

Glen Ridge Board of Education
Writers Workshop
Grade 8
Required
Cycle

New Jersey Student Learning Standards

English Language Arts Mission Statement:

The Glen Ridge Public School’s writing curriculum is committed to enhancing students’ ability to write for a variety of purposes. Our program works to hone students’ ability to think and read critically, reason persuasively, and write eloquently. The lessons are designed to encourage writing habits that serve as the foundation for a variety of purposes—e.g., writing to persuade, inform, argue, entertain, evaluate, or explain. Ultimately, the goal is for students to recognize that all writing is multigenre (i.e., an argument text is strengthened by narrative, etc.). Our students will read mentor texts analytically, with the goal of producing their own effective and persuasive compositions. They will be taught to have an awareness of audience and purpose. Students will be challenged and encouraged to take compositional risks and develop critical thinking skills to hone their craft.

Course Description:

This cycle class is designed to continue to build on the skills of the seventh grade Writers Workshop. Students will use the writing process to draft, workshop, revise, and publish writing in various genres, including poetry and prose. This cycle allows students to explore their own style and voice. Personal narrative projects and quick-write prompts encourage students to abandon fixed, formulaic guidelines and take compositional risks. By using mentor texts that serve as examples of how writers develop their own unique voice and style, students will be able to study author’s craft, with special attention to word choice and structure, thereby cultivating their own individual writing style in the process.

Writers Workshop 8 Cycle	
Unit 1: Nonfiction Narrative Vignette	
Time Allotted (days of instruction):	1.5 weeks
New Jersey Student Learning Standards (NJSLS):	
<ul style="list-style-type: none">● RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.● RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.● RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.● RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	
<ul style="list-style-type: none">● W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.● W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.● W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.● W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.● W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a	

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● Can I write narratives using effective sequencing, transitions, and narrative techniques to engage a reader? ● Can I write effectively on-demand or over extended periods of time for a range of tasks, purposes, and audiences? ● How can I read like a writer by examining the mentor texts for writer’s craft? ● Can I analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a mentor text? Can I write about an individual, event, or idea from my own life? ● How can I proofread, edit and polish as I write? ● How can I use RADaR (REPLACE, ADD, DELETE, and REORDER) during the revision process? 	<ul style="list-style-type: none"> ● Students will be able to... <ol style="list-style-type: none"> 1) Read mentor texts closely, recognizing subtle and complex differences in language use; 2) Derive pleasure and edification from a broad range of texts; 3) Compose and revise personal vignettes; 4) Include figurative and language devices including: <ol style="list-style-type: none"> a) Simile b) Hyphenated modifier c) Alliteration d) Personification e) Rhyme or Rhythm f) Repetition g) Dash h) Appositive i) Long, detailed sentence j) Fragment 	<ul style="list-style-type: none"> ● Define “vignette” ● Each cycle will complete two of the following: <u>My Name</u> Vignette <ul style="list-style-type: none"> ● Read, annotate, and discuss the poem, “On Listening to Your Teacher Take Attendance” by Aimee Nezhukumathis ● Begin brainstorming and researching what our names (first, middle, and last) mean. What is the origin of our last names? Why were we given our chosen names? How do we feel about our names? Do we prefer nicknames? Students will find valid and trustworthy online sources to track genealogy. ● Debate: Shakespeare’s question, “What’s in a name?” versus the Latin proverb “nomen est omen” (names are destiny). Students consider whether our labels/names impact our personalities and behaviors. ● Read, annotate, and discuss Sandra Cisneros’ vignette “My Name” from <i>The House on Mango Street</i>. ● Begin writing process for vignette. ● Read, annotate, and discuss “Jorge” by Jorge Chica ● Continue working on personal vignette using mentor texts. ● View “What’s in a name?” a 3-minute segment on CBS Sunday Morning; use this as inspiration to continue working on composition. ● Read an excerpt from <i>Life of Pi</i> by Yann Martel to

		<p>examine how Pi creates a nickname for himself; continue working on compositions; conference and edit for final submission</p> <p><u>My House</u> Vignette:</p> <ul style="list-style-type: none"> ● Quick Write: Describe your house ● Discuss the coinage of the phrase “American Dream,” originated by James Truslow Adams, in his book <i>The Epic of America</i> (1931) ● Read, annotate, and discuss Sandra Cisneros’ vignette “The House on Mango Street” from <i>The House on Mango Street</i>. ● Students will compose a vignette about their own houses. <p><u>Hairs</u> Vignette</p> <ul style="list-style-type: none"> ● Read, annotate, and discuss Sandra Cisneros’ vignette “Hairs” from <i>The House on Mango Street</i>. ● Students will select a physical feature (hair, eyes, ears, noses, fingers, etc.) to describe five people (family members, teammates, classmates, friends, etc.). The focus will be on “Show, Don’t Tell.” How can you reveal someone’s personality through descriptive details?
Resources/Materials		<ol style="list-style-type: none"> 1) “On Listening to Your Teacher Take Attendance” by Aimee Nezhukumatathis (poetryfoundation.org) 2) “My Name”; “The House on Mango Street”; “Hairs” - <i>The House on Mango Street</i> by Sandra Cisneros (available online) 3) “Jorge” by Jorge Chica (Barron, B. (1996). My name, my self: Using name to explore identity. In C.B. Olson (Ed.), <i>Reading, thinking and writing about multicultural literature</i> (pp. 596-615). Glenview, IL: Scott Foresman) 4) “What’s in a name?”- CBS Sunday Morning (https://www.youtube.com/watch?v=6RkCzll64d8&feature=emb_logo) 5) <i>Life of Pi</i> by Yann Martel
Interdisciplinary Connections	<p>History, Social Studies, Geography: By researching the origins of their own names, students consider where they came from. They learn details regarding their ancestry.</p> <p>History & Literature: Jorge Chica’s personal essay explores a variety of historical and literary connections, including references to <i>Georgics</i> by Virgil, the Biblical George, British monarchs named George, and our first president, George Washington.</p>	
21st Century Life and Careers		<ul style="list-style-type: none"> ● CRP4.Communicate clearly and effectively and with reason.

	<ul style="list-style-type: none"> ● CRP6.Demonstrate creativity and innovation.
Technology Standards	<ul style="list-style-type: none"> ● 8.1.8.A.2.Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.4.Assess the credibility and accuracy of digital content. ● 8.1.8.E.1.Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Diversity/Inclusion	Using the philosophy presented by Gholdy Muhammad in <i>Cultivating Genius: An Equity Framework for Culturally & Historically Responsive Literacy</i> , the mentor texts (listed above in Resources/Materials) are all chosen to achieve the following goal: “Ask students to write their autobiographies and personal narratives. Students can start with their earliest memories of traditions, education, religion, triumphs, defeats, and so on. Teachers must have permission to read such personal accounts” (Muhammad 52).

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Quick writes and brainstorming ● Class discussions of mentor texts ● Teacher-student conferencing 	<ul style="list-style-type: none"> ● Final Vignette 	<ul style="list-style-type: none"> ● Brainstorming and research ● Annotation of mentor texts ● Prewriting ● Revising 	<ul style="list-style-type: none"> ●

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Additional wait time ● Repeat and rephrase prompts ● Check for understanding ● Reduce required length of composition ● Schedule additional conferences as needed 	<ul style="list-style-type: none"> ● Additional wait time ● Repeat and rephrase prompts ● Check for understanding ● Reduce required length of composition ● Schedule additional conferences as needed ● Modified seating, if applicable 	<ul style="list-style-type: none"> ● Teach to varied learning styles ● Encourage high expectations by promoting advanced vocabulary and sentence structure ● Encourage students to reorder composition and take compositional risks

Writers Workshop 8 Cycle
Unit 2: Poetry
Time Allotted (days of instruction): 1 Week
New Jersey Student Learning Standards (NJSLS)
<ul style="list-style-type: none"> ● RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ● RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions, Student Learning Objectives, and Activities

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● How does poetry differ from other forms of writing? ● How do readers’ personal experiences enable them to connect with poems? ● How do figurative language, imagery, symbolism, sensory language help engage readers? 	<p><i>Students will understand that</i></p> <ul style="list-style-type: none"> ● Figurative language enhances creative writing. ● Selective word choice is essential to good poetry. ● Poetry is personal and emotional. ● Selective repetition can be effective in poetry. ● Poetry can be free verse or rhyming based on specific patterns 	<ul style="list-style-type: none"> ● Art Analysis: Students will be shown three works by the artist Banksy. They will quick write in their journals about what the work is conveying. Then, we will engage in a class discussion about their impressions of the works. ● In their journals, students will respond to this quote. “To heal a wound you need to stop touching it.”- Banksy (-What does it mean?; -How can you apply this knowledge in your own life?; -How can this advice be applied in the world today; -In what way does this advice not support us? How can this be problematic?; -How is this message represented by any of the

		<p>artworks by Banksy? Or do the artworks violate this message?)</p> <ul style="list-style-type: none"> ● Brainstorm: Students will list any important events that they learned about either through the news or from a family member or at school. These are events that they were removed from due to space and/or time and learned about after the fact. ● To add to this brainstorming list, we will watch a CBS Sunday Morning “Year in Review” video. Students can add to their list if they see events in this video that fit the above-mentioned prompt. ● Read, annotate, and discuss “September Twelfth, 2001,” a poem by X.J. Kennedy. Students will examine stanza division, enjambment, word choice, imagery, perspective and author’s message. ● Students will select one important event that they were not present for but still has been impactful to them (birth of a sibling; death of a loved one; natural disaster; sports victory or defeat, etc.). They will compose their own poem using Kennedy’s poem as a model. ● During the final day of composition, students will be asked to choose an obscure vocabulary word from a list provided. They will revise their poems to infuse this vocabulary word and thereby explore how word choice can enhance writing. Words include: CROOCHIE-PROOCHLES; NIKHEDONIA; ALYSM; DÉJÀ-VISITÉ; MISSLIENESS; EUNEIROPHRENIA; MALNEIROPHRENIA; LONESOME-FRET; FAT-SORROW; HUCKMUCK; PARO ● On the due date, we will celebrate writing with a publishing party. Students will have a chance to read peers’ poems (anonymous) and leave positive feedback.
<p>Resources/Materials</p>	<ol style="list-style-type: none"> 1. Banksy art (Balloon Girl; Slave Labor; Keep Your Coins)- digital 2. CBS Sunday Morning “Year in Review” -online 3. “September Twelfth, 2001” by X.J. Kennedy, from <i>The Lords of Misrule</i> (Johns Hopkins University Press). 	

Interdisciplinary Connections	History & Current Events: Students will research a variety of impactful historical and contemporary events that can be used as the subject of this poetry composition.
21st Century Life and Careers	<ul style="list-style-type: none"> ● CRP4.Communicate clearly and effectively and with reason. ● CRP6.Demonstrate creativity and innovation.
Technology Standards	<ul style="list-style-type: none"> ● 8.1.8.A.2.Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.4.Assess the credibility and accuracy of digital content. ● 8.1.8.E.1.Effectively use a variety of search tools and filters in professional public ● databases to find information to solve a real world problem.
Diversity/Inclusion	Poetry discussion encourages a variety of interpretations. By hearing their peers offer their interpretations of Kennedy’s poem, they are able to gain clarification and insight; poetry is “an invitation to understand others ‘on a different level’” (Michelle Emery Blake and Suzie T. Cashwell, “Use of Poetry to Facilitate Communication about Diversity: An Educational Model,” 2003). It is an opportunity to hear “others relate their experiences and thoughts ‘in their own words in a nonthreatening manner’” (ibid).

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Discussion of art and Kennedy poem ● Brainstorming of possible topics ● Journaling/quick writing ● One-on-one conferencing 	<ul style="list-style-type: none"> ● Submission of final poem with all requirements (3 stanzas; title; enjambment; imagery; word choice) 	<ul style="list-style-type: none"> ● Brainstorming and research ● Annotation of mentor text ● Prewriting ● Revising 	<ul style="list-style-type: none"> ● Publishing Party to celebrate student success

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Additional wait time ● Repeat and rephrase prompts ● Check for understanding ● Schedule additional conferences as needed 	<ul style="list-style-type: none"> ● Additional wait time ● Repeat and rephrase prompts ● Check for understanding ● Schedule additional conferences as needed ● Modified seating, if applicable 	<ul style="list-style-type: none"> ● Teach to varied learning styles ● Encourage high expectations by promoting advanced vocabulary and additional poetic devices (alliteration; simile; metaphor) ● Encourage students to reorder composition and take compositional risks

Writers Workshop 8 Cycle
Unit 3: This I Believe
Time Allotted (days of instruction): 1.5 weeks
New Jersey Student Learning Standards (NJSLS): RL.8.2; RL.8.4; RL.8.5; RL.8.6;
<ul style="list-style-type: none"> ● RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters,

setting, and plot; provide an objective summary of the text.

- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● Who or what influences our beliefs? ● How do beliefs affect thoughts and actions? ● How do belief systems shape an individual? ● What do you stand for? What is your personal philosophy? ● What are values? What do you value? ● What experiences made you believe what you believe? How do you live your life? ● What would you change about the world? What will you change in the world? 	<ul style="list-style-type: none"> ● use rhetorical strategies and figurative techniques to write their own personal philosophy on life; ● learn about how tools like dialogue, anecdotes, rhetorical questions, statistics, etc. strengthen their writing and bolster reader interest; ● focus on how to construct a strong lead within their writing using a metaphor, a description, a strong statement, etc.; ● complete multiple prewriting assignments and participate in guided 	<ul style="list-style-type: none"> ● Learn about the origins of the “This I Believe” project ● Free write about your beliefs while listening to music: <ul style="list-style-type: none"> ○ What do you believe... ○ Should be done about homelessness and poverty in the United States or even in the world? ○ People think of when they think of you? <ul style="list-style-type: none"> ■ Parents? ■ Teachers? ■ Friends? ■ Non-friends? ○ Is the role of religion/faith in your everyday

discussion to fully realize their focus;

- use mentor texts to learn how to structure their writing and create effective first drafts that will go through the revision process

life?

- Is your biggest goal in life?
- Is one thing that is most necessary in this world?
- Are your morals and where do you get them from?
- Watch TED talk, “How to Make Positivity Stick” by Caitlin Haacke. While viewing, consider what Haacke’s belief is and what anecdotes she provides to illustrate how she developed her belief.
- List three credos you believe in.
- Mentor Text: Read, annotate and discuss Brighton Earley’s “This I Believe” essay entitled “Finding the Flexibility to Survive”.
 - Outline each paragraph- summarize purpose
 - Highlight details/anecdotes that offer specificity and create imagery
 - Note hook and closure
 - Significance of setting?
- Choose one of your credos and list 2-3 anecdotes that you can use to illustrate your belief.
- Mentor Text: Read, annotate and discuss Kamaal Majeed’s “This I Believe” essay entitled “Being Content with Myself”.
 - Consider paragraph division
 - Identify most powerful words, phrases, sentences
 - What is Majeed’s belief?
 - 3 anecdotes
 - Use of dash; dialogue
- Begin composing your essay. Focus on hook.
- Watch TED Talk, “What Reading Slowly Taught Me About Writing” - Jacqueline Woodson. While viewing, consider what Woodson’s belief is and what anecdotes she provides to illustrate how she developed her belief.
- Continue writing and conferencing with teacher and peers.
- Mentor Text: Read, annotate and discuss Melinda

		<p>Shoaf's "This I Believe" essay entitled "Designated Celebrator".</p> <ul style="list-style-type: none"> ○ She begins with "I believe..." but where does Shoaf's belief actually appear? ○ Highlight details/anecdotes that offer specificity and create imagery ○ Note hook and closure ○ Highlight dashes ○ Highlight dialogue ○ Highlight 3 words that stand out ● Continue essay; infuse imagery and appositives. Focus on word choice. Add dialogue if appropriate. ● Begin revision process. ● Add a mini-biography in third person by modeling after examples.
Resources/Materials	<ol style="list-style-type: none"> 1. TED Talk: How to Make Positivity Stick - Caitlin Haacke (online) 2. Brighton Earley's "Finding the Flexibility to Survive" (online) 3. Kamaal Majeed's "Being Content with Myself" (online) 4. TED Talk: "What Reading Slowly Taught Me About Writing" - Jacqueline Woodson (online) 5. Melinda Shoaf's "Designated Celebrator" (online) 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● CRP4.Communicate clearly and effectively and with reason. ● CRP6.Demonstrate creativity and innovation. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1.8.A.2.Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.4.Assess the credibility and accuracy of digital content. ● 8.1.8.E.1.Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 	
Diversity/Inclusion	<p>The mentor texts chosen for this unit explore a range of topics from economic instability to racial stereotypes to self-expression. Students are encouraged to use these models as a way to truthfully reflect on their own experiences and use writing as a way to make sense of the world around us. This unit celebrates our differences and honors each individual.</p>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Discussion of mentor texts ● Brainstorming of possible topics ● Journaling/quick writing ● One-on-one conferencing 	<ul style="list-style-type: none"> ● Final personal essay 	<ul style="list-style-type: none"> ● Brainstorming ● Annotation of mentor texts ● Prewriting ● Revising 	<ul style="list-style-type: none"> ●

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> • Additional wait time • Repeat and rephrase prompts • Check for understanding • Schedule additional conferences as needed 	<ul style="list-style-type: none"> • Additional wait time • Repeat and rephrase prompts • Check for understanding • Schedule additional conferences as needed • Modified seating, if applicable 	<ul style="list-style-type: none"> • Teach to varied learning styles • Encourage high expectations by promoting advanced vocabulary • Encourage students to reorder composition and take compositional risks • Provide one more complex mentor text: Theodor Benfey's "Belief in Science & Religion"

Writers Workshop 8 Cycle

Unit 4: Short Story

Time Allotted (days of instruction): 1 week

New Jersey Student Learning Standards (NJSLS):

- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What literary and rhetorical devices should I know to become a better writer? ● How do we use the writing process and peer feedback to revise our writing? ● How can we use our experiences or memories as material for our writing? ● How can we use our writing to help us better understand the world? ● How can we use our knowledge of genre, character, structure, setting, plot, conflict, etc. to reach our readers? ● How do we express ourselves in a creative and original way? 	<ul style="list-style-type: none"> ● Activate prior knowledge, survey text structure, make predictions, establish purpose for reading, adjust the purposes while reading, and monitor comprehension; ● Draw conclusions and use evidence to substantiate them by using mentor texts; make and justify inferences from explicit and or implicit information; ● Construct meaning from text by making connections between what they already know and the new information they read; ● Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections; ● Identify or discuss the underlying theme or main idea in texts; ● Recognize and understand character types (flat, round, static, dynamic, foil, protagonist, antagonist, hero, fool, mentor, villain, etc.); ● Understand character development and author’s techniques to convey information about a character; ● Compose an original short story with attention to character, exposition, rising action, climax, falling action, resolution, and dialogue. 	<ul style="list-style-type: none"> ● Anticipatory Activity: 53-Word Story Contest: Each month, the online publication, <i>Press 53</i>, provides a new prompt for the 53-word story. Students will compose their own stories for this contest and share it with peers. ● Peers will offer positive feedback on any one story composed by a peer. ● We will look at the opening lines of some mentor texts (<i>Before I Fall</i> by Lauren Oliver, <i>Dodger</i> by Terry Pratchett, <i>Far From You</i> by Tess Sharpe) to examine how to powerfully hook a reader with a compelling exposition. ● Mentor Text: We will view the <i>Twilight Zone</i> episode, “5 Characters in Search of an Exit” to see how the screenwriter develops character and plot. While viewing, students will respond to the following questions: <ul style="list-style-type: none"> ○ Describe the 5 characters. ○ Describe the setting. ○ What are three things the characters DO NOT know? ○ What are they unable to do? ○ What makes them fall down? ○ What happens to the protagonist’s sword? ○ Where does the protagonist think they are? ○ What do the five characters decide is the only way out? ○ How does the story end? ● Journal/Discussion: Students will consider what makes a good character. In their journals, students

will write about one of your favorite characters from books, movies, comics, or any other genre. Students will respond to the following: Why do you like that character? What makes that character unique? What does this character look like? Act like? What does this character want? What obstacles keep this character from getting the thing they want?

- Quick Write: Students will write about an event that they found mysterious in some way. They will focus on how the mystery affected them. Five minutes.
 - -150 words.
 - -Imagery
 - -Suspense
 - -Foreshadowing
- Mentor Text: We will read, annotate, and discuss Peter Orner's short story "The Deer." Students will consider the following:
 - What happens to the deer?
 - The girl doesn't just see this prey/predator relationship in passing. What is her reaction to seeing the deer?
 - Theme: The girl is pinned in place by forces she doesn't quite understand, while at the same time sensing their significance. Find evidence of this.
 - Theme: The meaning of silence in our often overburdened world. Evidence?
- Character Sketch: An interesting character has unique personality traits, an intriguing back-story, flaws to overcome, and a goal to pursue. Students will brainstorm a character by coming up with a name, age, gender, occupation, and setting. They will list these on a piece of scrap paper and crumple up the paper. We will play "Snowball," allowing students to throw their crumpled pieces of paper in a snowball fight. After 1 minute, each student will have one "snowball" in hand. They must use one of the ideas on this snowball for their own story.
- Students will begin writing, using our discussion about

exposition and hook as inspiration. Students will be encouraged to treat the setting like a character. While they write, they will conference with teacher.

- Mentor Text: Examine the first paragraph of Kristin Hannah's *On Mystic Lake*, a heading-home-to-heal novel. How does Hannah treat setting like a character?
- Students will continue their stories by composing the rising action:
 - Add a series of relevant incidents that create suspense, interest, and tension in a narrative.
 - Include all decisions, characters' flaws, and background circumstances that together create turns and twists leading to a climax.
 - Pit characters against hostile environments.
 - Pit them against antagonists or even against allies (if relationships sour).
 - Focus on characters' motivations and desires.
 - Use dialogue to show, not tell.
- Students will continue their stories by composing the climax. The conflict or tension must reach its highest point here. This must be a decisive moment for the character.
 - Option 1: Increase external conflict
 - Conflict brings urgency, propelling the story to a necessary resolution or meltdown.
 - Conflict between characters (competition for power, competing wants or needs, ideological differences in beliefs)
 - Conflict between characters and their environment
 - Option 2: Amplify internal conflict
 - The wars that rage within your characters are brought to their breaking points
 - Option 3: Use setting to add uncertainty
 - Option 4: Offer a turning point by introducing

		<p>something important about a character's past</p> <ul style="list-style-type: none"> ● Students will complete the story with falling action and unresolved resolution. They will wrap up the loose ends but close in a way that leaves the conflict unresolved, just like Orner's mentor text. While they write, they will conference with teacher. ● Peer Editing: Students will be assigned a peer editor who will respond to the following: <ul style="list-style-type: none"> ○ Word count (500-1000) ○ Identify the climax in the comments. ○ Resolution: What do you think will happen? ○ Comment on how you believe the setting contributes to the overall plot. ○ What sort of conflict is present--internal or external? ○ What is the most powerful word used in the whole story? ○ Comment on the title. ● Revise based on peer's comments; submit final draft.
Resources/Materials	<ol style="list-style-type: none"> 1. <i>The Twilight Zone</i> Episode 079 "5 Characters in Search of an Exit" 2. Press 53 Contest (online) 3. Peter Orner's "The Deer" (online) 4. Kristin Hannah's <i>On Mystic Lake</i> opening paragraph (online) 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● The close reading and writing skills we use in this unit are transferable to all subject areas. ● Discussion of stories within context helps students connect with and understand different environments and historical periods. ● When looking at character development, many connections can be made to the study of psychology or sociology. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● CRP4.Communicate clearly and effectively and with reason. ● CRP6.Demonstrate creativity and innovation. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1.8.A.2.Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.4.Assess the credibility and accuracy of digital content. ● 8.1.8.E.1.Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. 	
Diversity/Inclusion	<p>Since there are no required parameters about what students' stories should be about, there are opportunities for students to develop a story about anything, thereby allowing for diverse perspectives.</p>	

Assessments

Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Brainstorming Quick writes Journaling Discussions and annotations of mentor texts Response to film study 	<ul style="list-style-type: none"> Final draft of short story 	<ul style="list-style-type: none"> Periodic conferences with teacher Compose exposition, rising action, climax, falling action, and resolution throughout the course of the week with mini-lessons along the way. Peer editing and revision 	<ul style="list-style-type: none"> Example of Setting: Charles Dickens' <i>Oliver Twist</i> Example of Setting: Charles Dickens' <i>Hard Times</i>

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> Additional wait time Repeat and rephrase prompts Check for understanding Reduce required length of composition Schedule additional conferences as needed 	<ul style="list-style-type: none"> Additional wait time Repeat and rephrase prompts Check for understanding Reduce required length of composition Schedule additional conferences as needed Modified seating, if applicable 	<ul style="list-style-type: none"> Teach to varied learning styles Encourage high expectations by promoting advanced vocabulary and sentence structure Encourage students to reorder composition and take compositional risks

Writers Workshop 8 Cycle		
Unit 5: Film Study		
Time Allotted (days of instruction): 1 week		
New Jersey Student Learning Standards (NJSLS):		
<ul style="list-style-type: none"> RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script. 		
<ul style="list-style-type: none"> SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> What does this film teach us about tolerance? How does one earn another's respect and trust? 	<ul style="list-style-type: none"> Engage in thought-provoking group discussions that allow them to think and learn about tolerance, respect and trust, overcoming adversity, 	<ul style="list-style-type: none"> Students will research who The Freedom Riders were. They will predict why the film is entitled <i>Freedom Writers</i>. Students will receive a film study asking them to track

<ul style="list-style-type: none"> • How do individuals overcome diversity? • What are the differing family relationships portrayed in the film and how do they compare with your own? • How do the students in the film recognize that violence does not solve one's problems? • How do the characters in the film achieve success? • How does the film portray inequalities present in education? • How can writing be cathartic? 	<p>family relationships, anti-violence and anti-gangs, steps to finding success and the inequalities that exist in education.</p>	<p>character development, climactic moments, and the themes explored in the film.</p> <ul style="list-style-type: none"> • We will view about 35 minutes of the film each class period, pausing to discuss and respond to the questions in the film study. • Upon completion of the film, we will view interviews with actors, the director, and the teacher, Erin Gruwell.
Resources/Materials	1. Film: <i>Freedom Writers</i> (DVD)	
Interdisciplinary Connections	History: This film delves deeply into a variety of significant historical events, including The Holocaust and the Civil Rights Movement in America.	
21st Century Life and Careers	9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
Diversity/Inclusion	This film aims to understand and appreciate one's differences. The characters face conflicts due to their differences and by the end of the film, they become unified and learn to appreciate all diverse cultures.	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • Discussions 	<ul style="list-style-type: none"> • Film Study: Open-ended responses to viewing guide. 	<ul style="list-style-type: none"> • Research: The Freedom Riders 	<ul style="list-style-type: none"> • Provide small-group discussion opportunities to supplement large-group discussions.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> • Stop to discuss vocabulary and idioms. 	<ul style="list-style-type: none"> • Pause at appropriate moments to discuss important developments • Provide ideal seating arrangements for viewing • Offer trigger warnings 	<ul style="list-style-type: none"> • Stress interdisciplinary connections • Delve into the genre of film study