages in Stories

You will read aloud the second half of "Inside Out," by Francisco Jimenez, from The Circuit. You'll set readers up to consider whether parts of the story have positive or negative connotations, and then, after finishing the story, you'll move them to analyze the positive and negative connotations of the story overall.

Read Aloud: Review a brief excerpt from the first half of the story, "Inside Out" by Francisco Jimenez, from The Circuit: Stories from the Life of a Migrant Child. Then read aloud the second half of the story, until the end of the line, "It's yours, I repeated..."

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- "Inside Out" from The Circuit by Francisco Jiménez
- Annotated version of "Inside Out" from The Circuit by Francisco Jiménez
- To think through if a story is more negative or positive overall, ask...chart
- Anchor Chart: Readers Look for Group-Related Issues

Formative Assessment - Student Responses/Conversations

Unit of Study: Topic: Power, Perspective, and Tone
Unit 4 Reading: Social Issues Book Clubs

**Suggested Length:** 1 Day

#### Standard(s):

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A.Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Analyze the impact of specific word choices on meaning and tone.

**Teacher Objective:** Session 13 pg. 117 Investigating When Texts Are Reinforcing and Challenging Assumptions about Groups

You will teach students that another way of analyzing a text is to consider when a text is reinforcing common stereotypes or assumptions about a group, and when the text is challenging them. To teach this, you'll show images related to common gender stereotypes.

**Video Clips:** Show two commercials, one for Lalaloopsy (the first 30 seconds) and one for GoldieBlox.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Photos of pink and blue toys in store aisles
- Link to Lalaloopsy commercial
- Link to Goldi Blox commercial
- Social Groups Can Be Based On...chart
- Anchor Chart: Readers Look for Group-Related Issues
- Building Off Club Member's Ideas chart

Formative Assessment - Student Responses/Conversations

Unit of Study:
Unit 4 Reading: Social Issues Book Clubs

Topic: Power, Perspective, and Tone

**Suggested Length: 2 Days** 

#### Standard(s):

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

W.RW.8.7. 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.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Teacher Objective:** Session 14 pg. 127 Considering Roles People Can Play When Issues Arise-and Resolving to Be Upstanders

You will help students reflect on all they have discovered, as well as all they continue to question, about the social issues they are studying through literature. The concept of being an

upstander, as opposed to a bystander, victim, or perpetrator, might be a good way to open up and help develop today's reflections.

Video Clip: Show *The Bystander*, an animated short film (less than two minutes).

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Link to *The Bystander*, animated short created by Osnat Epstein
- Link to Facing History website

Formative Assessment: Exit Slip - How did the story make you feel? Explain why?

**Assessment:** Writing Prompt - Retell the story *The Bystander* from the point of view of the bystander, victim, and then perpetrator (one paragraph for each). Include actions as well as feelings to convey the tone and mood of the piece from the eyes of each character. Time - one class period

Unit of Study: Topic: Reader's Empathy

**Unit 4 Reading: Social Issues Book Clubs** 

**Suggested Length: 2 Days** 

#### **Standard(s):**

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**Teacher Objective:** Session 15 pg. 133 Bringing Yourself, with All Your Complications, to Your Reading

You will teach students that reading is shaped not just by a text but by a reader's own life and experiences. You'll coach them to use their personal responses to better understand characters or situations.

#### Read Aloud: Read aloud the poem, "Shoulders" by Naomi Shihab Nye.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- "Shoulders" by Naomi Shihab Nye
- Anchor Chart: Bring Your Life to Your Reading-and Your Reading to Your Life
- Anchor Chart: Readers Look for Issues in Characters' Relationships
- Anchor Chart: Readers Look for Group-Related Issues

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo pg. 218

6.21 Strategy - Empathize to Understand Motivations

Notice What's happening to the character (how other characters are treating them, what is going right or wrong for them.) Think about why characters might be doing or saying something. Then, imagine yourself to be in the character's position. What would you say or do? Does thinking about this help you understand the character's motivations?

#### Formative Assessment- Student Responses

Unit of Study: Topic: Reader's Empathy

**Unit 4 Reading: Social Issues Book Clubs** 

**Suggested Length:** 1 Day

#### **Standard(s):**

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**Teacher Objective:** Session 16 pg. 139 Learning from Our Texts and from One Another You will teach students that when they read with others, and talk about literature together, they can learn not just about the story, but also about each other and each other's lives. This brings additional perspectives to their views on literature and the world.

#### Read Aloud: Review the poem, "Shoulders" by Naomi Shihab Nye.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- "Shoulders" by Naomi Shihab Nye
- To Learn More About Our Text and Each Other, We Can...chart
- Link to Sometimes You're a Caterpillar video

#### Formative Assessment- Student Responses/Conversations

Unit of Study: Topic: Reader's Empathy

**Unit 4 Reading: Social Issues Book Clubs** 

**Suggested Length: 1 Day** 

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**Teacher Objective:** Session 17 pg. 147 Identifying with Less Likable and Less Admirable Characters

You will teach students that it's not enough to see yourself in the likable, admirable characters in literature. To truly learn from well-crafted fiction, it's also important to notice when the villains of the story, the people who are acting badly towards others, connect to a less likable part of yourself.

#### Read Aloud: Read aloud the poem, "In Line at the Drugstore..." by Claudia Rankine.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- "In Line at the Drugstore..." by Claudia Rankine
- Anchor Chart: Bring Your Life to Your Reading-and Your Reading to Your Life

**Formative Assessment-** Student Responses

Unit of Study: Topic: Reader's Empathy
Unit 4 Reading: Social Issues Book Clubs

**Suggested Length:** 1 Day

#### **Standard(s):**

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**Teacher Objective:** Session 18 pg. 156 Curating Text Sets and Making Plans to Continue Reading Together You will invite book clubs to reflect more on what they've learned together and plan for how to invite others into their study groups. Books clubs might share text sets, along with engaging Post-it notes, to support future readers of these books.

Resources for the session are located on the Heinemann website-<u>https://www.heinemann.com/</u>. You have to set up a free account to access the resources.

- Prepare students to hold book talks, consider making a video to highlight the books and social issues read in clubs.
- Create a Reflection page for individuals to reflect on their growth as a reader.

#### Formative Assessment- Student Reflection page

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