

Unit 1 WRITING - *Ownership: Writers Have A Voice - Writer’s Notebook*

Overview

This launch unit establishes motivation and engagement in writing as teachers model and encourage students to take responsibility for gathering topics, setting goals, and taking risks in writing. Teachers model the idea that we write in our notebooks (both hardcopy and digital) using a variety of tools including devices, cameras, and social media to gather the moments, ideas and problems that we encounter in our everyday lives. Emphasized is the importance of examining ideas that are important and interesting and imagining a variety of ways to write about them.

Writers gather and experiment with ideas that will be returned to later on and write about in a variety of ways. Modeling with teacher’s own writer’s notebook lays the foundation for engagement and risk-taking in writing throughout the school year.

Students will read and write outside the classroom on a regular basis to continue building agency, engagement, and stamina in both reading and writing. After editing and revising, students have the opportunity to publish their work via blog, literary magazines, or amongst peers.

21st Century Capacities: Imagining, Reflection

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS

[CCSS.ELA-LITERACY.W.8.5](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

[CCSS.ELA-LITERACY.W.8.6](#)

Transfer:

Students will be able to independently use their learning in new situations to...

1. Evaluate writing to identify areas of strength and set goals for future development (Reflection)
2. Generate and capture ideas (e.g., from mentor authors, personal experiences) to pursue in future writing (Imagining)

Meaning:

UNDERSTANDINGS: *Students will understand that:*

1. Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.

ESSENTIAL QUESTIONS: *Students will explore and address these recurring questions:*

- A. In what areas do I need to grow as a writer? How can I take action (e.g., goal-setting, topic generation)?

Grade 8 ELA Curriculum

<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>2. Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</p>	<p>B. How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing? C. How can I grow my thinking through conferencing and discussion?</p>
<p>CCSS.ELA-LITERACY.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	Acquisition:	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Writing territories (where to get ideas) 2. Brainstorming (generating many ideas) 3. Writing short (brief, immediate response) vs. writing long (growing an idea) 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Leading a writing conference with the teacher 2. Conducting a peer writing conference 3. Finding important moments to write about 4. Setting goals for writing