English Language Arts 8
Curriculum

Francis Howell School District

HOME · SCHOOL · COMMUNITY

LEARNING TOGETHER

Board Approved:

Curriculum Committee

Julie Ragusky	Francis Howell Middle School
Holly Avis	Francis Howell Middle School
Lauren Manganelli	Bryan Middle School

Middle School Department Chairs

Julie Elfrink	Barnwell Middle School
Rebecca Strickland	Francis Howell Middle School
Alan Beeson	Hollenbeck Middle School
Raquel Babb	ME Bryan Middle School
Renee Muckerman	Saeger Middle School

Jason Becker	Secondary Content Leader
Dr. Chris Greiner	Director of Student Learning
Nicole Whitesell	Chief Academic Officer
Dr. Mary Hendricks-Harris	Superintendent

Francis Howell School District

Mission Statement
The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement
Every student will graduate with college and career readiness skills.

Values
Francis Howell School District is committed to:
- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:
1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Communication Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension, and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

One of the goals of ELA8 is to reinforce the literacy skills taught in ELA7 while beginning to prepare students for the challenging reading and writing they will encounter in high school and life beyond high school. Students will focus on practicing all communication skills including reading, writing, speaking, listening, viewing, and finding and interpreting information. They will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to solve problems and make decisions. They will study a wide variety of literature that focuses on self-discovery/voice and expanding students' knowledge of literary influences in the world. They will also practice effectively communicating their ideas and experiences to others through both speaking and writing.

Course Description

This course is designed to provide students with the opportunity to explore enduring understandings that characterize the literature they read primarily through the reading and writing workshop model. Fiction categories will include short stories, novels, poetry, and drama. Non-fiction categories will include biographies, essays, speeches, and articles. Students will also demonstrate their comprehension of these understandings by writing formally and informally - including narrative, expository, and argumentative. Students will use and analyze media in oral and visual presentations. They will also continue to develop information literacy research skills to ensure college and career readiness.

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the Rigor and Relevance Framework and 21st Century Skills. Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.
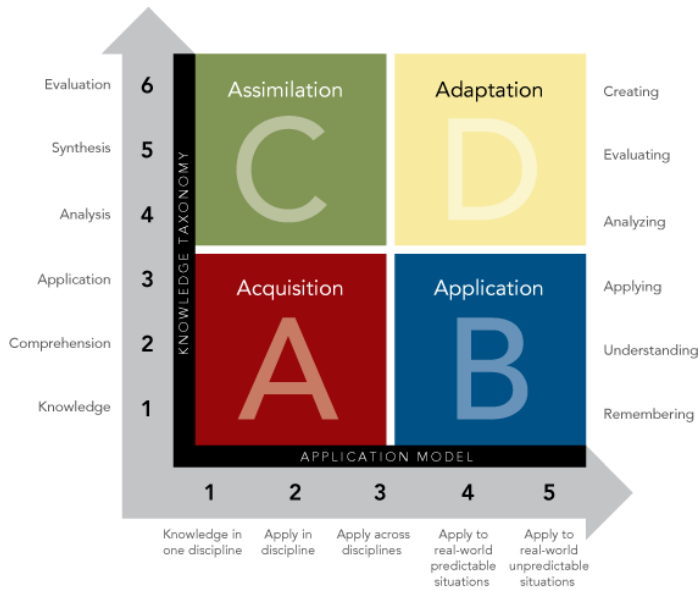
The Rigor/Relevance Framework has four quadrants.
Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs.   The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Missouri Learning Standards Expectations for English Language Arts
https://dese.mo.gov/sites/default/files/curr-mls-standards-ela-6-12-sboe-2016.pdf

National Educational Technology Standards
http://www.iste.org/docs/Standards-Resources/iste-standards_students-2016_one-sheet_final.pdf?sfvrsn=0.23432948779836327

Units & Standards Overview

<table>
<tr><th colspan="2" align="center">Semester 1</th><th colspan="2" align="center">Semester 2</th></tr>
<tr>
<th>Unit 1:
(Narrative)</th>
<th>Unit 2:
(Expository)</th>
<th>Unit 3:
(Research/Argumentative)</th>
<th>Unit 4:
(Literary Analysis)</th>
</tr>
<tr>
<td>PE Standards:
RL3D
W2A</td>
<td>PE Standards:
RI1A
RI3D
W2A
W3A</td>
<td>PE Standards:
RI1A
RI3D
W2A
W3A</td>
<td>PE Standards:
RL2D
RL3D
SL2C</td>
</tr>
<tr>
<td>Reading Literature

RL1A
RL1B
RL1C
RL1D
RL2B
RL2D
RL3D</td>
<td>Reading Literature

RL1A
RL1B
RL1C
RL1D
RL2A
RL2B
RL2C
RL2D
RL3B
RL3D</td>
<td>Reading Literature

RL1A
RL1B
RL1C
RL1D
RL2A
RL2B
RL2C
RL2D
RL3B
RL3D</td>
<td>Reading Literature

RL1A
RL1B
RL1C
RL1D
RL2A
RL2B
RL2C
RL2D
RL3A
RL3B
RL3C
RL3D</td>
</tr>
<tr>
<td>Reading Informational Texts

RI1A
RI1B
RI1C
RI1D</td>
<td>Reading Informational Texts

RI1A
RI1B
RI1C
RI1D</td>
<td>Reading Informational Texts

RI1A
RI1B
RI1D
RI2A</td>
<td>Reading Informational Texts

RI1A
RI1D
RI2C
RI3A</td>
</tr>
</table>

RI2B **RI2C** **RI2D** RI3D	RI2A RI2B **RI2C** **RI2D** RI3D	RI2B **RI2C** **RI2D** RI3A RI3B RI3D	RI3C R13D
Writing **W2A** W3A	**Writing** **W2A** W3A	**Writing** W1A **W2A** W3A	**Writing** **W2A** W3A
Speaking and Listening SL2A SL2B SL2C	**Speaking and Listening** SL1A **SL1B** SL1C SL2A SL2B	**Speaking and Listening** SL1A **SL1B**	**Speaking and Listening** SL1A **SL1B** SL1C SL2A SL2B SL2C
ISTE-S ISTE1c ISTE2	**ISTE-S** ISTE3a ISTE3ac ISTE6a	**ISTE -S** ISTE3b	**ISTE-S** ISTE6a ISTE6c

Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
Quarter 1	**Unit 1: What is my perspective? (Narrative)** By the end of the unit, students will: ● Understand procedures of readers'/writers' workshop. ● Effectively participate in collaborative discussions in order to extend their learning. ● Use effective techniques in fictional narrative writing. ● Produce clear and coherent writing using grade-level craft structures. ● Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, figurative language).	8-9 Weeks	Students will write a fictional narrative from a perspective of a character other than the narrator in one of two short stories in response to the following prompt: The point of view greatly impacts a piece of fiction. A publisher has approached you to rewrite either "The Landlady" or "The Monkey's Paw" due to a renewed interest in classic short stories. Your job is to rewrite one of the short stories from a different character's perspective. Students can choose a character and write from that character's perspective to explore how the point of view can impact a text.	**W2A** **W2Aa** W3A
Quarter 2	**Unit 2: What is truth? (Expository)** By the end of the unit, students will: ● Produce clear and coherent writing using grade-level craft structures.	8-9 Weeks	Students will conduct research from three predetermined texts to develop a thesis and evidence in response to the following prompt: The public library would like to compile a collection of essays and reading in	**RI1A** RI3D **W2Ab** W3A

	• Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, figurative language). • Understand and be able to evaluate a source's credibility. • Be able to write a text summary devoid of opinion. • Effectively participate in collaborative discussions in order to extend their learning.		the community. They have asked students to provide information on the lifelong benefits of reading. Using the research provided, write an expository essay to send to the library for use in the advertising campaign. Students will present information in an expository essay to explain the benefits of reading.	
Quarter 3	**Unit 3: What do I believe? (Research/Argumentative)** By the end of the unit, students will: • Understand and analyze how authors develop claims in nonfiction. • Cite evidence in argumentative writing. • Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, and figurative language). • Understand and be able to determine an author's point of view and purpose for writing and analyze how authors develop arguments through claims that are supported by reasons and evidence.	8-9 Weeks	Students will conduct research from predetermined texts to develop an argument, reasoning, and a counterclaim in response to one of the prompts below: A) The Francis Howell School District school board is thinking of revising the cell phone policy for the district. They are seeking student input on this matter. B)The Francis Howell School District is considering the implementation of school uniforms. They are seeking student input on this matter. C)The Francis Howell School District is considering returning to year round school for the district. They are seeking student input on this matter. Students will present information in an	**RI1A** RI3D **W2Ac** W3A

	• Produce clear and coherent argument in writing by incorporating clear reasons supported by relevant evidence. • Effectively participate in collaborative discussions in order to extend their learning.		argumentative essay to present an argument either for or against revising the cell phone policy for the district.	
Quarter 4	**Unit 4: Why do I read?** **(Literary Analysis)** By the end of the unit, students will: • Be able to cite evidence while writing a literary analysis. • Produce clear and coherent literary analysis writing using grade-level craft structures. • Understand and analyze how authors develop literary elements in fiction (such as plot, characterization, conflict, theme, setting, figurative language). • Effectively participate in collaborative discussions in order to extend their learning.	8-9 Weeks	Students will analyze literature and present their analysis in small groups in response to the following prompt: You have been selected by the 6th grade ELA teachers to demonstrate how 8th graders analyze literary elements in fiction texts. Your tasks are as follows: 1. Select a novel you have independently read this semester 2. Choose to address seven literary elements found in the novel 3. Create a Google Slides presentation that identifies and analyzes each literary element 4. Present your Google Slides to a small group of 6th graders Students will revisit a novel they have read in the current semester and analyze selected literary elements and present their analysis to a group.	**RL2D** RL3D SL2C

Unit 1: What is my perspective? (Fictional Narrative)

Content Area: English Language Arts	Course: ELA Grade 8	UNIT: What is my perspective? Narrative
Unit Description: By the end of the unit, students will: ● Understand procedures of readers'/writers' workshop. ● Effectively participate in collaborative discussions in order to extend their learning. ● Use effective techniques in fictional narrative writing. ● Produce clear and coherent writing using grade-level craft structures. ● Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, figurative language).	**Unit Timeline:** 8-9 Weeks	

DESIRED RESULTS

Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural, literate, collaborative members of society.

Understandings *– Students will understand that… (Big Ideas)*

1. Students will understand that workshop involves reading, writing, and working both independently and collaboratively.
2. Texts have both explicit and inferential meanings.
3. A text's theme or central idea is conveyed through particular details.
4. An author's purpose and audience determines the choice of style and craft.
5. A text's structure and features can contribute to the development of theme, setting, and plot in fiction, and ideas in informational literature.
6. A plot unfolds in a series of episodes, and that characters can change the plot as it moves towards the resolution.
7. Words and phrases can have a figurative or connotative meaning that affect the meaning or tone of the writing based on context.
8. Writing examines a topic using a variety of structures (Argumentative, Expository, and **Narrative**).
9. Writers use conventions to create meaning.

10. Collaborative discussions require a diverse group of learners to be prepared, knowledgeable, and open to new ideas by posing questions and answering questions.

Essential Questions: What is my perspective?

Students Will Know…	Standard	Students Will Be Able to …	Standard
The definition of conclusion and inference and how to think beyond the text when reading fiction; inferences need to be supported with evidence from the text	**RL1A**	**Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**RL1A**
The definition of conclusion and inference and how to think beyond the text when reading nonfiction; inferences need to be supported with evidence from the text	**RI1A**	**Draw conclusions, infer, and analyze by citing textual evidence that most strongly supports an analysis of what the text explicitly says as well as inferences drawn from the text.**	**RI1A**
Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems. Readers choose different strategies for different types of text.	RL3D	Read and comprehend literature literature, including stories, dramas, and poems independently and proficiently.	RL3D
The definitions of literary devices writers use to develop a piece (setting, characters, dialogue, conflict mood, theme, etc.)	RL2D	Analyze how literary elements are devices are used to develop setting, reveal character, advance the plot, and contribute meaning.	RL2D
The definitions of literary techniques writers employ to give readers a greater understanding and appreciation for the texts (simile, metaphor, personification, alliteration, imagery, hyperbole, irony, etc.)	RL1B	Determine the meaning of words and phrases as they are used in text including figurative and connotative meaning using context, affixes, or reference materials.	RL1B
The elements of narrative writing and the process writers follow to construct narrative pieces.	**W2Aa**	**Develop narratives, including poems, about real or imagined experiences which establish and maintain a consistent point of view, and include clearly identifies characters, well-structured event sequences, narrative techniques and relevant, descriptive details.**	**W2Aa**
The rules of standard English.	W3Ac	Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.	W3Ac
How to communicate using appropriate listening and speaking skills including verbal and nonverbal behaviors.	SL1A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SL1A

EVIDENCE of LEARNING			
Understanding	Standards	**Unit Performance Assessment**:	**Rigor/Relevance**
6, 8, 10	RL3D **W2A**	**Description of Assessment Performance Task(s):** *The point of view greatly impacts a piece of fiction. A publisher has approached you to rewrite either "The Landlady" or "The Monkey's Paw" due to a renewed interest in classic short stories. Your job is to rewrite one of the short stories from a different character's perspective.* Narrative Writing Performance Event **Teacher will assess narrative writing for the following traits:** 1. Narrative remains consistent with the original text. 2. Narrative establishes the setting. 3. Narrative includes essential characters and their motivations. 4. Narrative has a clear beginning, middle, and end. 5. Narrative addressed the major conflict with resolution. 6. Narrative is presented in logical sequence of events. **Performance:** **Mastery:** A score of 3 or 4 on Narrative Writing Scoring Guide. **Scoring Guide:** Narrative Writing Stars and Steps and Scoring Guide	D Critical Thinking **21st Century Skills** C Communication

SAMPLE LEARNING PLAN

Pre-assessment: Students will write a nonfiction personal narrative about an event or series of events in vivid detail. Students will complete this pre-assessment as timed writing. The teacher will use this assessment to develop strategy groups and provide differentiated instruction concerning narrative writing.

CR prompt: We all have experiences that stand out in our memories. Sometimes they are funny and exciting; sometimes they are scary or sad. Select an event or series of events from your life. Write about these events with vivid detail as if you are telling the story to a friend. Use descriptive language and imagery to paint a picture of the events for your reader.

Timed Writing STARS and STEPS and Rubric

Understanding	Standards	Major Learning Activities:	Instructional Strategy:	R/R Quadrant:
1	RL3D RI3D	**Workshop Refresher** Objective: We will understand the procedures of workshop in ELA. This lesson includes information on the following workshop components: - personalize learning by having kids reflect on previous experiences with ELA - independent reading - mini-lesson procedures - independent work time and conferencing - classroom library procedures - small, strategy groups (Consider creating a copy of this file and changing it to suit the needs of your classroom management plan.)	Advance Organizer	A
9	W3Ac	**Ongoing Mini-lesson: Mentor Sentences** Objective: We will understand how to write in a variety of sentence structures. Using Jeff Anderson's model for the teaching of language conventions, refer to his <u>Mechanically Inclined</u> book. For more information about using mentor sentences, student examples, and suggested texts, click on these resources below. Mentor Sentence Resources Ideas for Teaching Grammar in Workshop	Providing Practice Identifying Similarities and Differences	A B Critical Thinking Communication

		Introducing Mentor Sentences to Students Mentor Sentence Recording Sheet for Students Teachers should use writing samples from students to determine what structures are needed at the time. Suggested structures include, but are not limited to: ● Independent Clauses ● Dependent Clauses ● Simple Sentence ● Compound Sentence ● Complex Sentence ● Compound-Complex Sentence To develop an interactive lesson with mentor sentences, consider creating interactive notebooks where students complete writing problems and worksheets inside the notes for students in Google Slides.	Feedback	
2, 3, 5, 6	RL2D	**Ongoing Mini-lesson: Academic Vocabulary** Objective: We will know the definitions of academic vocabulary. We will understand that academic vocabulary is the lens through which we look at fiction and nonfiction text. We will be able to identify and analyze academic vocabulary in fiction and nonfiction texts. Teachers can give an academic vocabulary pre-assessment to determine the specific needs of each class and design minilessons and intervention groups based on the results of the pre-assessment. Teachers can use a variety of mentor texts to guide students in identifying and evaluating the use of academic vocabulary in fiction and nonfiction texts. Texts can include: poems, short stories, novels, speeches, articles, biographies, etc. Students can annotate texts to find, define, analyze, and evaluate academic vocabulary. Students should then return to their narrative writing pre-assessment and revise, adding literary devices modeled from mentor texts. Annotating Bookmarks Allusions Common Symbols in Literature Foreshadowing and Flashback	Providing Practice Feedback	A B D Critical Thinking

		[Literary Conflict](#) [Symbolism](#)		
2, 3, 4, 5, 6, 7	**RL1A** RL3D **RI1A** **RI2C** RI1D RI3D	**Ongoing Mini-lesson: Articles of the Week** Objective: We will be able to draw conclusions, infer, and analyze a text. Students should practice reading various short, fiction and nonfiction texts to improve reading comprehension and practice drawing conclusions, making inferences, and analyzing text features. Teachers can use online websites to assign articles of the week to whole classes and/or individual students. Teachers can differentiate text lexile and complexity to meet the needs of all students.Teachers are able to customize text selections and questions for students by standard, genre, themes, and devices. Texts can include: poems, short stories, novels, speeches, articles, biographies, etc. [CommonLit](#) [NewsELA](#) [ReadWorks](#)	Providing Practice Feedback	B Critical Thinking
2,3,4,5,6,7	**RL1A** **RL1B** RL1C **RL1D** RL3D **RI1A** **RI1B** RI1C RI3D	**Ongoing Mini Lesson: Independent Choice Reading** Objective: Students will be able to read a variety of fiction and nonfiction texts. Students should be reading at least four to six independent reading books per quarter. The expectation is that students will be journaling on a regular basis using the independent novel at that time. This is not to imply there are lessons to be taught for every independent reading book. [Modeling Independent Reading](#). The link will give you background information on independent reading. Working with your library media specialist, have students create a "Books I Plan to Read" list. They should be "Just Right" books. Working with the teacher, students need to set a goal to work toward during independent reading. Teacher will conference with students to help monitor the goal. The students should be working on comprehension skills being taught during whole class lessons and deeper analysis of the text. Teachers may use, but are not limited to, the suggested activities, resources, and structures listed below: ● Reader Response Journal: While reading, students should journal each day about what they are reading. [Journaling prompts](#) ● Status of the class: After reading independently, students will update their	Providing Practice	B D Critical Thinking

		status of the class page in their reading journal or process aloud with a partner. ● Book Completion List, Genre Chart (adapted from *The Book Whisperer*), and Goal Sheets: other ways for kids to track and monitor their reading goals. reading log, genre requirements graph ● Books I Plan to Read List: Students will update their list of books they would like to read throughout the year. These titles can come from peer recommendations during the status of the class talks, book talks, or other suggestions. ● Tweeting to Authors: When students finish a book throughout the year, they may connect to the author by tweeting them a question or comment about the book. Teachers will need to set up a Twitter account to be able to tweet. See the following examples of tweets and responses from authors Tweet Example 1 Tweet Example 2 ● Book Talks: In an effort to expose your students to a variety of titles, book talks should be done as often as possible--at least weekly. This can be done by the classroom teacher, staff, students, or library media specialist. Students will be expected to do at least one book talk a quarter but have the option to do more. As the year progresses, requirements and expectations will grow to include: multiple literary elements, text evidence, and technology (e.g. Google Slides, Prezi, or PowToon). Here is an example Book Talk Assignment and Book Talk Rubric. ● Assessment in Reader's Workshop		
1, 8, 10	**RI2D** W3A	**How to Provide Feedback to Classmates** Objective: We will understand how to provide constructive feedback to a peer. Using a recent writing sample, model how to edit and provide constructive feedback and comments on writing. Encourage students to provide comments about a positive aspect of the writing, a question about an emerging area, and a suggestion on how to improve the piece.	Feedback	B Communication Collaboration
7, 8, 9	**W2A**	**Journaling** Objective: We will be able to write with specific details and edit our work for conventions.	Providing Practice	B D

		Throughout the unit, incorporate journaling into daily lessons or workshop time to help prepare students for narrative writing. Use this as a warm up or as an option during independent work time. Journaling Prompts		Communication Critical Thinking

| 2, 3, 4, 5, 6, 7, 10 | **RL1A** RL2D RL3D RL2A RL2B RL2C RL2D RL3B **RI1A** **RI1B** RI1D RI2A **RI2C** SL1A **SL1B** | **Literature Circles/Book Clubs** Objective: We will know how to identify and using academic vocabulary found in a novel of our choice to analyze the elements of literature. We will be able to evaluate the effectiveness of academic vocabulary, or literary elements in a novel of our choice.

Students can create a novel wish list based off a prescribed list of text available Students can preview books in person, or the teacher can create a webquest for students to complete . Teachers will create small literature circles, or book clubs, and give students 2-3 weeks to read the novel. **Cooperative Learning**: Teachers will set meeting dates for the literature circles in which students will meet with their group and discuss the book so far. Discussions can focus on likes and dislikes, questions students have about the text, academic vocabulary (ex: setting, suspense, foreshadowing, flashback, figurative language, etc.), and predictions on what will happen in the text. Teachers should plan on having students meet at least three times during the process. Teachers can evaluate students on being prepared for the discussion and the quality of the discussion using the rubric provided. Novel Wish List Literature Circle Meeting Student Roles Literature Circle Meeting Rubric

Individual Accountability: Students will complete Thinkmark Notes, or some sort of note taking while reading. Students will identify literary elements in the text, quote or paraphrase the text, and evaluate the use of the element within the text. Students should be expected to complete at least eight evaluations of literary elements by the end of the text. Students will complete a Reader Response Journal for each reading day in class. Reader Response Journal Thinkmark Notes Thinkmark Notes Stars and Steps

Students will answer online discussion questions using a learning management system like Google Classroom or Schoology. Students will be required to answer one question online before the literature circle meeting date. Students should then respond to the answer of a peer, therefore having an online discussion. Sample | Cooperative Learning

Notetaking

Providing Practice | B D

Collaboration

Critical Thinking

Creativity |

	ISTE1c ISTE2	questions are linked below. Online Discussion Question Rubric Literature Circle Discussion Questions		
6,8	**W2A** **W2Aa** RL2D	**Narrative Writing Mini-lessons** Develop a Character - Direct or Indirect Characterization Objective: We will be able to incorporate direct and indirect characterization in our writing. Mini-lesson 1) Teacher will ask students to refer back to a mentor text previously read. Have students focus their discussions on the characters. Have students consider how the authors built those characters - through direct and indirect characterization. 2) Pull direct quotes from the mentor texts and examine if they are direct or indirect characterization. 3) Cut out the Characterization Sentence Strips sentences and pass out one to each student. Students will pair up with a classmate. Instruct students about which partner will read the sentence first. The second partner will take the sentence, written with direct characterization, and then quickly brainstorm a way to turn the sentence into indirect characterization. Complete an example or two with students first before they begin. Encourage students to pair up with at least 3-5 partners, talking about five minutes to discuss. 4) During independent work time, students will use the sentence strip with which they finished the activity and write a short one-to-two paragraph vignette about the character on their strip, focusing on incorporating details about their character using indirect characterization. Students will post to Google Classroom to be able to provide feedback to each other during another class period. Consider providing students with the option of writing a scene about a character in one of the mentor texts if they struggle with generating their own story. **Writing Dialogue** Objective: We will understand how to format and punctuate dialogue.	Cooperative Learning Advance Organizers	B D Critical Thinking Creativity Communication

		1) Using a mentor text, have students refer back to the text and pull out their favorite line of dialogue. Ask students to discuss what the purpose dialogue is in a story. Have students notice how the dialogue is punctuated and what the characters are saying. Ask students to consider what we learn from the dialogue and lead them to discussing how dialogue moves the story forward. 2) Review Dialogue Punctuation Rules in the Writing Dialogue worksheet. The dialogue excerpted in the worksheet comes from the film *A Few Good Men*. Consider showing the clip of the scene before reviewing the dialogue rules. Teachers may easily use information gathered from this activity to guide conferencing and/or strategy groups. 3) During independent work time, students will practice punctuating pre-written dialogue on the Dialogue Practice worksheet. After students finish the worksheet, they may have the option of taking their vignette from the Characterization mini-lesson and expand it by adding dialogue. Encourage students to edit their writing, checking closely for correctly written and punctuated dialogue. Students may also work with a shoulder partner in a shared Google Doc taking turns writing the voice for two character in the scenes. Students will post writing to Google Classroom for peer review and publishing.	Feedback	
1	RL1D RL2B RL2D RL3D	**Independent Reading Project** Objective: Students will be held accountable for their independent reading. Students will complete a project outside of class concerning one choice novel. Projects should be introduced at the beginning of each quarter, and students should work to complete the requirements by the end of each quarter. Independent reading projects should demonstrate students' understanding of novel as well as 8th grade ELA academic vocabulary. Teachers may or may not have students present to small peer groups for an authentic audience. Students may also present their projects by creating a movie, an Adobe Voice piece, or sharing it through Voicethread for others to comment on to create a book discussion. Resources for a sample project are listed below. 8th Grade ELA Reading Accountability Project 8th Grade ELA Reading Accountability Project Graphic Organizer 8th Grade ELA Reading Accountability Project Graphic Organizer Sample STARS and STEPS Feedback for 8th Grade ELA Reading Accountability Project Reading Accountability Project Presentation Rubric Peer Feedback Form for Reading Accountability Project Presentation	Providing Practice	B D Critical Thinking Communication

UNIT RESOURCES

Instructional Books
- *Mechanically Inclined* by Jeff Anderson
- *Everyday Editing* by Jeff Anderson
- *Book Love* by Penny Kittle
- *Reading Don't Fix No Chevys* by Michael Smith and Jeffrey Wilhelm

Possible Short Story Options
- "Raymond's Run" by Toni Cade Bambara
- "The White Umbrella" by Gish Jen
- "Flowers for Algernon" by Daniel Keyes
- "Ashes" by Susan Beth Pfeffer

Short Fiction and Nonfiction Texts
- CommonLit
- NewsELA
- ReadWorks

Novel Recommendations
- Book Love Reading List by Penny Kittle
- Gateway Readers Award
- Missouri Association of School Librarians
- Good Reads

Instructional Tools
- Google Classroom
- Socrative
- Quizizz
- Mentimeter
- Padlet
- EasyBib
- No Red Ink
- Paper Rater

- TedEd
- Discovery Education

Google Chrome Extensions
- Cite This for Me-Creates MLA citations easily
- Text to Speech-Allows students to speak into a mic rather than typing
- Loom-Video recorder screen webcam and mic
- Voice Instead-Reads texts to students in human voice

Other
- A Letter to Parents About Reading
- Supporting Independent Reading

Vocabulary:

8th Grade Essential Literary Terms

- active listening: active listening techniques (e.g., building trust and establishing rapport; demonstrating concern; paraphrasing to show understanding; nonverbal cues which show understanding such as nodding, eye contact, and leaning forward; brief verbal affirmations such as I see, I know, sure, or I understand)

- basic bibliographic information: minimum amount of bibliographic information as specified by a citation system (e.g., MLA, APA)

- central message or lesson/moral lesson/theme: main point or essence of the text; central message becomes theme in the upper grades

- character traits vs. personality traits: not synonymous; personality is one of many possible character traits (e.g., personality, physical appearance, speech, behavior/actions, thoughts/feelings, interactions with other characters)

- characterization: either direct (writer states character's personality) or indirect (writer develops character's personality through the character's actions, words, thoughts, interactions with other characters)

- citation: a reference which documents the source of a quote, fact, or idea (e.g., parenthetical citations are used internally in texts following the information, bibliographic citations are used at the end of texts in lists of works cited or consulted)

- citing textual evidence/cite evidence: to quote, paraphrase, summarize, and/or make brief reference to information from texts/source

materials in support of thinking, ideas, or answers; when forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found (does not refer to formal parenthetical documentation)

- conventions: rules or practices based on general consensus; apply to capitalization, punctuation, spelling, grammar, and usage

- decode: the process that a reader uses to recognize new words and meanings (e.g., phonics, word patterns, structural analysis, context clues)

- digital literacy: ability to use digital technology, communication tools, and networks to locate, evaluate, use, create, and share information

- digital media: any platform for or digital form of communication (e.g., wikis, blogs, digital videos, digital art, YouTube)

- digital sources: information published and organized electronically and available over a network or database, typically through the Internet

- digital text: text in digital format that can be accessed electronically; can be searched, rearranged, and/or read aloud by an electronic device

- diverse media varied ways for authors/creators to share ideas and messages with readers and/or viewers; media include written prose, poems, dramas, journals, live performances, films, videos, paintings, sculptures, posters, charts Diverse media in the Speaking and Listening strand refers to media that require listening. They contain an auditory component such as oral presentations, live discussions, performances, and video or auditory recordings.

- drafting a step in the writing process in which the writer takes the an idea during prewriting and begins to develop the text in the form the writer envisions; during the drafting process, the writer composes freely with a focus on developing the content of the writing

- evaluate: to make a judgment of quality based on evidence

- evidence: facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science

- formal style: avoids colloquial and conversational elements of informal writing; used for academic and business writing

- informal style: times at which a speaker or writer may incorporate a more relaxed tone and may, for effect, ignore some standard

grammar and usage rules

- literary nonfiction/narrative nonfiction: genre of writing that uses literary styles and techniques to create factually accurate narratives (e.g., biography, food writing, memoir, travel writing, some historical writing); brings real-life stories, such as personal experiences and historic events, to life using the techniques of fiction writing such as the incorporation of drama and depth of detail

- prewriting strategies/planning: a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing

- production/publishing: a step in the writing process in which the writer composes the text and presents it to the intended audience

- revising: part of writing and preparing quality presentations concerned with strengthening and reworking the content of a text relative to task, purpose, and audience (e.g., strong beginning, middle, and end; word choice; sentence structure; voice; deletion of unnecessary words, phrases, or sections)

- sentence structures: four basic sentence structures include
    - simple sentences: one independent clause and no dependent clauses, as in "The dog ate my homework."

    - compound sentence: two or more coordinate independent clauses, but no dependent clause, as in "George talked about global conflicts, and Harry listened to every word."

    - complex sentence: one independent clause and one or more dependent clauses, as in "I knew when you came in."

    - compound-complex sentence: compound sentence with two or more independent clauses and one or more dependent clauses, as in "Teachers speak and students listen when both are involved."

- sentence variety: writing sentences other than with the basic subject-verb-object structure; making use of introductory phrases and clauses and/or varying sentence lengths to create more interest in the pacing and flow of the piece of writing

- standard citation system/standard format for citation: means for providing consistent, formal references to sources. (It is not necessary for students to memorize a specific style (e.g., MLA, APA); students should instead know how to use whichever style manual/guide is required for a particular research assignment.)

- supporting details: examples provided to describe, explain, or reinforce the main idea

- synthesize: integrate a number of ideas, pieces of information, or data into a coherent whole

- narrative—conveys experience, either real or imaginary, and uses time as its deep structure; relates a story or a personal essay (e.g., anecdote, autobiography, memoir); can be used for many purposes, such as to inform, describe, instruct, persuade, or entertain

- textual evidence: specific support found in a text

- voice: distinctive tone or style of a particular writer; a reflection of the personality of the writer

- writing process: non-linear, recursive steps used by writers in producing text, generally include prewriting, drafting, revising, proofreading/editing, publishing

Unit 2: What is Truth? Expository Writing

Content Area: English Language Arts	Course: ELA Grade 8	UNIT: What is truth? Expository Writing
Unit 2: What is truth? Expository By the end of the unit, students will: ● Produce clear and coherent writing using grade-level craft structures. ● Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, figurative language). ● Understand and be able to evaluate a source's credibility. ● Be able to write a text summary devoid of opinion. ● Effectively participate in collaborative discussions in order to extend their learning.		**Unit Timeline:** 8-9 Weeks

DESIRED RESULTS

Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.

Understandings – *Students will understand that… (Big Ideas)*
1. Students will understand that workshop involves reading, writing, and working both independently and collaboratively.
2. Texts have both explicit and inferential meanings.
3. A text's theme or central idea is conveyed through particular details.
4. An author's purpose and audience determines the choice of style and craft.
5. A text's structure and features can contribute to the development of theme, setting, and plot in fiction, and ideas in informational literature.
6. A plot unfolds in a series of episodes, and that characters can change the plot as it moves towards the resolution.
7. Words and phrases have can have a figurative or connotative meaning that affect the meaning or tone of the writing based on context.
8. Writing examines a topic using a variety of structure (Argumentative, **Expository,** and Narrative).
9. Researchers gather information from multiple, credible sources while avoiding plagiarism.
10. Writers use conventions to create meaning.
11. Collaborative discussions require a diverse group of learners to be prepared, knowledgeable, and open to new ideas by posing questions and answering questions.

Essential Questions: What is truth?

Students Will Know…	Standard	Students Will Be Able to …	Standard
The definition of conclusion and inference and how to think beyond the text when reading fiction; inferences need to be supported with evidence from the text as well as commentary that demonstrates deep, critical thinking.	**RL1A**	**Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**RL1A**
The definition of conclusion and inference and how to think beyond the text when reading nonfiction; inferences need to be supported with evidence from the text.	**RI1A**	**Draw conclusions, infer, and analyze by citing textual evidence that most strongly supports an analysis of what the text explicitly says as well as inferences drawn from the text.**	**RI1A**
Readers use a multitude of strategies to comprehend nonfiction texts.	RI3D	Read and comprehend informational text independently and proficiently.	RI3D
Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems. Readers choose different strategies for different types of text.	RL3D	Read and comprehend literature, including stories, dramas, and poems independently and proficiently.	RL3D
The definitions of literary devices writers use to develop a piece (setting, characters, dialogue, conflict mood, theme, etc.)	RL2D	Analyze how literary elements are devices are used to develop setting, reveal character, advance the plot, and contribute meaning.	RL2D
The definitions of literary techniques writers employ to give readers a greater understanding and appreciation for the texts (simile, metaphor, personification, alliteration, imagery, hyperbole, irony, etc.)	RL1B	Determine the meaning of words and phrases as they are used in text including figurative and connotative meanings using context, affixes, or reference materials.	RL1B
The elements of narrative writing and the process writers follow to construct expository pieces.	**W2Ab**	**Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.**	**W2Ab**
The rules of standard English.	W3Ac	Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.	W3Ac
How to communicate using appropriate listening and speaking skills including verbal and nonverbal behaviors.	SL1A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SL1A

The process for editing and revising writing.	W3A	Review, revise, and edit writing with consideration for the task, purpose, and audience.	W3A
The process for identifying the main idea(s), and provide a summary.	RI1D	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	RI1D
The how to identify visual elements in nonfiction as well as the purpose of those elements.	RI1C	Interpret visual elements of a text including those from different media, and draw conclusions from them (when applicable).	RI1C

EVIDENCE of LEARNING			
<u>Understanding</u>	<u>Standards</u>	<u>**Unit Performance Assessment**</u>:	<u>**R/R Quadrant**</u>

8, 9, 10	**RI1A**
	RI3D
	W2A
	W3A
	
	ISTE 1
	ISTE 2
		Description of Assessment Performance Task(s):
		Students will conduct research from three predetermined texts to develop a thesis and evidence in response to the following prompt:
		
		The public library would like to compile a collection of essays to promote literacy and reading in the community. They have asked students to provide information on the lifelong benefits of reading. Using the research provided, write an expository essay to send to the library for use in the collection.
		
		Expository Writing Performance Event
		Expository Writing Graphic Organizer 1
		Expository Writing Graphic Organizer 2
		
		Teacher will assess expository essay for the following qualities:
		1. clearly communicated thesis/controlling idea.
		2. logical organizational structure with effective introduction, body, and conclusion paragraphs.
		3. thorough elaboration of evidence that supports the thesis/controlling idea.
		
		Performance:
		  Mastery:
		    A score of 3 or 4 in all areas of the Expository Scoring Guide.
		
		  Scoring Guide:
			Rigor/Relevance
			
			B
			
			21st Century Skills
			
			Critical Thinking
			
			Communication

		[Expository Essay Stars and Steps and Scoring Guide](#)	

	SAMPLE LEARNING PLAN	

Pre-assessment: Students will complete a timed writing on an expository writing prompt. Some sample prompts include:
1. Why is honesty important in a friendship?
2. Explain the problems, both personal and societal, that result from obesity.
3. Describe the purposes of the Internet. Include various viewpoints, including that of users and providers.
4. Discuss the importance of not procrastinating.
5. Brothers and sisters do not always get along. Describe the kinds of problems this conflict creates in families and the best way to handle a situation like this.

Students should spend 3-5 minutes brainstorming ideas and then work to produce a 3-5 paragraph expository essay.

Understanding	Standards	Major Learning Activities: Elements of an Expository Essay (Unit 2 Anchor Charts)	Instructional Strategy:	R/R Quadrant:
10	W3A	**Ongoing Mini Lesson: Mentor Sentences** Objective: We will be able to write using standard English conventions. Using Jeff Anderson model for the teaching of language conventions, refer to his <u>Mechanically Inclined</u> book. For more information about using mentor sentences, student examples, and suggested texts, teachers may use the resources below. Mentor Sentence Resources Ideas for Teaching Grammar in Workshop Introducing Mentor Sentences to Students Mentor Sentence Recording Sheet for Students -Teachers should use writing samples from students to determine what structures are needed at the time. Suggested structures include, but are not limited to: • Independent Clauses • Dependent Clauses • Simple Sentence • Compound Sentence • Complex Sentence • Compound-Complex Sentence To develop an interactive lesson with mentor sentences, consider creating interactive notebooks where students complete writing problems and	Identifying Similarities and Differences Providing Practice	A B Critical Thinking Communication

2, 3, 5, 6	RL2D	worksheets inside the notes for students in Google Slides.		
		Ongoing Mini-lesson: Academic Vocabulary	Providing Practice Feedback	A B D
		Objectives: We will know the definitions of academic vocabulary. We will understand that academic vocabulary is the lens through which we look at fiction and nonfiction text. We will be able to identify and analyze academic vocabulary in fiction and nonfiction texts. Teachers can use a variety of mentor texts to guide students in identifying and evaluating the use of academic vocabulary in fiction and nonfiction texts. Texts can include: poems, short stories, novels, speeches, articles, biographies, etc. Students can annotate texts to find, define, analyze, and evaluate academic vocabulary. Mini-lessons can focus on, but are not limited to: Theme Mood and Tone Suspense		Critical Thinking

2, 3, 4, 5, 6, 7	**RL1A** RL3D **RI1A** RI1D **RI2C** RI3D	**Ongoing Mini-lesson: Articles of the Week** Objective: We will be able to draw conclusions, infer, and analyze a text. Students should practice reading various short, fiction and nonfiction texts to improve reading comprehension and practice drawing conclusions, making inferences, and analyzing text features. Teachers can use online websites to assign articles of the week to whole classes and/or individual students. Teachers can differentiate text lexile and complexity to meet the needs of all students.Teachers are able to customize text selections and questions for students by standard, genre, themes, and devices. Texts can include: poems, short stories, novels, speeches, articles, biographies, etc. Common Lit NewsELA ReadWorks	Providing Practice Feedback	B Critical Thinking
1,2,3,4,5,6, 7	**RL1A** **RL1B** RL1C **RL1D** RL3D **RI1A** **RI1B** RI1C RI3D	**Ongoing Mini-lesson: Independent Choice Reading** Objective: Students will be able to read a variety of fiction and nonfiction texts. Students should be reading at least four to six independent reading books per quarter. The expectation is that students will be journaling on a regular basis using the independent novel at that time. This is not to imply there are lessons to be taught for every independent reading book. Modeling Independent Reading. The link will give you background information on independent reading. Working with your library media specialist, have students create a "Books I Plan to Read" list. They should be "Just Right" books. Working with the teacher, students need to set a goal to work toward during independent reading. Teacher will conference with students to help monitor the goal. The students should be working on comprehension skills being taught during whole class lessons and deeper analysis of the text. Teachers may use, but are not limited to, the suggested activities, resources, and structures listed below: ● Reader Response Journal: While reading, students should journal each day about what they are reading. Journaling prompts ● Status of the class: After reading independently, students will update their status of the class page in their reading journal or process aloud	Providing Practice	B D C Critical Thinking Communication Creativity

		with a partner.		
		• Book Completion List, Genre Chart (adapted from *The Book Whisperer*), and Goal Sheets: other ways for kids to track and monitor their reading goals. reading log, genre requirements graph		
		• Books I Plan to Read List: Students will update their list of books they would like to read throughout the year. These titles can come from peer recommendations during the status of the class talks, book talks, or other suggestions.		
		• Tweeting to Authors: When students finish a book throughout the year, they may connect to the author by tweeting them a question or comment about the book. Teachers will need to set up a Twitter account to be able to tweet. See the following examples of tweets and responses from authors Tweet Example 1 Tweet Example 2		
		• Book Talks: In an effort to expose your students to a variety of titles, book talks should be done as often as possible--at least weekly. This can be done by the classroom teacher, staff, students, or library media specialist. Students will be expected to do at least one book talk a quarter but have the option to do more. As the year progresses, requirements and expectations will grow to include: multiple literary elements, text evidence, and technology (e.g. Google Slides, Prezi, or PowToon). Here is an example Book Talk Assignment and Book Talk Rubric.		
		• Assessment in Reader's Workshop		
9	W3Ac	**Mini-lesson: Text Structures: Writing in past tense** Objectives: We will know what a verb is. We will be understand why verb tense consistency is important. We will be able to write consistently in past tense in our own writing. Mini-lesson: Through data collected in the pretest and mentor sentences minilessons, create strategy groups based on verb usage. Teacher will construct lessons to review what a verb is with students and discuss verb tense consistency. Teacher will provide examples of sentences in which the verb tense shifts within a sentence, between sentences, and when a shift in verb tense might be necessary.	Providing Practice Cooperative Learning	B Critical Thinking

		Cooperative Practice: Teacher can provide a cooperative learning opportunity for students to identify and correct verb tense inconsistencies. This can be completed with stations that contain examples of passages with verb tense issues. Student roles should be assigned at each station. **Independent Practice:** After students have had practice in finding inconsistencies in verb tenses in other's writing, students will complete a 10-20 minute timed writing in which they write one to three paragraphs about something they experienced and they need to write in the present tense. Then, students should highlight the verbs in their own writing and change them to past tense. Students can share their writing with another student and that student can check for verb tense consistency and give feedback to their peer.		
2, 3, 4, 5, 7	**RI1A** **RI1B** RI1D RI2A RI2D ISTE3a	**Mini-lesson: Interpreting and Analyzing Nonfiction Texts** Objective: Students will be able to interpret visual elements and annotate non fiction texts. Students will review the various text features found in nonfiction texts. Students will read teacher-selected nonfiction texts to analyze the purpose of the text features and how to utilize the information to improve reading comprehension. To provide students with practice, the instructor can upload a nonfiction text to Voicethread, make comments to model how to analyze the text features, and then include additional articles for groups of students to comment on and analyze the text and its features together. Nonfiction Text Features Annotation Bookmark The Elements of THIEVES	Note-taking: annotating	A B D Critical Thinking
8, 9	W2Ab ISTE6a b	**Mini-lesson: How to Write and Send an Email** Objective: We will be able to craft and send an email using proper email etiquette. Students will learn how to properly send a quality email to communicate using 21st century skills. Students may complete an email flipped lesson.	Note-taking Feedback	B D Critical Thinking Creativity

		Email Etiquette Flipped Lesson Student Note Sheet for Flipped Lesson Email Etiquette STARS and STEPS Feedback			
8, 9	**RL1A** **RI1A** W2Ac	**Mini-lesson: Embedding and Citing Quotes Effectively** Objective: We will be able to embed quotes appropriately and effectively in our writing to support a claim. Students will learn how to embed and cite quotes effectively in their writing to support a claim. Students should build upon prior knowledge of a quality constructed response. Students should learn various ways to introduce quotes and practice using multiple sentence stems. In addition, students should learn to use alternatives to "said" to introduce a quote. To start the discussion on embedding quotes, students can post on Today's Meet about their "favorite" or most effective sentence starters they use in their writing. Integrating Quotations Seamlessly Into Writing Sentence Starters Synonyms for Said	Providing Practice	B Critical Thinking
8, 9	W2Ab	**Mini-lesson: Elements of Quality Expository Writing** Objective: Students will be able to determine the elements of an expository essay. Students will understand the difference between essay scores: 4 (advanced), 3 (proficient), 2 (basic), 1 (below basic). Students should examine the elements of a quality expository essay. Students should view multiple sample expository essays. Students may use the expository essay rubric to identify specific elements as well as determine how to integrate those items into an expository essay. Students should practice scoring sample expository essays using teacher-provided resources. Sample Informational Essays to Score 1 Sample Informational Essays to Score 2 Analyzing Student Essays Score Sheet	Advance Organizers Identifying Similarities and Differences	B C D Critical Thinking
		Minilesson: Creating Strong Introductions and Conclusions			

8, 9	W2Ab	Objective: Students will be able to craft engaging, well-developed introductions and conclusions. Students will analyze informational mentor texts to learn about the various ways to create a powerful introduction to hook the audience as well as an impactful conclusion. Students will practice using multiple approaches, and use teacher feedback to revise their writing. Students may also provide peer feedback, and/or self-assess their original introductions and conclusions. Teachers may use the resources provided and/or other similar supplemental materials. Introductions Happy Endings Introduction and Conclusion Writing Practice	Providing Practice Similarities and Differences Feedback	B C D Critical Thinking Creativity
9	W2Ab ISTE3a c	**Minilesson: Utilizing Transitions Appropriately** Objective: Students will be able to use transitional words and phrases to improve the flow of their writing. Students will analyze and practice utilizing transitions appropriately to improve the flow of writing. Students may view mentor texts to examine how authors incorporate transitions masterfully. Students may also revisit and revise their own writing to improve the quality of transitional words and phrases and/or provide peer feedback concerning the use of transitions. Purdue OWL: Transitional Devices	Summarizing and Notetaking Identifying Similarities and Differences Feedback	B C D Critical Thinking
2, 3, 8, 9, 10	**RL1A** RL1B **RL1D** **RI1A** **RI1B** RI1D ISTE	**Minilesson: Summarizing** Objective: Students will know how to pull the main idea from a text and construct a quality and complete summary. Students will understand that summarizing takes interrelated skills such as finding key words, paraphrasing, categorizing, and finding main ideas. Students will be able to produce clear and concise summaries of pieces of their own writing as well as the writing of others. Students should be either given a writing prompt or allowed to free write about a topic of their choice for ten minutes. Teachers should have students quickly	Summarizing and Notetaking Identifying Similarities and Differences Feedback	B C D Critical Thinking Communication Collaboration

| | 3ac | underline or highlight the 5 most important words. Teachers should be able to determine what the student wrote about based on these five words. Students can share out with the whole class, or with a partner to see if they can determine what the student was writing about based on the five words they underlined or highlighted. This can be an ongoing activity that accompanies any quick writing that occurs in class.
Students should then be given short passages or parts of text to practice summarizing using the 5 most important word technique and/or the CITW summarizing framework. Teachers may pull resources from News ELA, Common Lit, Wonderopolis, etc. Students should be practicing with informational text in this unit to prepare for the performance event. Students can use Google Drawings to create a nonlinguistic representation of their summary. | | Creativity |
| 10 | SL1A
SL1B
SL1C
SL2A
SL2B | **Activity: Socratic Seminar**
Objective: Students will be able to prepare for a formal discussion by using text evidence to support a claim(s) and exercise appropriate listening and speaking skills.

Students will participate in a Socratic seminar on a topic(s) determined by the teacher and/or students. Students should begin the activity by learning about the structure and elements of a quality Socratic seminar using the resources provided and/or other teacher preferred resources.. The teacher should emphasize the importance employing high-quality listening and speaking skills. Students will read teacher-selected texts and/or gather individual informational texts. Students analyze the claims and evidence presented in the informational texts and prepare for the Socratic seminar discussion in advance. Students should have the opportunity to participate in a discussion, observe a discussion, provide peer feedback, and reflect on their individual performance.

Socratic Seminars: Patience and Practice
Socratic Seminar Graphic Organizer
Socratic Seminar Rubric
Socratic Seminar Dos and Don'ts
Socratic Seminar Observation T-Chart
Socratic Seminar Self-Evaluation
Socratic Seminar Teacher Evaluation | Cooperative Learning

Feedback

Summarizing and Notetaking | B
C
D

Critical Thinking

Communication

Collaboration |

	W2Ab	**Activity: Independent Writing Project: Writing Nonfiction** Objective: Students will know the various types of nonfiction writing. Students will understand how to utilize mentor texts as models for writing. Students will be able to produce a cohesive nonfiction writing piece of their choice. Students need to be exposed to other writing formats in addition to expository essays. With this independent writing project, students are able to pick a topic and format of their choice to explore the options available when writing nonfiction. Teachers can introduce students to various nonfiction platforms by asking students to name things they read in their everyday lives. Answers will vary, but will probably include items like instruction manuals, cookbooks, blogs, movie review, magazine articles, etc. Teachers can also pull mentor texts for students to look at when generating a list of nonfiction writing platforms. Students will follow the writing process from brainstorming through publishing to create an authentic piece of nonfiction. Independent Nonfiction Writing Project	Providing Practice	B C D Critical Thinking Communication

UNIT RESOURCES

Instructional Books
- *Mechanically Inclined* by Jeff Anderson
- *Everyday Editing* by Jeff Anderson
- *Book Love* by Penny Kittle
- *Reading Don't Fix No Chevys* by Michael Smith and Jeffrey Wilhelm

Short Fiction and Nonfiction Texts
- CommonLit
- NewsELA
- ReadWorks

Novel Recommendations
- Book Love Reading List by Penny Kittle
- Gateway Readers Award
- Missouri Association of School Librarians
- Good Reads

Instructional Tools
- Google Classroom
- Socrative
- Quizizz
- Mentimeter
- Padlet
- EasyBib
- No Red Ink
- Paper Rater
- TedEd
- Discovery Education

Google Chrome Extensions
- Cite This for Me-Creates MLA citations easily
- Text to Speech-Allows students to speak into a mic rather than typing
- Loom-Video recorder screen webcam and mic
- Voice Instead-Reads texts to students in human voice

Other
- [A Letter to Parents About Reading](#)
- [Supporting Independent Reading](#)

Vocabulary:
- active listening: active listening techniques (e.g., building trust and establishing rapport; demonstrating concern; paraphrasing to show understanding; nonverbal cues which show understanding such as nodding, eye contact, and leaning forward; brief verbal affirmations such as I see, I know, sure, or I understand)

- basic bibliographic information: minimum amount of bibliographic information as specified by a citation system (e.g., MLA, APA)

- biographic: relating to/telling a story about the life of a real person

- central message or lesson/moral lesson/theme: main point or essence of the text; central message becomes theme in the upper grades

- character traits vs. personality traits: not synonymous; personality is one of many possible character traits (e.g., personality, physical appearance, speech, behavior/actions, thoughts/feelings, interactions with other characters)

- characterization: either direct (writer states character's personality) or indirect (writer develops character's personality through the character's actions, words, thoughts, interactions with other characters)

- citation: a reference which documents the source of a quote, fact, or idea (e.g., parenthetical citations are used internally in texts following the information, bibliographic citations are used at the end of texts in lists of works cited or consulted)

- citing textual evidence/cite evidence: to quote, paraphrase, summarize, and/or make brief reference to information from texts/source materials in support of thinking, ideas, or answers; when forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found (does not refer to formal parenthetical documentation)

- conventions: rules or practices based on general consensus; apply to capitalization, punctuation, spelling, grammar, and usage

- decode: the process that a reader uses to recognize new words and meanings (e.g., phonics, word patterns, structural analysis, context clues)

- digital literacy: ability to use digital technology, communication tools, and networks to locate, evaluate, use, create, and share information

- digital media: any platform for or digital form of communication (e.g., wikis, blogs, digital videos, digital art, YouTube)

- digital sources: information published and organized electronically and available over a network or database, typically through the Internet

- digital text: text in digital format that can be accessed electronically; can be searched, rearranged, and/or read aloud by an electronic device

- diverse media varied ways for authors/creators to share ideas and messages with readers and/or viewers; media include written prose, poems, dramas, journals, live performances, films, videos, paintings, sculptures, posters, charts Diverse media in the Speaking and Listening strand refers to media that require listening. They contain an auditory component such as oral presentations, live discussions, performances, and video or auditory recordings.

- drafting a step in the writing process in which the writer takes the an idea during prewriting and begins to develop the text in the form the writer envisions; during the drafting process, the writer composes freely with a focus on developing the content of the writing

- evaluate: to make a judgment of quality based on evidence

- evidence: facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science

- formal style: avoids colloquial and conversational elements of informal writing; used for academic and business writing

- informal style: times at which a speaker or writer may incorporate a more relaxed tone and may, for effect, ignore some standard grammar and usage rules

- literary nonfiction/narrative nonfiction: genre of writing that uses literary styles and techniques to create factually accurate narratives (e.g., biography, food writing, memoir, travel writing, some historical writing); brings real-life stories, such as personal experiences and historic events, to life using the techniques of fiction writing such as the incorporation of drama and depth of detail

- prewriting strategies/planning: a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing

- production/publishing: a step in the writing process in which the writer composes the text and presents it to the intended audience

- revising: part of writing and preparing quality presentations concerned with strengthening and reworking the content of a text relative to task, purpose, and audience (e.g., strong beginning, middle, and end; word choice; sentence structure; voice; deletion of unnecessary words, phrases, or sections)

- sentence structures: four basic sentence structures include

- simple sentences: one independent clause and no dependent clauses, as in "The dog ate my homework."

    - compound sentence: two or more coordinate independent clauses, but no dependent clause, as in "George talked about global conflicts, and Harry   listened to every word."

    - complex sentence: one independent clause and one or more dependent clauses, as in "I knew when you came in."

    - compound-complex sentence: compound sentence with two or more independent clauses and one or more dependent clauses, as in "Teachers speak and students listen when both are involved."

- sentence variety: writing sentences other than with the basic subject-verb-object structure; making use of introductory phrases and clauses and/or varying sentence lengths to create more interest in the pacing and flow of the piece of writing

- standard citation system/standard format for citation: means for providing consistent, formal references to sources. (It is not necessary for students to memorize a specific style (e.g., MLA, APA); students should instead know how to use whichever style manual/guide is required for a particular research assignment.)

- supporting details: examples provided to describe, explain, or reinforce the main idea

- synthesize: integrate a number of ideas, pieces of information, or data into a coherent whole

- informational/explanatory—conveys information accurately (e.g., literary analyses, scientific and historical reports, summaries, memos, reports, applications, résumés, expository writing)
- textual evidence: specific support found in a text

- voice: distinctive tone or style of a particular writer; a reflection of the personality of the writer

- writing process: non-linear, recursive steps used by writers in producing text, generally include prewriting, drafting, revising, proofreading/editing, publishing

Unit 3: What do I believe? Research/Argumentative Writing

Content Area: English Language Arts	Course: ELA Grade 8	UNIT: What do I believe? Argumentative Writing
Unit 3: What do I believe? Research/Argumentative By the end of the unit, students will: ● Understand and analyze how authors develop claims in nonfiction. ● Cite evidence in argumentative writing. ● Understand and analyze how authors develop literary elements in fiction and nonfiction (such as plot, characterization, conflict, theme, setting, and figurative language). ● Understand and be able to determine an author's point of view and purpose for writing and analyze how authors develop arguments through claims that are supported by reasons and evidence. ● Produce clear and coherent argument in writing by incorporating clear reasons supported by relevant evidence. ● Effectively participate in collaborative discussions in order to extend their learning.		**Unit Timeline:** 8-9 weeks

DESIRED RESULTS

Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as culturally literate, collaborative members of society.

Understandings – *Students will understand that… (Big Ideas)*
1. Workshop involves reading, writing, and working both independently and collaboratively.
2. Texts have both explicit and inferential meanings.
3. An author's purpose and audience determines the choice of style and craft.
4. A text's structure and features can contribute to the development ideas in informational texts.
5. Writing examines a topic using a variety of structure (**Argumentative**, Informative, and Narrative).
6. Researchers gather information from multiple, credible sources while avoiding plagiarism.
7. Writers use conventions to create meaning.
8. Collaborative discussions require a diverse group of learners to be prepared, knowledgeable, and open to new ideas.

Essential Questions: **What do I believe?**

Students Will Know…	Standard	Students Will Be Able to …	Standard
The definition of conclusion and inference and how to think beyond the text when reading fiction; inferences need to be supported with evidence from the text as well as commentary that demonstrates deep, critical thinking.	**RL1A**	**Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**RL1A**
The definition of conclusion and inference and how to think beyond the text when reading nonfiction; inferences need to be supported with evidence from the text	**RI1A**	**Draw conclusions, infer, and analyze by citing textual evidence that most strongly supports an analysis of what the text explicitly says as well as inferences drawn from the tex.**	**RI1A**
Readers use a multitude of strategies to comprehend nonfiction texts.	RI3D	Read and comprehend informational text independently and proficiently.	RI3D
Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems. Readers choose different strategies for different types of text.	RL3D	Read and comprehend literature, including stories, dramas, and poems independently and proficiently.	RL3D
The definitions of literary devices writers use to develop a piece (setting, characters, dialogue, conflict mood, theme, etc.)	RL2D	Analyze how literary elements are devices are used to develop setting, reveal character, advance the plot, and contribute meaning.	RL2D
The definitions of literary techniques writers employ to give readers a greater understanding and appreciation for the texts (simile, metaphor, personification, alliteration, imagery, hyperbole, irony, etc.)	RL1B	Determine the meaning of words and phrases as they are used in text including figurative and connotative meanings using context, affixes, or reference materials.	RL1B
The elements of argumentative writing and the process writers follow to construct expository pieces.	**W2Ac**	**Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships among claims, counterclaims, and supporting evidence**	**W2Ac**
The rules of standard English.	W3Ac	Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.	W3Ac
How to communicate using appropriate listening and speaking skills including verbal and nonverbal behaviors.	SL1A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SL1A

The process for editing and revising writing.	W3A	Review, revise, and edit writing with consideration for the task, purpose, and audience.	W3A
The qualities of a sound argument as well as how to determine irrelevant evidence.	**RI2D**	**Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.**	**RI2D**
How to recognize conflicting information in two or more texts.	RI3B	Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.	RI3B
The steps for completing formal research including the following: generating research questions; gathering evidence; assessing sources; and citing evidence.	W1A	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information to answer a question from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W1A
The definition of argument, claim, counterclaim, and evidence; the steps to assessing a claim, reasoning, and evidence.	**SL1B**	**Delineate a speaker's argument and claims evaluating reasoning and sufficiency in order to pose questions that connect the ideas of speakers and respond to others; questions and comments with relevant evidence, observations, and ideas.**	**SL1B**

EVIDENCE of LEARNING			
Understanding	Standards	**Unit Performance Assessment**:	**R/R Quadrant**
		Description of Assessment Performance Task(s): Students choose one:	
5,6, 7	**RI1A** RI3D **W2A** W3A	A) The Francis Howell School District school board is thinking of implementing single-sex classes. They are seeking input from students and community members on the issue.	D
		B) The Francis Howell School District is considering the implementation of random drug testing of students in middle and high school. They are seeking input from students and community members on the issue.	**21st Century Skills** Collaboration
		C) The Francis Howell School District is considering returning to year round school for the district. They are seeking student input on this matter.	Communication

Write an argumentative essay that presents a clear, debatable argument on this issue to be shared with the board members. Your tasks are as follows:
- Create a claim
- Support your claim with the research provided
- Include sufficient evidence and commentary
- Thoroughly address the counterclaim
- Use MLA format to properly cite quotations as well as paraphrase information to avoid plagiarism
- Construct a Works Cited page in MLA format.

Argumentative Writing Prompt
Single Gender Classrooms Article
Single Gender Classroom Article
Single Gender Education Article
Single Gender Education Article
Drug testing article
Drug testing article
Drug testing article
Year Round School Article
Year Round School Article
Year Round School Article
Year Round School Article

Teacher will assess argumentative writing for the following traits:

1. Logical organizational structure with effective introduction, body, and conclusion paragraphs.
2. Clearly communicated claim.
3. Evidence cited in MLA format.
4. Thorough elaboration of evidence that clearly supports the claim.

Performance:
Mastery:
A score of 3 or 4 in all areas of the Argumentative Scoring Guide.

Scoring Guide:
Argumentative Essay Stars and Steps and Scoring Guide

SAMPLE LEARNING PLAN				
Understanding	**Standards**	**Major Learning Activities:**	**Instructional Strategy:**	**R/R Quadrant:**
9	W3Ac	**Ongoing Mini-lesson: Mentor Sentences** Objective: We will understand how to write in a variety of sentence structures. Using Jeff Anderson model for the teaching of language conventions, refer to his <u>Mechanically Inclined</u> book. For more information about using mentor sentences, student examples, and suggested texts, click on these resources below. Mentor Sentence Resources Ideas for Teaching Grammar in Workshop Introducing Mentor Sentences to Students Mentor Sentence Recording Sheet for Students Teachers should use writing samples from students to determine what structures are needed at the time. Suggested structures include, but are not limited to: ● Independent Clauses ● Dependent Clauses ● Simple Sentence ● Compound Sentence ● Complex Sentence ● Compound-Complex Sentence To develop an interactive lesson with mentor sentences, consider creating interactive notebooks where students complete writing problems and worksheets inside the notes for students in Google Slides.	Providing Practice Identifying Similarities and Differences Feedback	A B Critical Thinking Communication
2, 3, 5, 6	RL2D	**Ongoing Mini-lesson: Academic Vocabulary** Objective: We will know the definitions of academic vocabulary. We will understand that academic vocabulary is the lens through which we look at fiction and nonfiction text. We will be able to identify and analyze academic vocabulary in fiction and nonfiction texts.	Providing Practice Feedback	A B D Critical Thinking

		Teachers can use a variety of mentor texts to guide students in identifying and evaluating the use of academic vocabulary in fiction and nonfiction texts. Texts can include: poems, short stories, novels, speeches, articles, biographies, etc. Students can annotate texts to find, define, analyze, and evaluate academic vocabulary. Annotating Bookmarks Minilessons on: Thesis Theme Author's purpose Mood and Tone Connotation Denotation Context Clues Inference		
2, 3, 4, 5, 6, 7	**RL1A** RL3D **RI1A** RI1D **RI2C** RI3D	**Ongoing Mini-lesson: Articles of the Week** Objective: We will be able to draw conclusions, infer, and analyze a text. Students should practice reading various short, fiction and nonfiction texts to improve reading comprehension and practice drawing conclusions, making inferences, and analyzing text features. Teachers can use online websites to assign articles of the week to whole classes and/or individual students. Teachers can differentiate text lexile and complexity to meet the needs of all students.Teachers are able to customize text selections and questions for students by standard, genre, themes, and devices. Texts can include: poems, short stories, novels, speeches, articles, biographies, etc. Common Lit NewsELA ReadWorks	Providing Practice Feedback	B Critical Thinking
1,2,3,4,5,6, 7	**RL1A** **RL1B** RL1C **RL1D** RL3D	**Ongoing Mini-lesson: Independent Choice Reading** Objective: Students will be able to read a variety of fiction and nonfiction texts. Students should be reading at least four to six independent reading books per quarter. The expectation is that students will be journaling on a regular basis using the independent novel at that time. This is not to imply there are lessons	Providing Practice	B D C Critical

RI1A	to be taught for every independent reading book. Modeling Independent Reading. The link will give you background information on independent reading. Working with your library media specialist, have students create a "Books I Plan to Read" list. They should be "Just Right" books. Working with the teacher, students need to set a goal to work toward during independent reading. Teacher will conference with students to help monitor the goal. The students should be working on comprehension skills being taught during whole class lessons and deeper analysis of the text. Teachers may use, but are not limited to, the suggested activities, resources, and structures listed below:		Thinking
RI1B			
RI1C			Communication
RI3D			Creativity
	● Reader Response Journal		
	● Status of the class: After reading independently, students will update their status of the class page in their reading journal or process aloud with a partner.		
	● Book Completion List, Genre Chart (adapted from *The Book Whisperer*), and Goal Sheets: other ways for kids to track and monitor their reading goals. reading log, genre requirements graph		
	● Books I Plan to Read List: Students will update their list of books they would like to read throughout the year. These titles can come from peer recommendations during the status of the class talks, book talks, or other suggestions.		
	● Tweeting to Authors: When students finish a book throughout the year, they may connect to the author by tweeting them a question or comment about the book. Teachers will need to set up a Twitter account to be able to tweet. See the following examples of tweets and responses from authors Tweet Example 1 Tweet Example 2		
	● Book Talks: In an effort to expose your students to a variety of titles, book talks should be done as often as possible--at least weekly. This can be done by the classroom teacher, staff, students, or library media specialist. Students will be expected to do at least one book talk a quarter but have the option to do more. As the year progresses, requirements and expectations will grow to include: multiple literary elements, text evidence, and technology (e.g. Google Slides, Prezi, or PowToon). Here is an example Book Talk Assignment and Rubric.		
	● Assessment in Reader's Workshop		

| 2, 3, 4, 5, 6, 7, 10 | **RL1A** RL2A RL2B RL2C RL2D RL3B RL3D **RI1A** **RI1B** RI1D RI2A **RI2C** SI1A **SI1B** | **LIterature Circles/Book Clubs** Objective: We will know how to identify and using academic vocabulary found in a novel of our choice to analyze the elements of literature. We will be able to evaluate the effectiveness of academic vocabulary, or literary elements in a novel of our choice.

Students can create a novel wish list based off a prescribed list of text available. Students can preview books in person, or the teacher can create a webquest for students to complete. Teachers will create small literature circles, or book clubs, and give students 2-3 weeks to read the novel. **Cooperative Learning**: Teachers will set meeting dates for the literature circles in which students will meet with their group and discuss the book so far. Discussions can focus on likes and dislikes, questions students have about the text, academic vocabulary (ex: setting, suspense, foreshadowing, flashback, figurative language, etc.), and predictions on what will happen in the text. Teachers should plan on having students meet at least three times during the process. Teachers can evaluate students on being prepared for the discussion and the quality of the discussion using the rubric provided.
Novel Wish List
Literature Circle Meeting Discussion Plan
Literature Circle Meeting Student Roles
Literature Circle Meeting Rubric

Individual Accountability: Students will complete Thinkmark Notes, or some sort of note taking while reading. Students will identify literary elements in the text, quote or paraphrase the text, and evaluate the use of the element within the text. Students should be expected to complete at least eight evaluations of literary elements by the end of the text. Students will complete a Reader Response Journal for each reading day in class.
Reader Response Journal
Thinkmark Notes
Thinkmark Notes Stars and Steps

Students will answer online discussion questions using a learning management system like Google Classroom or Schoology. Students will be required to | Cooperative Learning

Notetaking ,
Providing Practice | B D

Collaboration

Critical Thinking

Creativity |

		answer one question online before the literature circle meeting date. Students should then respond to the answer of a peer, therefore having an online discussion. Sample questions are linked below. Online Discussion Question Rubric Literature Circle Discussion Questions		
	ISTE1c ISTE2			
2, 3, 6, 7	**RI1A** RI1D RI2A RI2B **RI2C** RI2D RI3A RI3B W1A **W2A** W3A ISTE3b	**Argumentative Writing Lessons** **Activity: What is an argument?** Teachers will introduce argumentative writing with an activity to activate student's ability for form and support an argument with the "I Believe" activity. **Mini-lesson: Parts of an argument** Objective: Students will be able to identify the necessary parts of an argument, including the argument, claim, counterclaim, evidence, reasoning. 1)Teachers will present students with vocabulary used when looking at arguments. Students can use a Frayer Model to take notes on each vocabulary word. ● Vocabulary 2) Students will complete the Where's The Proof activity with the following article (or another sample argumentative text) Student Recess. **Activity: Counter This** Objective: Students will be able to formulate effective counterclaims for an argument. Counter This Counter This Answer Sheet	Advance Organizers Annotating	B C D Critical Thinking Communication

Mini-lesson: Diagramming an Argument
Objective: Students will be able to evaluate an argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient.
Students will be able to recognize when irrelevant evidence is introduced.

1) Students should read and annotate an argumentative piece of nonfiction.
2) Teacher should then model how to diagram an argument with an argumentative piece of writing.
3) Students will get a argumentative piece of writing to read, annotate, and diagram. Teachers should be sure to pick pieces that are on grade level for students. Teachers may choose a sample argumentative essay for students to diagram or from Sample Argumentative Texts:

Mini-lesson: Comparing Arguments
Objective: We will be able to analyze two texts with conflicting arguments.
1) Teachers should remind students on the steps to diagramming arguments with mentor texts and examples of diagrams (see above).
2) Teachers can pull from multiple resources to find articles with similar topics but different arguments or use the two articles on Happiness The Pursuit of Unhappiness or Does Trying to Be Happy Make Us Unhappy
3) Students should read and diagram two texts and compare the arguments made in each text.
Learning Institute Lesson Plan for Happiness Articles

Mini-lesson: Evaluating Sources
Objective: We will be able to assess the credibility and accuracy of sources to determine if a source is reliable.

1. Anticipatory set:Teachers can begin the lesson by showing students various sources-reliable and unreliable-and ask students to determine if they think the sources are credible.
2. Fictitious websites like the following were developed as a teaching tools for evaluating sources:
   a. All About Explorers
      Dihydrogen Monoxide Research Division
      California's Velcro Crop Under Challenge

Feline Reactions to Bearded Men
Pacific Northwest Tree Octopus
Aluminum Foil Deflector Beanie
The Jackalope Conspiracy
Buy Dehydrated Water
Republic of Molossia
Dog Island

3. Teachers can introduce how to determine if a source is reliable by discussing the Evaluating Sources presentation or using other teacher-preferred resources.
4. Students can apply their knowledge, and practice evaluating websites by completing the Web Page Evaluation or a similar activity.

Mini-lesson: The Research Process
Objective:
We will know the steps of the research process.
We will be able to follow the research process effectively.

While students navigate through the research process, it is imperative the teacher create checkpoints, so students are given critical feedback and support. One way to accomplish this would be to utilize a research packet that includes some/all of the following: objectives, research steps, useful information, rubrics, due dates, space for teacher feedback, and places for teachers to initial/sign off on student work. Students should not be allowed to move through the research process without the teacher approval.

1. Anticipatory set: Have students brainstorm steps a researcher must take when going through the research process.
2. The teacher will introduce the steps to the research process.
3. Students will practice developing quality research questions while focusing on the "how" and "why"?
4. Teachers will assist students with brainstorming various search terms and phrases.
5. Students will gather multiple electronic sources using databases and

the Internet (with teacher guidance). Students may or may not collect print sources as well.
6. Students will evaluate each source to determine the credibility and value of each source.
7. Students will create MLA citations and a complete Works Cited.
8. Students will take notes (print or electronic) to answer research questions by paraphrasing and pulling direct quotes.
9. Students will write a thesis statement with a claim and three (or more) supporting points.

Research Question/Thesis Statement
What Makes a Quality Research Question?
Developing a Research Question
Research and the Internet

UNIT RESOURCES

Instructional Books
- *Mechanically Inclined* by Jeff Anderson
- *Everyday Editing* by Jeff Anderson
- *Book Love* by Penny Kittle
- *Reading Don't Fix No Chevys* by Michael Smith and Jeffrey Wilhelm

Short Fiction and Nonfiction Texts
- CommonLit
- NewsELA
- ReadWorks

Novel Recommendations
- Book Love Reading List by Penny Kittle
- Gateway Readers Award
- Missouri Association of School Librarians
- Good Reads

Instructional Tools
- Google Classroom
- Socrative
- Quizizz
- Mentimeter
- Padlet
- EasyBib
- No Red Ink
- Paper Rater
- TedEd
- Discovery Education

Google Chrome Extensions
- Cite This for Me-Creates MLA citations easily
- Text to Speech-Allows students to speak into a mic rather than typing
- Loom-Video recorder screen webcam and mic
- Voice Instead-Reads texts to students in human voice

Other
- [A Letter to Parents About Reading](#)
- [Supporting Independent Reading](#)

Vocabulary:

- active listening: active listening techniques (e.g., building trust and establishing rapport; demonstrating concern; paraphrasing to show understanding; nonverbal cues which show understanding such as nodding, eye contact, and leaning forward; brief verbal affirmations such as I see, I know, sure, or I understand)

- basic bibliographic information: minimum amount of bibliographic information as specified by a citation system (e.g., MLA, APA)

- biographic: relating to/telling a story about the life of a real person

- central message or lesson/moral lesson/theme: main point or essence of the text; central message becomes theme in the upper grades

- character traits vs. personality traits: not synonymous; personality is one of many possible character traits (e.g., personality, physical appearance, speech, behavior/actions, thoughts/feelings, interactions with other characters)

- characterization: either direct (writer states character's personality) or indirect (writer develops character's personality through the character's actions, words, thoughts, interactions with other characters)

- citation: a reference which documents the source of a quote, fact, or idea (e.g., parenthetical citations are used internally in texts following the information, bibliographic citations are used at the end of texts in lists of works cited or consulted)

- citing textual evidence/cite evidence: to quote, paraphrase, summarize, and/or make brief reference to information from texts/source materials in support of thinking, ideas, or answers; when forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found (does not refer to formal parenthetical documentation)

- conventions: rules or practices based on general consensus; apply to capitalization, punctuation, spelling, grammar, and usage

- decode: the process that a reader uses to recognize new words and meanings (e.g., phonics, word patterns, structural analysis, context clues)

- digital literacy: ability to use digital technology, communication tools, and networks to locate, evaluate, use, create, and share information

- digital media: any platform for or digital form of communication (e.g., wikis, blogs, digital videos, digital art, YouTube)

- digital sources: information published and organized electronically and available over a network or database, typically through the Internet

- digital text: text in digital format that can be accessed electronically; can be searched, rearranged, and/or read aloud by an electronic device

- diverse media varied ways for authors/creators to share ideas and messages with readers and/or viewers; media include written prose, poems, dramas, journals, live performances, films, videos, paintings, sculptures, posters, charts Diverse media in the Speaking and Listening strand refers to media that require listening. They contain an auditory component such as oral presentations, live discussions, performances, and video or auditory recordings.

- drafting a step in the writing process in which the writer takes the an idea during prewriting and begins to develop the text in the form the writer envisions; during the drafting process, the writer composes freely with a focus on developing the content of the writing

- evaluate: to make a judgment of quality based on evidence

- evidence: facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science

- formal style: avoids colloquial and conversational elements of informal writing; used for academic and business writing

- informal style: times at which a speaker or writer may incorporate a more relaxed tone and may, for effect, ignore some standard grammar and usage rules

- literary nonfiction/narrative nonfiction: genre of writing that uses literary styles and techniques to create factually accurate narratives (e.g., biography, food writing, memoir, travel writing, some historical writing); brings real-life stories, such as personal experiences and historic events, to life using the techniques of fiction writing such as the incorporation of drama and depth of detail

- prewriting strategies/planning: a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing

- production/publishing: a step in the writing process in which the writer composes the text and presents it to the intended audience

- revising: part of writing and preparing quality presentations concerned with strengthening and reworking the content of a text relative to task, purpose, and audience (e.g., strong beginning, middle, and end; word choice; sentence structure; voice; deletion of unnecessary words, phrases, or sections)

- sentence structures: four basic sentence structures include

    - simple sentences: one independent clause and no dependent clauses, as in "The dog ate my homework."

    - compound sentence: two or more coordinate independent clauses, but no dependent clause, as in "George talked about global conflicts, and Harry   listened to every word."

    - complex sentence: one independent clause and one or more dependent clauses, as in "I knew when you came in."

    - compound-complex sentence: compound sentence with two or more independent clauses and one or more dependent clauses, as in "Teachers speak and students listen when both are involved."

- sentence variety: writing sentences other than with the basic subject-verb-object structure; making use of introductory phrases and clauses and/or varying sentence lengths to create more interest in the pacing and flow of the piece of writing

- standard citation system/standard format for citation: means for providing consistent, formal references to sources. (It is not necessary for students to memorize a specific style (e.g., MLA, APA); students should instead know how to use whichever style manual/guide is required for a particular research assignment.)

- supporting details: examples provided to describe, explain, or reinforce the main idea

- synthesize: integrate a number of ideas, pieces of information, or data into a coherent whole

- persuasive writing/argument/opinion—a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid; seeks to influence readers to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) Note: In K–5, the term opinion is used to refer to this developing form of argument.

- textual evidence: specific support found in a text

- voice: distinctive tone or style of a particular writer; a reflection of the personality of the writer

- writing process: non-linear, recursive steps used by writers in producing text, generally include prewriting, drafting, revising, proofreading/editing, publishing

Unit 4: Why do I read? Literary Analysis

Content Area: English Language Arts	Course: ELA Grade 8	UNIT: Why do I read? Literary Analysis
Unit 4: Why do I read? Literary Analysis By the end of the unit, students will: ● Be able to cite evidence while writing a literary analysis. ● Produce clear and coherent literary analysis writing using grade-level craft structures. ● Understand and analyze how authors develop literary elements in fiction (such as plot, characterization, conflict, theme, setting, figurative language). ● Effectively participate in collaborative discussions in order to extend their learning.	**Unit Timeline:** **8-9 weeks**	

DESIRED RESULTS
Transfer Goal - Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem solve as cultural literate, collaborative members of society.

Understandings – *Students will understand that… (Big Ideas)*

1. Workshop involves reading, writing, and working both independently and collaboratively.
2. A text's theme or central idea is conveyed through particular details both explicit and inferential.
3. A text's structure and features can contribute to the development of theme, setting, and plot in fiction, and ideas in informational literature.
4. A plot unfolds in series of episodes and that characters can change the plot as moves towards the resolution.
5. Words and phrases can have a figurative or connotative meaning that affect the meaning or tone of the writing based on context.
6. Writing examines a topic using a variety of structures (informative, narrative, argumentative).
7. Researchers gather information from multiple, credible sources while avoiding plagiarism.

Essential Questions: Why do I read?

Students Will Know…	Standard	Students Will Be Able to …	Standard
The definition of conclusion and inference and how to think beyond the text when reading fiction; inferences need to be supported with evidence from the text.	**RL1A**	**Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**RL1A**
The definition of conclusion and inference and how to think beyond the text when reading nonfiction; inferences need to be supported with evidence from the text.	**RI1A**	**Draw conclusions, infer, and analyze by citing textual evidence that most strongly supports an analysis of what the text explicitly says as well as inferences drawn from the text.**	**RI1A**
Readers use a multitude of strategies to comprehend nonfiction texts.	RI3D	Read and comprehend informational text independently and proficiently.	RI3D
Readers use a multitude of strategies to comprehend various genres of fiction including stories, dramas, and poems. Readers choose different strategies for different types of text.	RL3D	Read and comprehend literature literature, including stories, dramas, and poems independently and proficiently.	RL3D
The definitions of literary devices writers use to develop a piece (setting, characters, dialogue, conflict mood, theme, etc.)	RL2D	Analyze how literary elements are devices are used to develop setting, reveal character, advance the plot, and contribute meaning.	RL2D
The definitions of literary techniques writers employ to give readers a greater understanding and appreciation for the texts (simile, metaphor, personification, alliteration, imagery, hyperbole, irony, etc.)	RL1B	Determine the meaning of words and phrases as they are used in text including figurative and connotative meaning using context, affixes, or reference materials.	RL1B
The rules of standard English.	W3Ac	Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.	W3Ac
The how to communicate using appropriate listening and speaking skills including verbal and nonverbal behaviors.	SL1A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SL1A
The steps for preparing a presentation as well as the qualities of an effective presentation; the methods to create a multimedia presentation and its parts.	SL2C	Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.	SL2C
The definition of theme and the process for identifying and analyzing theme in literature.	**RL1D**	**Using appropriate texts, determine the theme(s) of a text and analyze its development over the course of a text.**	**RL1D**

The various ways writing can be structured as well as how a texts structure can impact its meaning.	RL2A	Analyze how an author's choice concerning a text's form or overall structure contributes to its meaning.	RL2A
How to compare a written text to a film or live production; recognize inconsistencies between two versions of the same story.	RL3A	Analyze the extent to which a film or live production of a story or drama stays faithful to or departs from the text or script while evaluating the choices made by the directors or actors.	RL3A

EVIDENCE of LEARNING			
Understanding	Standards	Unit Performance Assessment:	R/R Quadrant
3,4	**RL2D** RL3D SL2C	**Description of Assessment Performance Task(s):** You have been selected by the 6th grade ELA teachers to demonstrate how 8th graders analyze literary elements in fiction texts. Your tasks are as follows: ● Select a novel you have independently read this semester ● Choose to address seven literary elements found in the novel ● Create a Google Slides presentation that identifies and analyzes each literary element ● Present your Google Slides to a small group of 6th graders Literary Analysis Prompt **Teacher will assess literary analysis for the following traits:** Analysis of each literary element has a clear definition, evidence from the text (quote or paraphrased information), and commentary that evaluates how the literary element impacts the story being told. **Performance:** **Mastery:** A score of 3 or 4 in all categories of the Literary Analysis Scoring Guide. **Scoring Guide:** *Literary Analysis Stars and Steps and Scoring Guide*	**Rigor/Relevance** D **21st Century** Critical Thinking

SAMPLE LEARNING PLAN					
Understanding	**Standards**	**Major Learning Activities:**	**Instructional Strategy:**	**R/R Quadrant:**	
9	W3Ac	**Ongoing Mini-lesson: Mentor Sentences** Objective: We will understand how to write in a variety of sentence structures. Using Jeff Anderson model for the teaching of language conventions, refer to his Mechanically Inclined book. For more information about using mentor sentences, student examples, and suggested texts, click on these resources below. Consider assigning students the task of finding sentences to use as mentor sentences. Mentor Sentence Resources Ideas for Teaching Grammar in Workshop Introducing Mentor Sentences to Students Mentor Sentence Recording Sheet for Students -Teachers should use writing samples from students to determine what structures are needed at the time. Suggested structures include, but are not limited to: ● Independent Clauses ● Dependent Clauses ● Simple Sentence ● Compound Sentence ● Complex Sentence ● Compound-Complex Sentence To develop an interactive lesson with mentor sentences, consider creating interactive notebooks where students complete writing problems and worksheets inside the notes for students in Google Slides.	Providing Practice Identifying Similarities and Differences Feedback	A B Critical Thinking Communication	
2, 3, 5, 6	RL2D	**Ongoing Mini-lesson: Academic Vocabulary** Objective: We will know the definitions of academic vocabulary. We will understand that academic vocabulary is the lens through which we look at fiction and nonfiction text. We will be able to identify and analyze academic vocabulary in fiction and nonfiction texts.	Providing Practice Feedback	A B D Critical Thinking	

		Teachers can use a variety of mentor texts to guide students in identifying and evaluating the use of academic vocabulary in fiction and nonfiction texts. Texts can include: poems, short stories, novels, speeches, articles, biographies, etc. Students can annotate texts to find, define, analyze, and evaluate academic vocabulary. Minilessons can focus on, but are not limited to: Climax Irony: Dramatic, Situational, Verbal Static/Dynamic Characters Flat/Round Characters		
2, 3, 4, 5, 6, 7	**RL1A** RL3D **RI1A** **RI2C** RI1D RI3D	**Ongoing Mini-lesson: Articles of the Week** Objective: We will be able to draw conclusions, infer, and analyze a text. Students should practice reading various short, fiction and nonfiction texts to improve reading comprehension and practice drawing conclusions, making inferences, and analyzing text features. Teachers can use online websites to assign articles of the week to whole classes and/or individual students. Teachers can differentiate text lexile and complexity to meet the needs of all students.Teachers are able to customize text selections and questions for students by standard, genre, themes, and devices. Texts can include: poems, short stories, novels, speeches, articles, biographies, etc. Consider assigning students the task of researching their own articles for this assignment. Common Lit NewsELA ReadWorks	Providing Practice Feedback	B Critical Thinking
1,2,3,4,5,6, 7	**RL1A** RL1B RL1C **RL1D** RL3D **RI1A** **RI1B** RI1C RI3D	**Ongoing Mini-lesson: Independent Choice Reading** Objective: Students will be able to read a variety of fiction and nonfiction texts. Students should be reading at least four to six independent reading books per quarter. The expectation is that students will be journaling on a regular basis using the independent novel at that time. This is not to imply there are lessons to be taught for every independent reading book. Modeling Independent Reading. The link will give you background information on independent reading. Working with your library media specialist, have students create a "Books I Plan to Read" list. They should be "Just Right" books. Working with the teacher,	Providing Practice	B C D Critical Thinking Communication

		students need to set a goal to work toward during independent reading. Teacher will conference with students to help monitor the goal. The students should be working on comprehension skills being taught during whole class lessons and deeper analysis of the text. Teachers may use, but are not limited to, the suggested activities, resources, and structures listed below: ● Reader Response Journal ● Status of the class: After reading independently, students will update their status of the class page in their reading journal or process aloud with a partner. ● Book Completion List, Genre Chart (adapted from *The Book Whisperer*), and Goal Sheets: other ways for kids to track and monitor their reading goals. reading log, genre requirements graph ● Books I Plan to Read List: Students will update their list of books they would like to read throughout the year. These titles can come from peer recommendations during the status of the class talks, book talks, or other suggestions. ● Tweeting to Authors: When students finish a book throughout the year, they may connect to the author by tweeting them a question or comment about the book. Teachers will need to set up a Twitter account to be able to tweet. See the following examples of tweets and responses from authors Tweet Example 1 Tweet Example 2 ● Book Talks: In an effort to expose your students to a variety of titles, book talks should be done as often as possible--at least weekly. This can be done by the classroom teacher, staff, students, or library media specialist. Students will be expected to do at least one book talk a quarter but have the option to do more. As the year progresses, requirements and expectations will grow to include: multiple literary elements, text evidence, and technology (e.g. Google Slides, Prezi, or PowToon). Here is an example Book Talk Assignment and Rubric. ● Assessment in Reader's Workshop		Creativity
1, 6	SL1A **SL1B** SL1C ISTE 6a	**Purpose of Literature Graffiti** Objective: We will be able to analyze the purpose of literature. 1) The teacher will prepare poster-sized sheets of paper and label the sheets	Cooperative Learning	B C D

	ISTE 6c	with one of the questions listed below. For this activity, the teacher will break students into groups, so the teacher will need to make enough papers so that each group has one. (The teacher may also print a paper with the questions, but students will need space to write.
		   Why do people tell stories?
		   Why do people record stories?
		   For what purposes do authors write?
		   What is the purpose of studying literature?
		   What do people get out of reading stories?
		2) After placing the papers on the tables, students will silently write down their ideas about the question.
		3) The students will observe and discuss the ideas their group members have written down. Then the students will rotate around the room as a group and observe and discuss their classmates' ideas. The teacher will instruct students to look for an idea that stands out to them and bring that back to their seats for the next step of the activity.
		4) After students have returned to their seats, ask them to share the ideas they found most interesting. While the students share, the teacher will make an anchor chart.
		
		Independent work time options
		 - Students can write a paragraph summarizing the reasons people read and study literature generated in the discussion or students can post a short multi-sentence comment in a thread on Google Classroom summarizing their favorite book and describing the reason the author wrote that novel and what readers get out of that story.
				Critical Thinking
				
				Communication
				
				Collaboration
				
				Creativity

1, 2, 3, 5	**RL1A** RL1B	**Introduction to Poetry** Objective: We will be able to determine the meaning of words used in a text. 1) Read the poem "Introduction to Poetry" by Billy Collins. Encourage students to visualize the images in the poem as they read. 2) On the Introduction to Poetry worksheet, after students have read the poem, they will analyze the poem twice and complete a graphic organizer to collect their ideas. First they will determine what the ideas in the poem are literally talking about, and then they will read the poem again and analyze the figurative	Cooperative Learning	B C Critical Thinking Communication Collaboration

		meaning behind the poem. After working on the chart, students will answer questions about the author's purpose for writing the poem. This can be extended to a constructed response or writing on demand. To make this activity a cooperative one, students may complete the worksheet in round table fashion, sharing one writing utensil and discussing questions together.		
1, 2, 3, 5	**RL1A** RL1B	**Poetry Analysis** Objective: We will be able to determine the figurative and connotative meaning of words in a text. 1) Having students talk with their shoulder partners, have students discuss how they approach reading a poem. Ask them to think about how they think about the words that they encounter and how they determine the deeper meaning of the poems. After that, discuss why poets write poems and why people read them, focusing in on the purpose for literature and connecting ideas back to the ideas in the graffiti discussion. 2) Using poems from the Prentice Hall textbook, read the poems and analyze them using the TP-CASTT method and worksheet. Have students complete their first TP-CASTT round table with a shoulder partner. After the students have worked through the first TP-CASTT analysis with a partner, come back together as a class to discuss the method. Allow students to select a poem of their own choosing from the book and complete an additional TP-CASTT.	Cooperative Learning	B C D Critical Thinking Communication Collaboration
1, 5, 6	**RL1A** RL1B R12A **W2A** W3A	**Literary Analysis Practice** 1) Preview and read the poem "Concrete Mixers" in the Prentice Hall textbook. 2) After reading the poem and discussing the ideas in the poem, review the parts of a strong literary analysis paragraph. Students will analyze two writing samples on the Literary Analysis Practice - Poetry worksheet. Students will look at two student literary analysis responses and analyze the qualities of the writing in each paragraph. Then they will answer questions to analyze the different pieces of writing.	Comparing and Contrasting Providing Practice	B C D Critical Thinking Communication Collaboration

1, 2, 3, 4, 5	RL2D SL1A SL2A SL2B	**Short Story - Literary Elements Analysis** Objective: We will be able to analyze literary devices and how they impact a story. 1) Select a short story for the class to read. Consider using the short story "The Secret." 2) Have students read the story and discuss in groups. 3) Break students into groups. Assign each student in the group a different literary element to analyze to complete a jigsaw on the [Devices](#) worksheet. 4) After the students have worked individually, have each literary element group come together to compare notes. Encourage students to use the discussion to deepen what they wrote down and evaluate their analysis of the story. 5) Students will return to their original groups and each student will share their ideas on the literary element for which they were responsible. After they have discussed the individual components that make up the story, discuss how all of these literary devices contribute to the story together.	Cooperative Learning Modeling	B C Critical Thinking Communication Collaboration Creativity
1, 2, 3, 4, 5	**RL1D** ISTE6a ISTE6c	**Theme Analysis** Objective: We will be able to analyze how an author develops the theme over the course of a text. 1) Using a mentor text students have read recently, have students reread the text and annotate for the quotations that provide solid evidence of how the author developed the theme throughout the story. 2) Provide students with a theme checklist after they annotate and determine the theme. The checklist can include qualities of theme like being a universal message, saying something deep about life and humans, and being supported by evidence in the text. 3) Have students post their themes and strongest piece of supporting evidence on Today's Meet. After each student has posted, have students read through and see if any other students identified similar themes and discuss those along with any outliers.	Advance Organizers	B C Critical Thinking Communication Creativity
1, 2, 3, 4, 5	**RL1A**	**Comparing and Contrasting Film and Text**	Annotating	B

	RL2A **RL3A** RL3C RL3D **RI1A** RI1D RI3C	**Lesson One** Objective: We will be able to determine the theme of a text and analyze its development over the course of the text. 1. Students will complete a brain dump and for one minute write all the facts they know about the Holocaust and Anne Frank. 2. Students will read and annotate the excerpt from *The Diary of Anne Frank*. As students annotate, encourage them to focus on both the central idea of each passage and well as Frank's message behind the writing. 3. The teacher will lead a discussion on the central idea behind the passages, the events that occurred in Frank's en tries, the mood and tone, and the theme behind her entries. 4. Students will begin taking notes on the qualities of Anne's writing on the Comparison Worksheet. This worksheet will be used throughout the lesson as a tool to evaluate and analyze the works. **Lesson Two** Objective: We will be able to analyze how a text's structure contributes to its meaning. 1. The teacher will discuss the qualities of a play and how they are structured and written. Review stage directions. 2. Read the play *The Diary of Anne Frank* from the Prentice Hall textbooks. 3. Stopping periodically after certain scenes and acts, give students opportunities to stop, discuss, and then jot down their observations on the play on the worksheet. **Lesson Three** Objective: We will be able to analyze the extent to which a film stays faithful to a text and evaluate the director's choices. 1. The teacher will lead students in a discussion to review the qualities of Frank's diary and the play. 2. Watch the 1959 film version of *The Diary of Anne Frank* and provide students with opportunities to take notes and discuss the film.	Advance Organizers	C Critical Thinking
2,3,4,5,6,7	RI3A	**Comparing Media** Objective: We will be able to compare and contrast information presented in	Providing Practice	B C

				D

		different mediums and analyze how the techniques unique to each medium contribute to meaning.
		
		Lesson
		  1) Students will look for major national or international events that interest them.
		  2) Students will watch a national news program or read a national newspaper and choose an event.
		  3) Students will survey other media- magazines, podcasts, Internet sites- to find additional coverage of that event.
		  4) Teachers will inform students that no two news media report an event the same way. Every news story is shaped and limited by: the technology used, the traditions of the medium itself, and people.
		  5) Students should think about ways a TV news story might differ from an Internet news story or an article in a news magazine and make a chart diagramming those differences.
		Comparing Media Coverage Questions
				Critical Thinking

6	SL2A
	SL2B
	SL2C
		Mini-lesson: How to Create and Give a Presentation
		Objective: We will know the essential elements of a presentation.
		We will understand how to structure our presentation to make it easy to follow and understand.
		We will be able to create a presentation to give to a small group of students.
		
		Lesson
		  1) Teacher will show students a variety of resources on how to create and give a presentation.
		  2) Teacher may use direct instruction or create a flipped lesson with various resources.
		  3) Students may be introduced to the presentation tool Slide Carnival to learn how to create Google Slide or PowerPoint presentations that are appealing to their audience and easy to follow.
		  4) Students can watch a variety of videos on how to give presentations with EdPuzzle
		  5) Students will use Slide Carnival to upload a template, create a
			Providing Practice	B
				
				Communication
				
				Creativity

		presentation on a topic of their choice, and present the presentation to a small group. The audience will complete a presentation feedback form for the presenter. 6) This lesson will prepare students for the performance event in this unit.		

UNIT RESOURCES

Instructional Books
- *Mechanically Inclined* by Jeff Anderson
- *Everyday Editing* by Jeff Anderson
- *Book Love* by Penny Kittle
- *Reading Don't Fix No Chevys* by Michael Smith and Jeffrey Wilhelm

Short Fiction and Nonfiction Texts
- CommonLit
- NewsELA
- ReadWorks

Novel Recommendations
- Book Love Reading List by Penny Kittle
- Gateway Readers Award
- Missouri Association of School Librarians
- Good Reads

Instructional Tools
- Google Classroom
- Socrative
- Quizizz
- Mentimeter
- Padlet
- EasyBib
- No Red Ink
- Paper Rater
- TedEd
- Discovery Education

Google Chrome Extensions
- Cite This for Me-Creates MLA citations easily
- Text to Speech-Allows students to speak into a mic rather than typing
- Loom-Video recorder screen webcam and mic
- Voice Instead-Reads texts to students in human voice

Other
- [A Letter to Parents About Reading](#)
- [Supporting Independent Reading](#)

Vocabulary:

- active listening: active listening techniques (e.g., building trust and establishing rapport; demonstrating concern; paraphrasing to show understanding; nonverbal cues which show understanding such as nodding, eye contact, and leaning forward; brief verbal affirmations such as I see, I know, sure, or I understand)

- basic bibliographic information: minimum amount of bibliographic information as specified by a citation system (e.g., MLA, APA)

- biographic: relating to/telling a story about the life of a real person

- central message or lesson/moral lesson/theme: main point or essence of the text; central message becomes theme in the upper grades

- character traits vs. personality traits: not synonymous; personality is one of many possible character traits (e.g., personality, physical appearance, speech, behavior/actions, thoughts/feelings, interactions with other characters)

- characterization: either direct (writer states character's personality) or indirect (writer develops character's personality through the character's actions, words, thoughts, interactions with other characters)

- citation: a reference which documents the source of a quote, fact, or idea (e.g., parenthetical citations are used internally in texts following the information, bibliographic citations are used at the end of texts in lists of works cited or consulted)

- citing textual evidence/cite evidence: to quote, paraphrase, summarize, and/or make brief reference to information from texts/source materials in support of thinking, ideas, or answers; when forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found (does not refer to formal parenthetical documentation)

- conventions: rules or practices based on general consensus; apply to capitalization, punctuation, spelling, grammar, and usage

- decode: the process that a reader uses to recognize new words and meanings (e.g., phonics, word patterns, structural analysis, context clues)

- digital literacy: ability to use digital technology, communication tools, and networks to locate, evaluate, use, create, and share

information

- digital media: any platform for or digital form of communication (e.g., wikis, blogs, digital videos, digital art, YouTube)

- digital sources: information published and organized electronically and available over a network or database, typically through the Internet

- digital text: text in digital format that can be accessed electronically; can be searched, rearranged, and/or read aloud by an electronic device

- diverse media varied ways for authors/creators to share ideas and messages with readers and/or viewers; media include written prose, poems, dramas, journals, live performances, films, videos, paintings, sculptures, posters, charts Diverse media in the Speaking and Listening strand refers to media that require listening. They contain an auditory component such as oral presentations, live discussions, performances, and video or auditory recordings.

- drafting a step in the writing process in which the writer takes the an idea during prewriting and begins to develop the text in the form the writer envisions; during the drafting process, the writer composes freely with a focus on developing the content of the writing

- evaluate: to make a judgment of quality based on evidence

- evidence: facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science

- formal style: avoids colloquial and conversational elements of informal writing; used for academic and business writing

- informal style: times at which a speaker or writer may incorporate a more relaxed tone and may, for effect, ignore some standard grammar and usage rules

- literary nonfiction/narrative nonfiction: genre of writing that uses literary styles and techniques to create factually accurate narratives (e.g., biography, food writing, memoir, travel writing, some historical writing); brings real-life stories, such as personal experiences and historic events, to life using the techniques of fiction writing such as the incorporation of drama and depth of detail

- prewriting strategies/planning: a step in the writing process of gathering ideas; may be accomplished through sketching and/or jotting notes, utilizing a graphic organizer to organize thoughts, or getting impressions down in writing

- production/publishing: a step in the writing process in which the writer composes the text and presents it to the intended audience
-
- revising: part of writing and preparing quality presentations concerned with strengthening and reworking the content of a text relative to task, purpose, and audience (e.g., strong beginning, middle, and end; word choice; sentence structure; voice; deletion of unnecessary words, phrases, or sections)

- sentence structures: four basic sentence structures include

    - simple sentences: one independent clause and no dependent clauses, as in "The dog ate my homework."

    - compound sentence: two or more coordinate independent clauses, but no dependent clause, as in "George talked about global conflicts, and Harry   listened to every word."

    - complex sentence: one independent clause and one or more dependent clauses, as in "I knew when you came in."

    - compound-complex sentence: compound sentence with two or more independent clauses and one or more dependent clauses, as in "Teachers speak and students listen when both are involved."

- sentence variety: writing sentences other than with the basic subject-verb-object structure; making use of introductory phrases and clauses and/or varying sentence lengths to create more interest in the pacing and flow of the piece of writing

- standard citation system/standard format for citation: means for providing consistent, formal references to sources. (It is not necessary for students to memorize a specific style (e.g., MLA, APA); students should instead know how to use whichever style manual/guide is required for a particular research assignment.)

- supporting details: examples provided to describe, explain, or reinforce the main idea

- synthesize: integrate a number of ideas, pieces of information, or data into a coherent whole

- informational/explanatory—conveys information accurately (e.g., literary analyses, scientific and historical reports, summaries, memos, reports, applications, résumés, expository writing)

- narrative—conveys experience, either real or imaginary, and uses time as its deep structure; relates a story or a personal essay (e.g., anecdote, autobiography, memoir); can be used for many purposes, such as to inform, describe, instruct, persuade, or entertain

- textual evidence: specific support found in a text

- voice: distinctive tone or style of a particular writer; a reflection of the personality of the writer

- writing process: non-linear, recursive steps used by writers in producing text, generally include prewriting, drafting, revising, proofreading/editing, publishing