

Subject Area: ELA	Grade Level: 8	
Unit Name/Theme: 8th Grade Launching	Dates when unit will be taught: Beginning of the year	Time Frame: 6-8 weeks
<p>Lessons & Writing Activities</p> <p><u>Interactive Read Aloud Lessons</u></p> <p><u>Lesson 1: What is Reading Workshop?</u> uses “Companion” by Manjush Dasgupta from <i>This Same Sky</i> by Naomi Shihab Nye (Ed.) and <i>How Reading Changed My Life</i> by Anna Quindlen.</p> <p>Rationale: Reading workshop is a time to learn and grow as readers. Students will reflect on their own reading histories to understand their reading identities and begin to build a reading community.</p> <p>New Jersey Student Learning Standards: RL.8.10, SL.8.1, RL.8.1, RI.8.1</p> <hr/> <p><u>Lesson 2: Readers Are Active Thinkers</u> uses <i>145th Street: Short Stories</i> by Walter Dean Myers.</p> <p>Rationale: Readers are active thinkers as they read, using a variety of comprehension strategies to support understanding. Students will learn about the tools and expectations of the reading workshop.</p> <p>New Jersey Student Learning Standards: RL.8.1,RI.8.1, RL.8.3, RL.8.10, SL.8.1, W.8.10</p> <hr/> <p><u>Lesson 3: Crafting a Reading Life</u> uses <i>145th Street: Short Stories</i> by Walter Dean Myers.</p> <p>Rationale: Readers choose different books for different purposes. Readers are individuals with various strengths, challenges, and interests. Students will use their own identities to select well-matched texts across genres.</p> <p>New Jersey Student Learning Standards: SL.8.1, RL.8.1, RL.8.2, RL.8.3, RL.8.10</p>		

Lesson 4: Building Reading Stamina

uses *Cars on Mars: Roving the Red Planet* by Alexandra Siy.

Rationale: Readers cultivate habits that help them overcome obstacles as they are reading. Students will notice and react to new information as they read to help them understand their reading more deeply.

New Jersey Student Learning Standards: RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.10

Lesson 5: Using Strategies to Understand Complex Text

uses *Cars on Mars: Roving the Red Planet* by Alexandra Siy.

Rationale: Readers know what it feels like to understand what they read. Students will pay attention when meaning breaks down and use strategies to help clarify their understanding, especially with complex text.

New Jersey Student Learning Standards: RI.8.1, RI.8.2, RI.8.4, L.8.4, RI.8.10, W.8.10

Lesson 6: Combining What You Know With the Text

uses "Your Question for Author Here" by Kate DiCamillo and Jon Scieszka from *Guys Read: Funny Business* by Jon Scieszka (Ed.)..

Rationale: Readers bring what they know or have experienced to their reading. Students will activate their prior knowledge about the genre, author, and topic before reading and combine their prior knowledge with the clues in the text to infer meaning as they read.

New Jersey Student Learning Standards: RL.8.1, SL.8.1, RL.8.2

Lesson 7: Growing Ideas Through Conversation

uses "Your Question for Author Here" by Kate DiCamillo and Jon Scieszka from *Guys Read: Funny Business* by Jon Scieszka (Ed.)..

Rationale: Readers synthesize how their thinking develops from the beginning to the end of a text to infer themes or big ideas. Students will grow ideas by talking with other readers and using evidence from the text.

New Jersey Student Learning Standards: RL.8.1, RL.8.2, SL.8.1, RL.8.3, RL.8.4, W.8.10

Lesson 8: Engaging With Complex Text Through Conversation

uses “The Pen” (p.14), “Freedom” (p.27), and “Lamento” (p.28) from *This Same Sky: A Collection of Poems from around the World* by Naomi Shihab Nye (Ed.).

Rationale: Readers read complex texts closely. They infer meaning from the writer’s language choices and analyze ideas across texts. Students will benefit from building on each other’s thinking to take meaning to a deeper level.

New Jersey Student Learning Standards: RL.8.1, RL.8.2, RL.8.4, SL.8.1, RL.8.5, RL.8.10

Mini-Lessons

Lesson 1: Setting Goals for Ourselves as Readers

uses students’ individual reading goals and a mentor text and anchor chart from a previous lesson for modeling strategies.

Rationale: Readers set goals to support their individual growth. Students will reflect on their learning in order to set goals and make plans for themselves.

New Jersey Student Learning Standards: RL.8.10, RI.8.10, SL.8.1

Lesson 2: Making Reading Plans

uses *How Reading Changed My Life* by Anna Quindlen.

Rationale: Readers are always prepared with books to read next; they have a plan for keeping new reading ideas at hand. Students will consider how to generate ideas for reading.

New Jersey Student Learning Standards: RL.8.10, RI.8.10

Lesson 3: Expanding Our Reading Worlds

uses *145th Street: Short Stories* by Walter Dean Myers.

Rationale: Readers share books that they love and expect to get recommendations from other readers. Students will understand the importance of book recommendations and create meaningful book talks.

New Jersey Student Learning Standards: RL.8.2, SL.8.1, RL.8.10, RI.8.10

Lesson 4: Exploring Conflict in the World of Fiction

uses *145th Street: Short Stories* by Walter Dean Myers.

Rationale: Readers of fiction consider the types of conflict that are developed in a text. Readers pay attention to the character's actions and thoughts as well as how the character deals with events and other characters. Students will analyze internal and external conflicts in fiction.

New Jersey Student Learning Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.10, W.8.10

Lesson 5: Talking About Fiction

Uses "Your Question for Author Here" by Kate DiCamillo and Jon Scieszka from *Guys Read: Funny Business* by Jon Scieszka (Ed.).

Rationale: Readers of fiction notice characters, setting, plot, and themes as they read. They deepen their understanding of fiction by sharing their thinking about these elements through discussions with each other. Students will formulate topics for conversation and discuss with partners to further their comprehension of stories.

New Jersey Student Learning Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, SL.8.1, RL.8.10

Lesson 6: Meeting Challenges in Reading Nonfiction

uses *Cars on Mars: roving the Red Planet* by Alexandra Siy.

Rationale: Readers expect challenges in reading to learn new information. They carefully examine all the clues that writers provide to help them gain knowledge. Students will examine how writers' language choices convey their messages.

New Jersey Student Learning Standards: RI.8.1, RI.8.4, RI.8.10, L.8.4

Lesson 7: Determining What's Important in Nonfiction

uses *Cars on Mars: Roving the Red Planet* by Alexandra Siy.

Rationale: Readers sift and sort through the information in nonfiction texts to understand how important ideas are developed. Students will determine important ideas and details that support major concepts.

New Jersey Student Learning Standards: RI.8.1, RI.8.2, RI.8.10, W.8.10

Lesson 8: Expanding Content Knowledge Using Other Media

uses *Cars on Mars: Roving the Red Planet* by Alexandra Siy and media about the Mars Exploration Rovers.

Rationale: Readers gain information from multiple sources, including visual texts. Students will identify additional information they need and use multimedia sources to supplement the understanding derived from written texts.

New Jersey Student Learning Standards: RL.8.1, RL.8.7, RL.8.10

Lesson 9: Relating Form and Content in Poetry

Uses “There was an old person from Skye” by Edward Lear and “Childhood” by Frances Cornford from *Knock at a Star* by X.J. Kennedy and Dorothy M. Kennedy (Eds.) and “Grandmother” by Sameenen Shirazie from *This Same Sky* by Naomi Shihab Nye (Ed.).

Rationale: Readers of poetry recognize how poets use different structures to convey their thoughts and emotions. Students will notice how the structure of a poem impacts the feelings and ideas that are conveyed.

New Jersey Student Learning Standards: RL.8.1, RL.8.2, RL.8.5, RL.8.10

Lesson 10: Reflecting on Reading Goals

Uses all of the mentor texts from the unit, sample student work, and students’ reflections on their reading work and goals.

Rationale: Readers reflect on their goals in order to gain insight into their habits and behaviors as readers. Students will present evidence to support their reflections on their goals and set new goals.

New Jersey Student Learning Standards: RL.8.10, RI.8.10

Assessment(s)

Benchmark: Renaissance ELA, Fall and Spring [Winter, as needed]

Literary Terms Definitions Test

Fiction Writing Rubric

Short Story Assessment on Story Elements

Various Open-Ended Responses

QRI-IV and Renaissance Star Reading tests will be used to help level students. There are not electronic copies of these assessments.

Rubric(s)

Fiction Writing Rubric

Open-Ended Response Rubric

Essay/Extended Response Rubric

Differentiate Instruction by:

- This is part of the “Launching the Workshop” unit. Reading workshop allows for individual choice of books, which will allow for students to find books at their levels, found from the QRI and Star tests; and interests.
- The Workshop approach also allows for flexible mini-groups to help individuals with the same misconceptions or learning needs. Targeted learning groups will take place based on the story elements assessment and reading responses.

8.1 Educational Technology:

- 8.1.B. Creativity and Innovation
- 8.1.C. Communication and Collaboration
- 8.1 D. Digital Citizenship

9.1 Personal Financial Literacy Standard infusion:

- Characters in read alouds and independent reading texts learn money management skills.
- The plot or theme in read alouds and independent reading texts revolves around money management skills and financial independence.

9.2 Career Awareness Infusion: Integrated throughout the unit, including but not limited to:

- NewsELA current event texts highlighting various careers
- *Upfront* magazine texts highlighting various careers
- Career Day presentations highlighting and explaining a variety of professions
- Presentation skills through summative assessment forms

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:

- Nonfiction texts used as read aloud and for independent reading raises awareness on global climate change.
- Fiction texts used as read alouds and for independent reading revolve around protecting our environment and ecosystem, whether it's specific characters or the plot.

LGBTQ Awareness Infusion:

- Fiction texts used as read alouds and for independent reading will feature LGBTQ characters and/or written by prominent LGBTQ authors.

- Non-fiction texts used as read alouds and for independent reading are based on prominent LGBTQ figures and/or about the history and progression of the LGBTQ movement.

Social Emotional Learning:

- Self-Awareness
 - Recognize one’s feelings and thoughts
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
 - Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
 - Develop, implement, and model effective problem-solving and critical thinking skills
 - Identify the consequences associated with one’s actions in order to make constructive choices
 - Evaluate personal, ethical, safety, and civic impact of decisions
- Relationship Skills
 - Utilize positive communication and social skills to interact effectively with others
 - Identify who, when, where, or how to seek help for oneself or others when needed

Subject Area: ELA	Grade Level: 8	Revised Summer 2021
Unit name / Theme: Schoolwide Fiction/Individuality & Social Pressure	Dates when unit will be taught: November - December	Time Frame: 6-8 weeks

Lessons & Writing Activities

Interactive Read Aloud Lessons

Lesson 1: The World of Fiction

Uses all mentor texts from the unit, specifically *Patrol: An American Soldier in Vietnam* by Walter Dean Myers.

Rationale: Readers understand that there are subgenres of fiction texts that share the same purpose of enlightening, entertaining, and involving the audience in the life of the story. Students will expand their understanding of fiction by asking questions and gathering information about fiction subgenres.

New Jersey Student Learning Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.3, L.8.6, W.8.10

Lesson 2: Story Elements and Structure

Uses all mentor texts from the unit, specifically “What’s the Worst That Could Happen?” by Bruce Coville in *13* by James Howe (Ed.), and “Life Changing” by Mark Hamilton from the Fiction Shared Texts.

Rationale: Readers understand that fiction texts have particular elements and chronological structures. Students will explore a realistic fiction text, paying particular attention to the story elements, as well as how scenes or chapters fit together to create an overall narrative structure.

New Jersey Student Learning Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Lesson 3: Exploring Conflicts and Resolutions

Uses “The Fog Horn” in *A Sound of Thunder & Other Stories* by Ray Bradbury.

Rationale: Readers understand that there are different types of conflicts present in fiction. Students will analyze fiction stories to identify the type, nature, and resolution of conflicts in order to understand how they move the stories along and reveal aspects of the characters.

New Jersey Student Learning Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Lesson 4: The Power of Settings in a Historical Fantasy Text

Uses *Along the River: A Chinese Cinderella Novel* by Adeline Yen Mah.

Rationale: Readers recognize the power of historical settings and how fiction writers use history in their stories to shape characters and plot development. Students will analyze the relationship among historical settings, characters, and plot development.

New Jersey Student Learning Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Lesson 5: Exploring Characters and Their Points of View

Uses *Along the River: A Chinese Cinderella Novel* by Adeline Yen Mah and “Invincible” by Mark Hamilton from the Fiction Shared texts.

Rationale: Readers of fiction explore and evaluate characters’ points of view and the effects differing points of view or perspective have on a story. Students will explore, evaluate, and analyze characters and their points of view, citing implicit and explicit textual evidence.

New Jersey Student Learning Standards: RL.8.1, RL.8.3, RL.8.4, RL.8.6, SL.8.1, SL.8.6, L.8.4, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.3, L.8.6, W.8.4, W.8.10

Lesson 6: Identifying the Theme or Central Idea of a Fiction Text

Uses *Along the River: A Chinese Cinderella Novel* by Adeline Yen Mah

Rationale: Readers of fiction understand that the theme of a text is often a repeated idea that is extracted by the readers as they explore and analyze a text. Students will determine the theme or the central idea of a text and analyze its development and relationship to the characters, setting, and plot over the source of the story.

New Jersey Student Learning Standards: RL.8.3, RL.8.5, RL.8.6, RL.8.9, SL.8.1, SL.8.2, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Lesson 7: Asking Critical Questions

Uses *Along the River: A Chinese Cinderella Novel* by Adeline Yen Mah

Rationale: Readers question what they read with the goal of developing a deep understanding of the text and the author’s purpose. Students will analyze what they read to identify the critical questions that emerge from characters’ actions.

New Jersey Student Learning Standards: RL.8.1, RL.8.2, RI.8.1, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Lesson 8: Active Reading

Uses “A Sound of Thunder” in *A Sound of Thunder & Other Stories* by Ray Bradbury.

Rationale: Readers actively read by keeping track of key events in a story and articulating their understanding by summarizing, posing questions, and seeking answers. Students will focus on reading actively and critically, paying attention to what they are thinking as they read and annotate a text.

New Jersey Student Learning Standards: RL.8.1, RL.8.4, SL.8.1, RI.8.10, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6, W.8.4, W.8.10

Lesson 9: Dialogue Develops Characters and Propels the Action

Uses “The Tell-Tale Heart” in *The Tell-Tale Heart and Other Stories* by Edgar Allan Poe and “Sarah’s Triumph” by Lisa Trow from the Fiction Shared Texts

Rationale: Readers recognize that fictional stories contain dialogue that propels the action, reveals aspects of the characters, and/or provokes a decision. Students will analyze the dialogue in a drama and how it builds characterization and moves the story forward.

New Jersey Student Learning Standards: RL.8.1, RL.8.3, RL.8.4, RL.8.6, SL.8.1, SL.8.2, SL.8.6, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Mini-Lessons

Lesson 1: Tone, Mood, and Meaning

uses “The Tell-Tale Heart” in *The Tell-Tale Heart and Other Stories* by Edgar Allan Poe.

Rationale: Readers interpret and analyze literature by paying attention to specific words and phrases in order to determine the effect these words have in creating the mood and tone. Students will analyze the impact of specific word choices on meaning and tone by exploring how an author uses literary language and devices across a text.

New Jersey Student Learning Standards: RL.8.1, RL.8.3, RL.8.4, SL.8.1, L.8.4, L.8.5, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Lesson 2: Monitoring Comprehension

uses “The Tell-Tale Heart” in *The Tell-Tale Heart and Other Stories* by Edgar Allan Poe.

Rationale: Effective readers expect comprehension challenges when reading fiction texts. Students will identify textual challenges and flexibly use a range of strategies in order to determine meaning and enhance their comprehension.

New Jersey Student Learning Standards: RL.8.1, RL.8.4, SL.8.1, L.8.4, L.8.5, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Lesson 3: Examining Points of View

uses “A Sound of Thunder” in *A Sound of Thunder & Other Stories* by Ray Bradbury, “The Tell-Tale Heart” in *The Tell-Tale Heart and Other Stories* by Edgar Allan Poe, and “Sarah’s Triumph” by Lisa Trow from the Fiction Shared Texts.

Rationale: Readers of fiction consider who is telling the story and from what perspective it is being told as they read critically. Students will analyze how writers develop reliable and unreliable points of view over the course of a text, which leads the readers to begin to infer the writers’ message or purpose.

New Jersey Student Learning Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, RL.8.10, RI.8.10, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Lesson 4: Motif and Theme

uses “Life Changing” by Mark Hamilton from the Fiction Shared Texts

Rationale: Readers of fiction recognize that stories have particular themes illustrated by motifs or the repetition of images and phrases. Students will identify the repetition of images, words, and/or phrases that illustrate the motif, which sheds light on the theme.

New Jersey Student Learning Standards: RL.8.1, RL.8.2, RL.8.5, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Lesson 5: Analyzing Structure and Meaning

uses *Patrol: An American Soldier in Vietnam* by Walter Dean Myers and “The Fog Horn” in *A Sound of Thunder & Other Stories* by Ray Bradbury.

Rationale: Readers of fiction compare and contrast the structure of texts and analyze how the different structures contribute to the texts’ meaning and style. Students will compare and contrast two texts and analyze how the differing structures contribute to their meaning and style.

New Jersey Student Learning Standards: RL.8.1, RL.8.2, RL.8.4, RL.8.5, SL.8.1, RL.8.10, RI.8.10, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6, W.8.10

Lesson 6: A Modern Take on a Traditional Tale

uses “Cinderella” by Charles Perrault and *Along the River: A Chinese Cinderella Novel* by Adeline Yen Mah.

Rationale: Readers take notice of modern-day literature that draws on the themes, characters, and patterns of traditional tales, Students will reflect on, analyze, and discuss how archetypal elements can be found in both traditional and modern-day fiction.

New Jersey Student Learning Standards: RL.8.1, RL.8.4, RL.8.6, RL.8.9, SL.8.1, SL.8.4, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Lesson 7: Reflect, Write, Discuss

uses *13* by James Howe (Ed.).

Rationale: Readers engage in collaborative discussions on a range of texts, topics, and issues. Students will consider critical questions, record their ideas, and participate in conversations with peers, building on others' ideas and expressing their own clearly.

New Jersey Student Learning Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, SL.8.1, SL.8.4, L.8.5, W.8.9, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Lesson 8: Comparing Fiction Texts to Other Media Versions

uses "The Tell-Tale Heart" in *The Tell-Tale Heart and Other Stories* by Edgar Allan Poe and a video of "The Tell-Tale Heart."

Rationale: Readers of fiction compare and contrast texts with movie, stage, audio, or multimedia versions that address similar stories and themes. Students will identify and analyze distinct ways various media address a familiar story through discussion and writing.

New Jersey Student Learning Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.5, RL.8.6, RL.8.7, SL.8.1, SL.8.2, L.8.5, W.8.9, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Lesson 9: Synthesizing-An Extended Written Response

uses *Patrol: An American Soldier in Vietnam* by Walter Dean Myers and "A Sound of Thunder" in *A Sound of Thunder & Other Stories* by Ray Bradbury.

Rationale: Readers use writing as a tool to reflect upon, synthesize, and communicate ideas they have drawn from analyzing and making connections across texts. Students will interpret, analyze, and make connections across two mentor texts and synthesize the new information in a written response.

New Jersey Student Learning Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.5, RL.8.7, SL.8.1, SL.8.2, SL.8.4, SL.8.5, L.8.5, W.8.9, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10

Assessment(s)

Benchmark: Renaissance ELA, Fall and Spring [Winter, as needed]
Schoolwide Fiction Summative Assessment
The Pigman Final

Rubric(s)

Argumentative Essay Rubric
Informative/Explanatory Essay Rubric

Differentiate Instruction by:

Reading workshop will continue throughout this unit. Individual learners will continue to explore books at their reading levels and of their interests. Targeted instructional groups will also continue.

8.1 Educational Technology:

- 8.1.D Digital Citizenship
- 8.1.E Research and Information Fluency

9.1 Personal Financial Literacy Standard infusion:

The two protagonists come from different lifestyles and their relation to money in the book is an important undercurrent.

- 9.1.8.A.6 Explain how income affects spending decisions.

9.2 Career Awareness infusion:

The two protagonists of the novel mentor text are high schoolers with “dream” career goals. This would be a place in the text to jump off into their own search for career information.

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:

- Texts used as read alouds and for independent reading revolve around protecting our environment and ecosystem, whether it's specific characters or the plot.

LGBTQ Awareness Infusion:

- Texts used as read alouds and for independent reading will feature LGBTQ characters and/or written by prominent LGBTQ authors.

Social Emotional Learning:

- Self-Awareness
 - Recognize one's feelings and thoughts
- Self-Management
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
 - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
 - Utilize positive communication and social skills to interact effectively with others

Subject Area: ELA	Grade Level: 8	Revised Summer 2021
Unit name / Theme: Schoolwide Nonfiction/Decisions, Actions & Consequences	Dates when unit will be taught: January - February	Time Frame: 6 - 8 weeks

Lessons & Writing Activities

Interactive Read Aloud Lessons

Lesson 1: Introduction to Nonfiction

Uses *Don't Sweat It!: Regulating Body Temperature* by Mary Kay Carson, *Shipwreck at the Bottom of the World* by Jennifer Armstrong, and *Roughing It* by Mark Twain.

Rationale: Readers of nonfiction have opportunities to learn about every imaginable topic. Students will recognize the characteristics of different types of nonfiction, including references nonfiction and various forms of literary nonfiction.

New Jersey Student Learning Standards: RI.8.1, RI.8.10, RI.8.4, SL.8.1, L.8.4

Lesson 2: How Do We Read Nonfiction?

Uses *Shipwreck at the Bottom of the World* by Jennifer Armstrong.

Rationale: Readers understand the challenges of nonfiction text. They monitor their comprehension and take action if they are losing meaning. Students will use reading comprehension strategies before, during, and after reading to support their learning.

New Jersey Student Learning Standards: RI.8.1, RI.8.4, RI.8.10, RI.8.2, RI.8.3, RI.8.5, SL.8.1, L.8.4, L.8.6, W.8.10

Lesson 3: Nonfiction Text Features

Uses *Shipwreck at the Bottom of the World* by Jennifer Armstrong and *Don't Sweat It!: Regulating Body Temperature* by Mary Kay Carson.

Rationale: Readers of nonfiction use text features to help them more fully understand information they encounter. Students will identify text features, their purposes, and how the features support comprehension.

New Jersey Student Learning Standards: RI.8.1, RI.8.4, RI.8.7, L.8.4, RI.8.3, RI.8.5, RI.8.10, SL.8.1, SL.8.2

Lesson 4: Structures of Nonfiction

Uses *Shipwreck at the Bottom of the World* by Jennifer Armstrong and "Queasy?" by Ruth Tenzer Feldman from *ODYSSEY Magazine*.

Rationale: Readers of nonfiction pay attention to text structures to support their understanding. Students will identify various text structures and how they support a writer's intentions in a text.

New Jersey Student Learning Standards: RI.8.1, RI.8.2, RI.8.3, RI.8.10, SL.8.1

Lesson 5: Vocabulary in Nonfiction Texts

Uses *Shipwreck at the Bottom of the World* by Jennifer Armstrong.

Rationale: Readers of nonfiction encounter particular challenges with vocabulary. Students will use a variety of approaches to handle these challenges.

New Jersey Student Learning Standards: RI.8.4, RI.8.5, L.8.4, L.8.5, L.8.6, RI.8.1, RI.8.10, SL.8.1

Lesson 6: Learning From and About Biographies

Uses *The Trouble Begins at 8* by Sid Fleischman and *Roughing It* by Mark Twain

Rationale: Literary nonfiction takes many forms, including biography. Students will note characteristics of this genre to support their understanding as they read biographies.

New Jersey Student Learning Standards: RI.8.3, RI.8.1, RI.8.5, RI.8.10, SL.8.1, W.8.10

Lesson 7: Author's Point of View

Uses *Shipwreck at the Bottom of the World* by Jennifer Armstrong and *The Trouble Begins at 8* by Sid Fleischman.

Rationale: Authors of nonfiction often have perspectives that determine how they present their topics. Students will infer the author's point of view to gain deeper insights into the text.

New Jersey Student Learning Standards: RI.8.2, RI.8.4, RI.8.6, RI.8.1, RI.8.3, RI.8.5, RI.8.10, SL.8.1, L.8.5

Lesson 8: Understanding Authors' Messages in Nonfiction

Uses *The Trouble Begins at 8* by Sid Fleischman.

Rationale: Readers develop their understanding of a writer's central messages as they continue reading a nonfiction text. Students will think, write, and talk as they gather evidence to support, expand, and revise their interpretations of an author's messages.

New Jersey Student Learning Standards: RI.8.2, RI.8.5, SL.8.1, RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.10, L.8.4, W.8.10

Lesson 9: Exploring Authors' Use of Language

Uses an excerpt of Chapter VII of *Roughing It* by Mark Twain from the Nonfiction Shared Texts and *The Trouble Begins at 8* by Sid Fleischman.

Rationale: Readers of nonfiction notice the style and tone created by writers' use of language. Students will examine the effects of writers' language choices in literary nonfiction.

New Jersey Student Learning Standards: RI.8.4, RI.8.5, L.8.5, RI.8.1, RI.8.6, RI.8.10, SL.8.1, L.8.4, W.8.10

Lesson 10: Understanding the Power of a Speech

Uses the video and text of "Steve Jobs's 2005 Stanford Commencement Address" from the Nonfiction Shared Texts.

Rationale: Speeches can be powerful forms of literary nonfiction. Students will examine the characteristics of a speech and note their reactions to watching and listening to a speech and to reading one.

New Jersey Student Learning Standards: RI.8.7, RI.8.3, RI.8.5, SL.8.1, SL.8.2, W.8.10

Mini-Lessons

Lesson 1: Analyzing a Speech

Uses "Steve Jobs's 2005 Stanford Commencement Address: from the Nonfiction Shared Texts.

Rationale: Readers of literary nonfiction notice how a speech is structured to support their understanding of its central points. Students will summarize each part of a speech, note its main lesson or message, and make connections to the author's ideas.

New Jersey Student Learning Standards: RI.8.7, RI.8.3, RI.8.5, SL.8.1, SL.8.2, W.8.10

Lesson 2: Analyzing Rhetorical Devices in a Speech

Uses "Steve Jobs's 2005 Stanford Commencement Address" from the Nonfiction Shared Texts.

Rationale: Speeches are designed to hold the audience's interest and clearly make their points. Students will analyze a speech to discover how speakers make use of rhetorical devices.

New Jersey Student Learning Standards: RI.8.1, RI.8.2, RI.8.3, RI.8.5, RI.8.4, RI.8.7, RI.8.10, SL.8.1, SL.8.3

Lesson 3: Understanding an Essay

Uses “Stay Hungry, Stay Foolish” by Susan Barnes from *ODYSSEY Magazine*.

Rationale: Essays are another powerful form of literary nonfiction. Students will examine the characteristics of an essay and summarize the main parts of an essay.

New Jersey Student Learning Standards: RI.8.1, RI.8.2, RI.8.5, RI.8.6, RI.8.10, SL.8.1, L.8.5, W.8.10

Lesson 4: Analyzing an Essay

Uses “Stay Hungry, Stay Foolish” by Susan Barnes from *ODYSSEY Magazine* and “Troubled Daughter Grows Up” by Mary Schmich from the *Chicago Tribune* from the Nonfiction Shared Texts.

Rationale: Readers use their knowledge of the structure of an essay to help them understand a writer’s big ideas. Students will analyze an essay to determine how the introduction, thesis, body, and conclusion present and support the author’s message.

New Jersey Student Learning Standards: RI.8.2, RI.8.5, RI.8.1, RI.8.3, RI.8.10, SL.8.1

Lesson 5: Discussing Essays

Uses “Troubled Daughter Grows Up” by Mary Schmich from the *Chicago Tribune* from the Nonfiction Shared Texts and “Stay Hungry, Stay Foolish” by Susan Barnes from *ODYSSEY Magazine*.

Rationale: Readers recognize that an essay can be understood more deeply through sharing ideas. Students will engage in group conversations about an essay to probe its meaning.

New Jersey Student Learning Standards: RI.8.1, RI.8.3, SL.8.1, RI.8.2, RI.8.10, W.8.10

Lesson 6: Analyzing an Argument

Uses “Violence in Video Games Causes Desensitization to Violence in Reality” by Hannah Garry from the *South High Southerner* from the Nonfiction Shared Texts and the excerpt of “Op-Ed: In Defense of Gaming” by Trevor Butterworth from *The Daily* from the Nonfiction Shared Texts.

Rationale: Readers of persuasive essays are critical readers. Students will identify the claim, reasons, and evidence in a persuasive essay to

discern how an author has supported his or her argument about a topic.

New Jersey Student Learning Standards: RI.8.1, RI.8.5, RI.8.2, RI.8.3, RI.8.4, RI.8.6, RI.8.8, RI.8.10, SL.8.1, W.8.10

Lesson 7: Evaluating an Argument

Uses “Violence in Video Games Causes Desensitization to Violence in Reality” by Hannah Garry from the *South High Southerner* from the Nonfiction Shared Texts and the excerpt of “Op-Ed: In Defense of Gaming” by Trevor Butterworth from *The Daily* from the Nonfiction Shared Texts.

Rationale: Readers of persuasive essays study both sides of the argument and analyze the validity of each writer’s perspective. Students will compare the reasons and evidence writers provide and evaluate which better support the writers’ claims.

New Jersey Student Learning Standards: RI.8.1, RI.8.5, RI.8.6, RI.8.8, RI.8.9, RI.8.4, RI.8.10, SL.8.1, W.8.10

Lesson 8: Reexamining Nonfiction

Uses all of the mentor texts from the unit

Rationale: Readers develop more sophisticated understandings of nonfiction as they read different types of texts included in this genre. Students will evaluate their goals for this unit and what they have learned about reading nonfiction.

New Jersey Student Learning Standards: SL.8.1, W.8.10, RI.8.10

Assessment(s)

Benchmark: Renaissance ELA, Fall and Spring [Winter, as needed]
Schoolwide Nonfiction Summative Assessment
Book Review
Group Project Presentation
Genre question assessment on the literature circle books

Rubric(s)

Book review rubric
Group presentation rubric
Writing rubrics

Differentiate Instruction by:

Students will get a say in the choosing of the books/groups to work in. Teacher will support groups that need it the most and offer guidance, but less structure for groups that don't. Some texts are more challenging, both in terms of length and depth of ideas. Each of these will be taken into account when grouping students.

8.1 Educational Technology:

- 8.1.A Tech Operations and Concepts
- 8.1.B Creativity and Innovation
- 8.1.D Digital Citizenship
- 8.1.E Research and Information Fluency
- 8.1.F Critical thinking, problem solving, and decision making

9.1 Personal Financial Literacy Standard infusion:

- 9.1.8.E.3 Compare and contrast product facts versus advertising claims.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.
- 9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
- 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

9.2 Career Awareness infusion:

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:

- Nonfiction texts used as read aloud and for independent reading raises awareness on global climate change.

LGBTQ Awareness Infusion:

- Non-fiction texts used as read alouds and for independent reading are based on prominent LGBTQ figures and/or about the history and progression of the LGBTQ movement.

Social Emotional Learning:

- Self-Awareness
 - Recognize one’s feelings and thoughts
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
 - Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
 - Develop, implement, and model effective problem-solving and critical thinking skills
 - Identify the consequences associated with one’s actions in order to make constructive choices
 - Evaluate personal, ethical, safety, and civic impact of decisions
- Relationship Skills
 - Utilize positive communication and social skills to interact effectively with others
 - Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Subject Area: Writing	Grade Level: 8th	Revised Summer 2021
Unit name / Theme: How Writers Work	Dates: September - October	Time Frame: 6 - 8 weeks
<p><u>Day 1: Why Do Writers Write?</u> uses all mentor texts from the unit.</p> <p>Rationale: There are many reasons why writers write. Students will listen to excerpts from some of the mentor texts, think about the reasons the authors wrote them, and then draw evidence from the texts to support and reflect on the reasons for their own writing.</p> <p>New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6</p> <hr/> <p><u>Day 2: Keeping a Writer’s Notebook and Filling It With Possibilities</u></p>		

uses *Writing Down the Bones* by Natalie Goldberg and *Crow Call* by Lois Lowry.

Rationale: Writers use their notebooks to gather and record ideas, or “seeds,” to consider developing into a published piece of writing. Students will discover the purpose of keeping a Writer’s Notebook and begin using it for quick writes to record their ideas in a short amount of time.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 3: Discovering the Many Forms of Writing

uses *Chicken Soup for the Soul*, *Jackie’s Nine: Jackie Robinson’s Values to Live By* by Sharon Robinson, and *Walking on the Boundaries of Change: Poems of Transition* by Sara Holbrook.

Rationale: Students will listen to different genres/forms of writing from a few of the mentor texts, draw evidence from them to identify how they are different, and also explore how form, features, and purpose are all connected.

New Jersey Student Learning Standards: W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 4: Writing as Inspiration – Looking at Authors’ Messages

uses *Jackie’s Nine* by Sharon Robinson.

Rationale: Students will listen to inspirational stories and think about the authors’ messages, as well as draw evidence from the text to support their thoughts and ideas. They will also reflect on values they think are important and explore how best to relate those values in their own writing.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 5: Finding Your Everyday Voice

uses *Walking on the Boundaries of Change* by Sara Holbrook.

Rationale: Poets find inspiration from everyday experiences and emotions. Students will discover how poets use emotive language as well as poetic devices in their writing. They will also learn how to find and use their own voice in their writing.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3,

L.8.4, L.8.5, L.8.6

Mini-Lessons Generating Ideas I: Using Lists to Spark Writing Ideas

uses *Writing Down the Bones* by Natalie Goldberg.

Rationale: Writers fill their notebooks with lists of ideas and possible topics that they can take through the writing process and develop into published pieces. Students will create lists of possible topics or ideas to write about and then create an idea web or entry using one of these ideas.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Generating Ideas II: Writing Ideas From a Photograph

uses *Crow Call* by Lois Lowry.

Rationale: Another way writers can generate ideas is by using photographs as a springboard for writing since each one holds so many stories and memories. Students will generate ideas for their writing by using photographs to reflect on an experience that they have had.

New Jersey Student Learning Standards: W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Generating Ideas III: Writing From Personal Experiences

uses *Chicken Soup for the Soul: Inspiration for Writers* by Jack Canfield, Mark Victor Hansen, Amy Newmark, and Susan M. Heim (Eds.) and *Walking on the Boundaries of Change* by Sara Holbrook.

Rationale: Every successful writer will tell you that the best writing comes from within. Students will explore how writing about everyday experiences, challenges, and emotions creates a connection between writers and readers.

New Jersey Student Learning Standards: W.8.1, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Selecting: Narrowing Down a Topic

uses *Chicken Soup for the Soul: Inspiration for Writers* by Jack Canfield, Mark Victor Hansen, Amy Newmark, and Susan M. Heim (Eds.).

Rationale: Writers select ideas that are full of possibilities and purpose when deciding what to publish. Students will reread their Writers' Notebooks to reflect on their writing and select an idea they want to publish.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6

Collecting: Descriptive Details

uses Chicken Soup for the Soul: Inspiration for Writers by Jack Canfield, Mark Victor Hansen, Amy Newmark, and Susan M. Heim (Eds.).

Rationale: Writers use the collecting stage of the writing process to elaborate, research, and develop their piece. Students will "collect" descriptive details to further develop their selected topic/idea.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Drafting: Organizing According to Form

uses all mentor texts from the unit.

Rationale: Drafting is the stage of the writing process where writers must consider the structure and form that best suits the ideas they have chosen to publish. Students will choose a strategy to first help them organize their draft into a structure that is meaningful to their purpose and audience.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Revising I: BIG Revision – Making Purposeful Changes

uses all mentor texts from the unit and students' drafts.

Rationale: Revision is the stage of the writing process where writers reread and reread their writing to ensure their message or meaning is clear. Students will revise their drafts by using effective techniques to engage their readers.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Revising II: Show, Don't Tell

uses Writing Down the Bones by Natalie Goldberg and students' drafts.

Rationale: Revision often has many layers to it. Writers understand that there are many different strategies to "resee" their writing. In this second revision lesson, students will focus on adding relevant descriptive details to their pieces, using precise words and phrases, through a strategy called "show, don't tell."

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Editing: Commas With Purpose

uses students' drafts.

Rationale: During the editing stage of the writing process, writers consider the conventions of standard English grammar and usage. Punctuation, and particularly the comma, greatly contributes to the sound and meaning of text. Students will understand the usage of commas correctly and purposefully.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Publishing: Crafting the Perfect Title

uses all mentor texts from the unit and students' final drafts.

Rationale: The publishing process is the final stage of the writing process, where writers make decisions about how they want to display and share their finished work. The first thing readers see is the title of a piece, so it is very important for young writers to learn how to craft the "perfect title." As students once again "read like writers" by analyzing the titles of the mentor texts, they will be able to think of possible titles for their own pieces of writing.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Student Self-Reflection:

uses a self-reflection questionnaire for students to complete.

Rationale: The students should feel a real sense of accomplishment now that they have successfully taken their drafts through the entire writing

process to create a published piece. Students will reflect on and evaluate this experience and their resulting products. How Writers

Assessment(s)

Benchmark: Renaissance ELA, Fall and Spring [Winter, as needed]

Book Review

Group Project Presentation

Genre question assessment on the literature circle books

Rubric(s)

Book review rubric

Group presentation rubric

Memoir rubric

Differentiate Instruction by:

Students will get a say in the choosing of the books/groups to work in. Teacher will support groups that need it the most and offer guidance, but less structure for groups that don't. Some texts are more challenging, both in terms of length and depth of ideas. Each of these will be taken into account when grouping students.

8.1 Educational Technology:

- 8.1.D Digital Citizenship
- 8.1.B. Creativity and Innovation
- 8.1.C. Communication and Collaboration
- 8.1 D. Digital Citizenship
- 8.1.F. Critical thinking, problem solving, and decision making

9.1 Personal Financial Literacy Standard infusion:

- Writing prompts for all genres - narrative, informational, and argumentative - can be centered around financial literacy.
- Any research conducted during the writing process can focus on a topic related to financial literacy.

9.2 Career Awareness infusion:

Integrated throughout the unit, including but not limited to:

- Researching how writers brainstorm ideas and the entire process of publishing their writing.
- Learning about well-known writers and their craft

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:

- Texts used as read alouds have a plot or theme related to protecting our environment and ecosystem.

- When brainstorming topics, students can connect their writing to a time they did something positive for the environment.
- Students can generate an argument in support of increased efforts for environmental conservation.

LGBTQ Awareness Infusion:

- Texts used as read alouds written by prominent LGBTQ authors.
- Texts used as read alouds have a plot or theme related to diversity and acceptance.
- Students' narrative could have a plot or theme related to diversity and acceptance.
- Students can research and select topics based around LGBTQ inclusion, awareness, and legislation.
- Students can generate an argument in support of increased efforts for LGBTQ inclusion, awareness, and legislation.

Social Emotional Learning:

- Self-Awareness
 - Recognize one's feelings and thoughts
 - Recognize one's personal traits, strengths, and limitations
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Recognize the skills needed to establish and achieve personal and educational goals
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
 - Develop, implement, and model effective problem-solving and critical thinking skills
 - Identify the consequences associated with one's actions in order to make constructive choices
 - Evaluate personal, ethical, safety, and civic impact of decisions
- Relationship Skills
 - Establish and maintain healthy relationships

Subject Area: Writing	Grade Level: 8th	Revised Summer 2021
Unit name / Theme: Multi-Genre Memoir	Dates: November - December	Time Frame: 6 - 8 weeks
Assessment(s)		

Animal Farm Final

Immersion: Interactive Read-Aloud Lessons Day 1: Studying Memoir in Multiple Forms uses all mentor texts from the unit, specifically *So Far from the Sea* by Eve Bunting.

Rationale: Memoir writers think about the best form or genre they can use to share their thoughts, memories, and ideas. Students will define memoir and listen to and view various forms of memoirs, specifically picture books.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 2: Photographs in Memoir

uses *Lives Turned Upside Down* by Jim Hubbard.

Rationale: Memoir writers use visual images or photographs to capture their thoughts and memories. Students will listen to and observe how the photo essay genre is a viable option for them to share their memoirs.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 3: Portraying a Strong Sense of Place

uses *Bad Boy* by Walter Dean Myers.

Rationale: Memoir writers use precise vocabulary and relevant details in order to portray a strong sense of place in their narratives. Students will listen to a memoir novel that incorporates descriptive and precise language in order to attend to an important feature of memoir writing—a strong sense of place.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 4: Graphic Novel Memoir

uses *Little White Duck* by Na Liu.

Rationale: Memoir writers think about their audience and look for engaging genres or forms to present their stories that best reflect their thoughts and ideas. Students will learn about the features of the graphic novel and notice the importance of both the text and pictures in telling the entire story.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 5: People Who Made a Difference

uses all mentor texts from the unit, specifically Guys Read: The Sports Pages edited by Jon Scieszka.

Rationale: Memoir writers think about the people who have made a significant impact on their lives. Students will listen to a memoir presented in the form of a short story in order to learn about a person who made a difference in the life of an athlete.

New Jersey Student Learning Standards: W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Mini-Lessons Generating Ideas I: Special People

uses Bad Boy by Walter Dean Myers and The Bat Boy & His Violin by Gavin Curtis.

Rationale: Writers think about the people in their lives who have left a special imprint on their thoughts and memories and who have helped create memorable moments. Students will think about the people in their lives they have grown to appreciate to help generate ideas for their memoirs.

New Jersey Student Learning Standards: W.8.2, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Generating Ideas II: Visual Images Unlock Memories

uses Little White Duck by Na Liu and Lives Turned Upside Down by Jim Hubbard.

Rationale: Writers use illustrations or photos to unlock memories and help inspire them to generate ideas. Students will use photographs and/or illustrations as sources of inspiration while generating possible memoir ideas.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Generating Ideas III: Tapping Into Someone Else's Memory

uses Erika's Story by Ruth Vander Zee.

Rationale: Writers are often inspired to write about the events and experiences that happened to them when they were too young to remember because of the poignant way a family member or relative has shared the memory with them. Students will consider some of the stories that have been shared with them about themselves as possible memoir ideas.

New Jersey Student Learning Standards: W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Generating Ideas IV: Memorable Events and Experiences

uses Little White Duck by Na Liu.

Rationale: Writers reflect on important events in their lives to help them generate ideas. Students will think about memorable events and experiences from their lives to help generate possible memoir ideas.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Selecting I: Will This Be the One?

uses all unit mentor texts.

Rationale: Writers have many wonderful memories and recognize that not all of these memories would make successful memoirs. Students will select an idea that will best reflect the important elements of memoir writing: reflection, relationships, emotion, passage of time, strong significance, and/or a meaningful event.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6

Selecting II: Deciding on a Form
uses all unit mentor texts.

Rationale: Writers have a variety of forms or genres to select from for sharing their memoirs. Students will select the most appropriate form or genre for telling their stories in an engaging and memorable way.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Collecting I: Characters – The People in Your Memoir

uses Erika’s Story by Ruth Vander Zee and The Boy & His Violin by Gavin Curtis. Rationale: Writers collect information about the special people in their memoirs in order to represent them with clarity and authenticity. Students will incorporate personality traits, descriptions, and experiences that best reflect their characters.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Collecting II: Setting – Details of Time and Place

uses Erika’s Story by Ruth Vander Zee, Little White Duck by Na Liu, Lives Turned Upside Down by Jim Hubbard, and So Far from the Sea by Even Bunting.

Rationale: Writers can make a place seem real and alive through descriptive, precise language and/or visual images. Students will think about the best way to describe their settings as they visualize the places where their selected memory took place.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Collecting III: Interviewing Others

uses Erika's Story by Ruth Vander Zee.

Rationale: Writers conduct research for their memoirs by interviewing family members and friends. Students will think about the kinds of questions they need to generate in order to interview family members or friends for the purpose of collecting additional pieces of relevant information to include in their memoirs.

New Jersey Student Learning Standards: W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Drafting I: Creating a Narrative Outline

uses Erika's Story by Ruth Vander Zee.

Rationale: Writers think about the organization of their stories in order to present their memoirs clearly and logically. Students will use narrative elements to organize their story ideas.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Drafting II: Inviting Introductions

uses Guys Read edited by John Scieszka.

Rationale: Writers think about the best way to introduce their pieces to their readers because the beginning, or lead, sets the tone for their writing. Students will think about the best way to orient their readers by crafting an engaging and inviting introduction.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Drafting III: The Important Role of Transition Words and Phrases

uses *So Far from the Sea* by Eve Bunting and *The Bat Boy & His Violin* by Gavin Curtis.

Rationale: Writers use a variety of transition words and phrases to convey sequence, signal shifts from one time frame or setting to another, and show relationships among experiences and events. Students will determine the type of transition words, phrases, or clauses they will use as they continue to draft their memoirs.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Revising I: Relevant Details and Sensory Language

uses *The Bat Boy & His Violin* by Gavin Curtis.

Rationale: Writers include relevant details and sensory language in their memoirs to make their writing interesting and unique while helping readers picture what is written. Students will look at their drafts to identify places where they can add details and sensory language to reflect events, experiences, and memories in order to help their readers visualize what is taking place.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Revising II: Writing With Style

uses *Little White Duck* by Na Liu and *The Bat Boy & His Violin* by Gavin Curtis.

Rationale: Writers vary their style in order to demonstrate their awareness of their purpose and audience. Students will examine examples of different writers' styles as they relate to the forms they have chosen for their memoirs and notice how the word choices contribute to the overall feel and tone of the writing.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Revising III: Poignant Reflections

uses *Bad Boy* by Walter Dean Myers and *Little White Duck* by Na Liu.

Rationale: Writers reread and revise in order to make sure they include reflections that reveal and represent their memorable experiences, events, people, or ideas. Students will look over their drafts to make sure their writing includes elements of reflection and use these elements to conclude their memoirs.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Editing I: Capitalization and Punctuation: Conventional and Unconventional Choices

uses mentor texts selected by the teacher.

Rationale: Writers, with the help of editors, use precise capitalization and punctuation in their writing. But while the rules are fairly straightforward for narrative prose writing, there are many exceptions for the multiple genres that have been studied in this unit. Students will notice and apply the rules that are specific to each genre in order to edit their own texts, as well as recognize when it is acceptable to include unconventional choices for effect.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Editing II: Peer Editing

uses students' drafts.

Rationale: Writers can learn a lot about the conventional decisions they make by working with a peer editor and using a checklist to notice and discuss their use of grammar and conventions. Students will work with a partner to review their conventional choices and use a checklist to help inform the changes they may need to make.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Publishing: Adding Genre Features

uses all mentor texts from the unit and students' final pieces.

Rationale: Writers know that the final step in publishing their memoirs is to consider genre features that will give their writing a polished look. Students will analyze how each genre or form of writing is published and add these features to their memoirs.

New Jersey Student Learning Standards: W.8.3, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Student Self-Reflection

uses a self-reflection questionnaire for students to complete.

Rationale: Writers work hard to publish their pieces and reflect on the decisions they made and the process they used while crafting their piece. Students will reflect and self-assess their memoirs while thinking about their process and how it relates to publishing their pieces.

Assessment(s)

10,000 essay www.nanowrimo.org

Rubric(s)

Book review rubric
Group presentation rubric
Memoir rubric

Differentiate Instruction by:

Students will get a say in the choosing of the books/groups to work in. Teacher will support groups that need it the most and offer guidance, but less structure for groups that don't. Some texts are more challenging, both in terms of length and depth of ideas. Each of these will be taken into account when grouping students.

8.1 Educational Technology:

- 8.1.C Communication and Collaboration
- 8.1.D Digital Citizenship

9.1 Personal Financial Literacy Standard infusion:

- Students can connect memoirs to having and maintaining an allowance or demonstrating responsibility with one's money.

9.2 Career Awareness infusion:

- Students can connect their memoirs to career choices or decisions made by themselves or others.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:

- Texts used as read alouds have a plot or theme related to protecting our environment and ecosystem.
- When brainstorming topics, students can connect their memoirs to a time they did something positive for the environment.

LGBTQ Awareness Infusion:

- Texts used as read alouds written by prominent LGBTQ authors.
- Texts used as read alouds have a plot or theme related to diversity and acceptance.
- Students' personal narrative could have a plot or theme related to diversity and acceptance.

Social Emotional Learning:

- Self-Awareness
 - Recognize one's feelings and thoughts
 - Recognize one's personal traits, strengths, and limitations
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Responsible Decision Making
 - Develop, implement, and model effective problem-solving and critical thinking skills
 - Identify the consequences associated with one's actions in order to make constructive choices
- Relationship Skills
 - Establish and maintain healthy relationships
 - Utilize positive communication and social skills to interact effectively with others

Subject Area: ELA	Grade Level: 8	Revised Summer 2021
Unit name: Research	Dates when unit will be taught: January - March	Time Frame: 6-8 weeks
<p><u>Research</u></p> <p><u>Day 1: What Is a Research Report?</u> uses all of the mentor texts from the unit, particularly Gorilla Doctors by Pamela S. Turner.</p> <p>Rationale: Writers of research reports examine topics and convey information, concepts, and ideas in a focused and coherent manner. Students will explore and recognize the primary purpose of writing research reports: to engage in the systematic investigation of materials and resources in order to establish facts, report or evaluate research findings, reach conclusions, and inspire further research and exploration.</p> <p>New Jersey Student Learning Standards: W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6</p> <hr/> <p><u>Day 2: Why Writers Write About Research</u> uses A Street Through Time by Anne Millard and the Research Report Exemplar “The Harlem Renaissance: A Cultural Revolution” by Lisa Thomas.</p> <p>Rationale: Research report writers collect reputable information from a variety of sources in order to synthesize and study facts, concepts, and ideas and present their findings to an audience. Students will explore the reasons why writers write about their research and begin to determine what their own purpose would be for writing a research report.</p> <p>New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6</p> <hr/> <p><u>Day 3: The Features of a Research Report</u> uses the Research Report Exemplar “The Environmental Impacts of Pollution” by Sara Williams.</p>		

Rationale: Research report writers use a variety of features in order to produce a report that examines a topic and conveys ideas, concepts, and information clearly. Students will learn about the features of research report writing and determine their important uses and contributions to an informative or explanatory text.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 4: Organization and Structure

uses Harlem Stomp! by Laban Carrick Hill and Girls Think of Everything by Catherine Thimmesh.

Rationale: Research report writers use a variety of text structures to organize concepts, ideas, and information. Identifying these structures will help students recognize when the text changes to provide new information and enhance their understanding of the content. Students will examine two mentor texts for the purpose of recognizing how text structures contribute to the presentation of clear and informative writing and how they can apply these organizational techniques to their own research reports.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 5: Compelling Questions

uses Inventing the Future by Marfé Ferguson Delano and Voices From the Moon by Andrew Chaikin.

Rationale: Research report writers form compelling questions in order to research and discover facts and information about a selected topic or subject. Students will learn about the importance of generating important questions to assist them in their research process.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Mini-Lessons Generating Ideas I: Contemporary Issues

uses the Research Report Exemplar “The Environmental Impacts of Pollution” by Sara Williams and Gorilla Doctors by Pamela S. Turner.

Rationale: Research report writers observe their world in order to generate possible ideas and notice interesting information, attributes, and/or themes. Students will begin to list possible research topics about contemporary or environmental issues and discuss them with peers in order to build on each other’s ideas.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Generating Ideas II: Questions About History Can Lead to Research

uses A Street Through Time by Anne Millard.

Rationale: Research report writers generate personal questions that encourage exploration and investigation. Students will generate possible topics through self-questioning about how history has impacted the progress of civilizations past and present.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Generating Ideas III: Inspirational Subjects

uses Hand in Hand by Andrea and Brian Pinkney and Inventing the Future by Marfé Ferguson Delano.

Rationale: Research report writers consider notable, fascinating, and dynamic people as possible subjects for research reports. Students will listen to and learn about inspiring, motivational people who have left strong legacies through their actions, tenacity, or accomplishments.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Selecting: Deciding on a Research Topic

uses students' Writers' Notebooks.

Rationale: Research report writers select a topic by considering their interest and knowledge, as well as their audience, their purpose, and the availability of various sources to conduct research about these topics. Students will reread their notes, lists, and entries and will consider personal interest and resource availability in order to help them select and narrow the focus of their research topics.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Collecting I: Steps in the Research Process

uses students' research ideas and notes.

Rationale: Research report writers follow a series of steps in order to ensure that their purpose is clear and that the gathering and organization of the information is cohesive and reflects multiple sources. Students will learn about the important steps they will need to follow in order to develop a research report that presents knowledge clearly and accurately.

New Jersey Student Learning Standards: W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Collecting II: Evaluating Resources

uses students' research.

Rationale: Writers collect accurate and relevant information to support their research. Students will learn criteria to select reliable sources of information for their topics, including primary, secondary, and online sources.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Collecting III: Taking Notes and Summarizing

uses Girls Think of Everything by Catherine Thimmesh and students' notes.

Rationale: Research report writers take notes to help organize and keep track of their information and resources. They also use their own words when recording the most essential information needed for their research. Students will select relevant facts from informational texts and Internet sites and take notes using their own words in order to support analysis, reflection, and research.

New Jersey Student Learning Standards: W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Collecting IV: And the Survey Says . . .

uses students' research.

Rationale: Research report writers use surveys or interviews to gain additional information about their research topics. Students will develop a list of questions in order to employ the primary research strategy of surveying or interviewing others to help them gather additional relevant information. Students will also learn how to use online survey tools (when available) in order to collect pertinent research.

New Jersey Student Learning Standards: W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Collecting V: The Importance of the Outline

uses Harlem Stomp! by Laban Carrick Hill and students' research.

Rationale: Research report writers need to think about the organization of their information and ideas and whether they have sufficient evidence and documentation to support their ideas. Students will learn how to create and effectively use an outline as an organizational tool that will guide them through organizing and presenting their reports.

New Jersey Student Learning Standards: W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6

Drafting I: Let's Start at the Beginning

uses students' research.

Rationale: Research report writers know that the introduction plays an important role in a research report. Students will learn what to include in the introduction of their reports so that it establishes the context of the research and summarizes the current understandings and background information about their topics.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Drafting II: The Body of a Research Report

uses students' drafts and the Research Report Exemplar "The Harlem Renaissance: A Cultural Revolution" by Lisa Thomas.

Rationale: Research report writers include important information in the body of their reports by synthesizing their data, facts, statistics, and information. Students will learn how to use their notecards and outlines to select and organize the information presented in the body of their reports.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Drafting III: Effective Conclusions

uses students' drafts, Harlem Stomp! by Laban Carrick Hill, and the Research Report Exemplar "The Harlem Renaissance: A Cultural Revolution" by Lisa Thomas.

Rationale: Research report writers recognize the importance of a strong conclusion or concluding statement because it gives their readers something to take away that will help them internalize and interpret the presented information. Students will learn how to write an effective concluding statement or section that follows from and supports the information presented.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6

Revising: Maintaining a Formal Writing Style uses students' drafts.

Rationale: Research report writers establish and maintain a formal style when reporting their information and sharing their findings. Students will acknowledge their audience by using cohesive transitions, appropriate structure, and technical, precise language to inform readers or explain their topics.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Editing I: Citations of Research

uses students' drafts and Gorilla Doctors by Pamela S. Turner.

Rationale: Research report writers look for quotes from experts in order to develop their topics and demonstrate their credibility. Students will follow the standard format for citations when including quotes and the research of others in their reports.

New Jersey Student Learning Standards: W.8.2, W.8.4, W.8.5, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Editing II: Tense Matters

uses students' drafts and the Research Report Exemplar "The Harlem Renaissance: A Cultural Revolution" by Lisa Thomas.

Rationale: Research report writers are aware of the tense they use when presenting their reports. They know when and where to use the past and present tenses and know not to use first person or second person. Students will edit their reports to ensure proper tense use in order to convey clear meaning.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Publishing I: The Look and Style of Your Report

uses students' final pieces.

Rationale: Research report writers use precise style guidelines when publishing their work, and they use technology in order to enhance the presentation of their reports. Students will learn to apply MLA style guidelines to their reports while also considering some other features of published research.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Publishing II: Works Cited and Bibliographies

uses students' final pieces and a Works Cited page and Bibliography for the Research Report Exemplar "The Harlem Renaissance: A Cultural Revolution" by Lisa Thomas.

Rationale: Research report writers use publishing features that honor and reflect all of the effort that other writers, reporters, and researchers have put into their work. Students will learn the important roles that a Works Cited page and a Bibliography play in a research report.

New Jersey Student Learning Standards: W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Student Self-Reflection uses a self-reflection questionnaire.

Rationale: Writers reflect upon their effort as report writers after publishing their pieces. Students will reflect on the process of writing reports about their research and will identify methods of research, data collection, and determining the accuracy of sources. ut their research and begin to determine what their own purpose would be for writing a research report.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Assessment(s):

Formative - Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, and Goal Sheets

Summative - Written Pieces (Prompts) and Published Research Report

Rubric(s)

Research Report Rubric
Research Presentation Rubric

Differentiate Instruction by:

The group research project will help me assess the students' abilities with research. Teacher can target specific groups or individuals with scaffolds, as needed. Then when the individual research reports begin, teacher can use strategy groups to help those students with specific needs. Individual conferencing will also help accomplish this. Adjustments to the content, process and product will also be made to encourage the more academic students to do more and the less prepared to work at their level.

8.1 Educational Technology:

- 8.1.A Tech Operations and Concepts
- 8.1.B Creativity and Innovation
- 8.1.C Communication and Collaboration
- 8.1.D Digital Citizenship
- 8.1.E Research and Information Fluency
- 8.1.F Critical thinking, problem solving, and decision making

9.1 Personal Financial Literacy Standard infusion:

The unit mentor text provides a number of opportunities to address the following standards:

- 9.1.8.E.3 Compare and contrast product facts versus advertising claims.

- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.
- 9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
- 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

9.2 Career Awareness infusion:

- 9.2.8.B.1-7 through Research Essays and/or Career Research Essays

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:

- Students can research and select topics based around environmental issues.
- Students can present their informational writing to raise awareness for increased efforts of environmental conservation.

LGBTQ Awareness Infusion:

- Students can research and select topics based around LGBTQ inclusion, awareness, and legislation.
- Students can present their informational writing to raise awareness for increased efforts on LGBTQ inclusion and/or legislation.

Social Emotional Learning:

- Self-Awareness
 - Recognize one's personal traits, strengths, and limitations
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Recognize the skills needed to establish and achieve personal and educational goals
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Responsible Decision Making
 - Develop, implement, and model effective problem-solving and critical thinking skills
 - Identify the consequences associated with one's actions in order to make constructive choices
- Relationship Skills
 - Establish and maintain healthy relationships
 - Utilize positive communication and social skills to interact effectively with others

Subject Area: ELA	Grade Level: 8	Revised Summer 2021
Unit name / Theme: Argumentative Essay–Content Areas	Dates when unit will be taught: April - June	Time Frame: 8 weeks
<p data-bbox="201 418 684 448"><u>Day 1: What Are Argumentative Essays?</u></p> <p data-bbox="201 456 867 485">uses all mentor texts and essay exemplars from the unit.</p> <p data-bbox="201 529 1871 630">Rationale: Argumentative essays in the content areas focus on presenting an argument with clear reasons and relevant evidence on content-specific topics or issues that are meaningful to the writer. Students will examine and explore all mentor texts and essay exemplars and begin to brainstorm possible content area-specific topics they feel strongly about and may want to pursue for their argumentative essays.</p> <p data-bbox="201 673 1892 735">New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6</p> <hr data-bbox="201 760 1892 763"/> <p data-bbox="201 781 491 810"><u>Day 2: Author’s Purpose</u></p> <p data-bbox="201 818 1178 847">uses Faithful Elephants by Yukio Tsuchiya and Kakapo Rescue by Sy Montgomery.</p> <p data-bbox="201 891 1892 992">Rationale: The primary purpose of an argumentative essay is to persuade or convince readers to adopt new beliefs or behaviors by presenting a strong argument with supporting ideas, evidence, and opposing views. Students will listen to excerpts from Kakapo Rescue and Faithful Elephants to determine the authors’ purposes and passions for their subjects.</p> <p data-bbox="201 1036 1892 1097">New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6</p> <hr data-bbox="201 1122 1892 1125"/> <p data-bbox="201 1143 554 1172"><u>Day 3: Develop the Argument</u></p> <p data-bbox="201 1180 1136 1209">uses The Yellow Star by Carmen Agra Deedy and Remember by Toni Morrison.</p> <p data-bbox="201 1253 1850 1315">Rationale: Writers of argumentative content area essays support their claims with clear reasons and relevant evidence. Students will listen to two mentor texts and write notes about the facts and evidence provided by the authors.</p>		

New Jersey Student Learning Standards: W.8.1, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 4: Author's Craft in Content Area Argumentative Essays

uses Smoky Night by Eve Bunting and Virginia Silverstein and “The Voting Rights Act: Do We Still Need It?” from the Argumentative Essay Exemplars Packet.

Rationale: Writers of argumentative essays establish and maintain a formal style and use narrative techniques such as dialogue, pacing, description, and reflection to engage and inform their readers and convince them to support their opinions. Students will learn how writers determine the style and techniques that will best engage their readers, convey their opinions, and help readers understand and agree with their claims.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 5: A Close Look at Structure

uses “Americans Need to Learn Foreign Languages” and “Is Technology Making Us Stupid?” from the Argumentative Essay Exemplars Packet.

Rationale: Writers of argumentative content area essays have a specific structure—introduce their thesis or claim, include body paragraphs that support the claim using relevant evidence, acknowledge and distinguish alternative or opposing claims, and, finally, conclude with support of the argument presented. Students will use mentor essays to examine the structure and various components that make up a content area-driven argumentative essay.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Mini-Lessons Generating Ideas I: Topics That Matter

uses Smoky Night by Eve Bunting, The Yellow Star by Carmen Agra Deedy, and Remember by Toni Morrison.

Rationale: Argumentative essayists write about topics that are important to them in hopes of educating and persuading an audience of readers to take their side. Students will begin to generate ideas about injustices they are passionate about and will explore the difference between an injustice and an inconvenience.

New Jersey Student Learning Standards: W.8.1, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Generating Ideas II: Around Our World

uses Kakapo Rescue by Sy Montgomery and “Is Recycling Worth the Effort?” from the Argumentative Essay Exemplars Packet.

Rationale: Argumentative essayists write about current and newsworthy topics they are passionate about, state their opinion or claim, and develop an argument that will persuade their readers to take action for their cause. Students will brainstorm environmental issues they feel strongly about and on which they would want their readers to take action.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Generating Ideas III: Our Controversial World

uses The Shallows by Nicholas Carr and “Is Technology Making Us Stupid?” from the Argumentative Essay Exemplars Packet.

Rationale: Argumentative essayists choose controversial topics that can be argued one way or another. Students will brainstorm scientific and technological issues they feel strongly about and on which they would want their readers to take action.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Selecting: The Most Important Issue

uses students’ Writers’ Notebooks.

Rationale: Selecting a topic and presenting a claim that one is passionate about and can support with facts and evidence is the first step in writing effective argumentative essays. Students will consider the passion they have for their topic ideas and the amount of evidence they feel they can research for each one, and then they will select one of the ideas as the topic for their essays.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Collecting I: Stating Your Claim by Crafting a Thesis

uses students' Writers' Notebooks.

Rationale: Once argumentative essayists state their claim or thesis, they are able to focus their research-gathering to address their claim with clear reasons and relevant evidence. Students will craft a thesis statement for their essays and begin to plan the kind of research they will need to do to gather relevant evidence and develop their argument.

New Jersey Student Learning Standards: W.8.1, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Collecting II: Research My Position

uses Kakapo Rescue by Sy Montgomery, Faithful Elephants by Yukio Tsuchiya, The Yellow Star by Carmen Agra Deedy, and Remember by Toni Morrison.

Rationale: Argumentative essay writers gather relevant information from multiple print and digital sources. Students will discuss and plan how they can gather research to develop their argument and persuade their readers.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Collecting III: Using Secondary Sources

uses The Yellow Star by Carmen Agra Deedy and Remember by Toni Morrison.

Rationale: A well-written, focused argumentative essay requires factual support. Students will use secondary sources to collect relevant research and effectively support their views or claims.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Collecting IV: Anticipating Counterarguments

uses The Shallows by Nicholas Carr and "The Voting Rights Act: Do We Still Need It?" from the Argumentative Essay Exemplars Packet.

Rationale: When writing an argumentative essay, writers must anticipate counterarguments that readers may be familiar with when defending their positions. Students will develop a list of anticipated arguments against their positions, evaluate the arguments, assess whether the reasoning is sound and the evidence is relevant, and refute those arguments that are ineffective in order to solidify their positions.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Collecting V: Interviewing “Experts”

uses Faithful Elephants by Yukio Tsuchiya, The Yellow Star by Carmen Agra Deedy, Kakapo Rescue by Sy Montgomery, Smoky Night by Eve Bunting, and Remember by Toni Morrison.

Rationale: When collecting evidence for a powerful argumentative essay, writers often use quotes and other information collected by interviewing “experts” connected to their topics in order to help convince their readers. Students will consider who might be experts on their topics and formulate questions they can ask to gather factual, firsthand, and interesting information to support their claims.

New Jersey Student Learning Standards: W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Drafting I: Organizing My Support

uses all mentor texts from the unit and “Is Recycling Worth the Effort?” from the Argumentative Essay Exemplars Packet.

Rationale: Once argumentative essayists collect their research, they need to organize their notes, establish a formal writing style, and follow an essay structure. Students will consider the components and structure of argumentative essays and review the research they have collected as they prepare to draft.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Drafting II: Introducing Your Claim

uses Kakapo Rescue by Sy Montgomery, Remember by Toni Morrison, and “The Voting Rights Act: Do We Still Need It?” from the Argumentative Essay Exemplars Packet.

Rationale: Writers of content area argumentative essays need to engage and orient their readers and establish a context in their opening paragraph(s) to give readers background information about their topics. Students will try various introductions to engage their readers and entice them to continue reading their essays.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Drafting III: Parting Words

uses *The Yellow Star* by Carmen Agra Deedy and *Kakapo Rescue* by Sy Montgomery. Rationale: Argumentative essayists provide a conclusion that sums up the main points of their essays and drives their opinions home to the readers. Students will review the characteristics of a strong conclusion and craft their own.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Revising I: Smooth and Steady—Using Transition Words and Phrases

uses students' drafts and "Is Technology Making Us Stupid?" from the Argumentative Essay Exemplars Packet.

Rationale: Writers use appropriate and varied transition words and phrases to create cohesion and clarify relationships among claims, counterarguments, reasons, and evidence. Students will review and revise their drafts to include transition words and phrases for cohesion and fluency.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Revising II: Engage Your Readers

uses *Faithful Elephants* by Yukio Tsuchiya, as well as "Is Technology Making Us Stupid?" and "Is Recycling Worth the Effort?" from the Argumentative Essay Exemplars Packet.

Rationale: Argumentative essayists use precise words and phrases, relevant detail, and sensory language to engage and convince readers to agree with their argument. Students will look at the words they have chosen to ensure that their passion and commitment to their topics come through.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Editing I: You Can Quote Me

uses Faithful Elephants by Yukio Tsuchiya, Remember by Toni Morrison, and The Yellow Star by Carmen Agra Deedy.

Rationale: Writers of argumentative essays need to use text citations when they use specific quotes from research sources. Students will review the way in which quotes are properly cited from pieces of text in order to avoid plagiarism and to follow a standard format for citations.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Editing II: A Final Edit

uses students' drafts.

Rationale: Writers use various tools and resources when editing their writing. With some guidance from peers (and adults), students will strengthen their writing by using an editing checklist to ensure that their readers understand their purpose without being distracted by mechanical errors.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Publishing I: Extra, Extra! Adding Text Features

uses all mentor texts from the unit, specifically Remember by Toni Morrison and The Yellow Star by Carmen Agra Deedy.

Rationale: Many content area argumentative essays include text features either before or after the actual essays that enhance the presentation and help the readers have a deeper understanding of the topic. Students will consider various types of text features for their essays and where they might include them.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Publishing II: Author's Note

uses *The Yellow Star* by Carmen Agra Deedy, *Remember* by Toni Morrison, *Kakapo Rescue* by Sy Montgomery, *Life in a Bucket of Soil* by Alvin Silverstein and Virginia Silverstein, and *Faithful Elephants* by Yukio Tsuchiha.

Rationale: Writers use an Author's Note to provide information about themselves and their topics, which makes the readers feel more connected to the writer and helps convince them to agree with the stated position. Students will craft an Author's Note to include in their essays.

New Jersey Student Learning Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Student Self-Reflection

uses a self-reflection questionnaire.

Rationale: Self-reflection is a critical stage of the writing process, and thinking about what has been achieved in the past can help writers improve their future writing. Students will read their essays as well as the essays of their classmates to review and reflect on what they have learned and accomplished.

Assessment(s)

April Morning Quizzes and Final

Rubric(s)

Poetry Rubric

Argumentative Rubric

Open-Ended Rubric

Differentiate Instruction by:

The writing will be a "menu" project. Students will select items from the options to complete. The more items that they complete, and the more challenging the items, the more points they'll earn. In the end, they'll select two pieces to also be graded individually by the rubric. Reading workshop will continue.

8.1 Educational Technology:

- 8.1.A Tech Operations and Concepts
- 8.1.B Creativity and Innovation
- 8.1.C Communication and Collaboration

- 8.1.D Digital Citizenship
- 8.1.E Research and Information Fluency
- 8.1.F Critical thinking, problem solving, and decision making

9.1 Personal Financial Literacy Standard infusion:

- Students can research topics related to financial literacy and financial literacy management.

9.2 Career Awareness infusion:

The mentor texts deal with young adults facing adulthood and his/her options for the future.

- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:

- Students can research and select topics based around environmental issues.
- Students can generate an argument in support of increased efforts for environmental conservation.

LGBTQ Awareness Infusion:

- Students can research and select topics based around LGBTQ inclusion, awareness, and legislation.

Social Emotional Learning:

- Self-Awareness
 - Recognize one's feelings and thoughts
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Recognize the skills needed to establish and achieve personal and educational goals
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
 - Develop, implement, and model effective problem-solving and critical thinking skills
 - Identify the consequences associated with one's actions in order to make constructive choices
- Relationship Skills
 - Utilize positive communication and social skills to interact effectively with others