



Park Hill School District

Building Successful Futures • Each Student • Every Day

8th Grade English Language Development: Writing Curriculum

Course Description: 8th Grade English Language Development Writing curriculum is a course that focuses on creating thoughtful writers. This course emphasizes information literacy, research, critical thinking, elements of literature, and argument writing. The goal is to support students' English language development and produce lifelong readers and writers.

ELD Can-Do's: Use the Can-Do chart below to help modify instruction, assignments & assessments based upon the proficiency level of your particular EL students.

Domain/ Level	Listening	Speaking	Reading	Writing
The student can... Additional subject-specific can do's				
1	-Follow one-step oral commands/ instructions -Match social language to visual/graphic displays -Identify objects, people, or places from oral statements/ questions using gestures (e.g., pointing) -Match instructional language with visual	-Answer yes/no and choice questions -Begin to use general and high frequency vocabulary -Repeat words, short phrases, memorized chunks -Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	-Associate letters with sounds and objects -Match content-related objects/pictures to words -Identify common symbols, signs, and words -Recognize concepts of print -Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text -Use picture dictionaries/illustrated glossary	-Draw content-related pictures -Produce high frequency words -Label pictures and graphs -Create vocabulary/concept cards -Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)

2	-Follow multi-step oral commands/instructions -Classify/sort content-related visuals per oral descriptions - Sequence visuals per oral directions -Identify information on charts or tables based on oral statements	-Convey content through high frequency words/phrases -State big/main ideas of classroom conversation -Describe situations from modeled sentences -Describe routines and everyday events -Express everyday needs and wants -Communicate in social situations -Make requests	-Sequence illustrated text of fictional and non-fictional events -Locate main ideas in a series of simple sentences -Find information from text structure (e.g., titles, graphs, glossary) -Follow text read aloud (e.g., tapes, teacher, paired-readings) -Sort/group pre-taught words/phrases -Use pre-taught vocabulary (e.g., word banks) to complete simple sentences -Use L1 to support L2 (e.g., cognates)	-Complete pattern sentences -Extend "sentence starters" with original ideas -Connect simple sentences -Complete graphic organizers/forms with personal information -Respond to yes/no, choice, and some WH- questions
3	-Categorize content-based examples from oral directions -Match main ideas of familiar text read aloud to visuals -Use learning strategies described orally -Identify everyday examples of content-based concepts described orally -Associate oral language with different time frames (e.g., past, present, future)	-Begin to express time through multiple tenses -Retell/rephrase ideas from speech -Give brief oral content-based presentations -State opinions -Connect ideas in discourse using transitions (e.g., "but," "then") -Use different registers inside and outside of class -State big/main ideas with some supporting details	-Identify topic sentences, main ideas, and details in paragraphs -Identify multiple meanings of words in context (e.g., "cell," "table") -Use context clues -Make predictions based on illustrated text -Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") -Differentiate between fact and opinion -Answer questions about explicit information in texts	-Produce simple expository or narrative text -String related sentences together -Compare/contrast content-based information -Describe events, people, processes, procedures
4	-Identify main ideas and details of oral discourse -Complete content-related tasks or assignments based on oral discourse -Apply learning strategies to new situations -Role play, dramatize, or re-enact scenarios from oral reading	-Answer opinion questions with supporting details -Discuss stories, issues, and concepts -Give content-based oral reports -Offer creative solutions to issues/problems -Compare/contrast content-based functions and relationships	-Classify features of various genres of text (e.g., "and they lived happily ever after" fairy tales) -Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) -Find details that support main ideas -Differentiate between fact and opinion in narrative and expository text	-Take notes using graphic organizers -Summarize content-based information -Author multiple forms of writing (e.g., expository, narrative, persuasive) from models -Explain strategies or use of information in solving problems
5 (Monitors)	-Use oral information to accomplish grade-level tasks -Evaluate intent of speech and act accordingly -Make inferences from grade-level text read aloud -Discriminate among multiple genres read orally	-Justify/defend opinions or explanations with evidence -Give content-based presentations using technical vocabulary -Sequence steps in grade level problem-solving -Explain in detail results of inquiry (e.g., scientific experiments)	-Summarize information from multiple related sources -Answer analytical questions about grade-level text -Identify, explain, and give examples of figures of speech -Draw conclusions from explicit and implicit text at or near grade level	-Create expository text to explain graphs/charts -Produce research reports using multiple sources/citations -Begin using analogies - Critique literary essays or articles

ELD Key Language: Refer to key language uses in the chart to connect the Engaging Experiences to the greater goals of English language development described below.

Snapshots of Key Language Uses in Grades 6–8	
Narrate	• Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices • Manipulate pace to bring attention to key points in the narrative • Underscore the significance of events • Create tension and suspense • Interpret and use historical narratives as primary source evidence in constructing arguments
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Interpret multiple sources of information to develop knowledge before reporting on topics • Construct research reports that require multiple sources of factual information
Explain	• Identify, analyze, and give account for causal, consequential, or systems relationships • Apply scientific reasoning to show how or why something works • Construct explanations using models or representations • Use evidence in the construction of scientific explanations
Argue	• Interpret multiple sources of information to develop claims and counterclaims • Construct claims and offer them for debate • Respond to counterclaims • Contextualize and evaluate primary and secondary sources • Analyze literary techniques, such as the development of theme and characterization in works of fiction

Table 3-11: Distribution of Key Language Uses in Grades 6-8

Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

 Most Prominent
  Prominent
  Present

8th Grade English Language Arts Scope and Sequence: Reading and Writing

WRITING		READING	
Blocks	Unit	Blocks	Unit
6-8	<u>Unit 0</u> : Communication in ELA	6-8	<u>Unit 0</u> : Reading for Life
30	<u>Unit 1</u> : Elements of Literature	30	<u>Unit 1</u> : Elements of Literature
15	<u>Unit 2</u> : Information Literacy Research & Critical Thinking	15	<u>Unit 2</u> : Research & Informational Texts
20	<u>Unit 3</u> : Art of Argument	20	<u>Unit 3</u> : Analysis of the Argument
5-7	<u>Unit 4</u> : Culminating Unit	5-7	<u>Unit 4</u> : Culminating Unit

	6 th Grade	7 th Grade	8 th Grade
Conventions	• Parts of speech (noun, verb, adjective, adverb, pronoun) • Complete sentences • Fragment sentences • Run-on sentences • Capitalization • First word of a sentence • Proper nouns • I (the pronoun) • Pronouns (common ones, what do they replace)	• Sentence families (simple, compound, complex) • Conjunctions • Verb Tense • Coordinate Adjectives • Clauses and phrases • Modifiers (dangling and misplaced) • Quotations • Pronoun-antecedent agreement • Subject-verb agreement	• Complex-compound sentences (how to combine) • Gerunds • Participles • Infinitives • Verbs • Active vs. Passive Voice • Parallelism

Unit 0: Communication in ELA

Subject: ELA

Grade: 8th

Name of Unit: Communication in ELA

Length of Unit: 6-8 blocks

Overview of Unit: Students will be introduced to the ELD room and reader's workshop, and establish norms and procedures to be successful readers. Each student will set up their Reader's Notebook (digital or non digital) that will be used throughout the year.

***Use the following list to set up routines and norms for your classroom, as well as spark students' passion for writing. See below for more detailed Engaging Experiences as needed.**

Quick Start to ELD Reading:

- Choose Get to know you activities
- Set up class expectations & norms
- Set up RAZ Kids accounts, then give kids logins and placement test
- Set up Epic! accounts, then give kids logins and browsing
- Build reading stamina using RAZ and Epic!
- Introduce & learn about different book genres
- Introduce & practice discussion skills
- Set up class notebook
- Support with school schedules, lockers, teachers names as needed

Priority Standards for unit:

- 8.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Supporting Standards for unit:

- 8.W.3.A.e Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Unwrapped Priority Standards

Priority Standard			
8.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.			
Learning Targets	Success Criteria		
● The student will review, revise, and edit writing with task, purpose, and audience of a text in mind.	● Reword, add, delete, or reorder in my writing to revise with task, audience, and purpose in mind. ● Review my writing with task, audience, and purpose in mind. ● Edit my writing with task, audience, and purpose in mind.		
● The student will use proper grammar, spelling, punctuation and language usage in their writing.	● Use proper grammar and language in writing ● Use correct spelling in writing ● Use correct punctuation in writing		
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>

Essential Questions:

- How can I make intentional writer's moves?

Enduring Understanding/Big Ideas:

- I can use revision skills to improve my writing.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
claim evidence eye contact Pacing Fluency expression	audience coherent collaborative collegial edit elaborate organization revise relevant purpose writing process

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- [Read and Write Beside Them](#) by Penny Kittle has quick write mentor texts and resources for writer's notebooks.
- *180 Days* by Gallagher and Kittle

ELD Modifications:

Engaging Experience 1	
<u>Title:</u> The Trial of Queenie Volupides	<u>Suggested Time Length:</u> 3-4 blocks
<u>Priority Standard:</u> 8.W.3.A.c WIDA Standards:	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
• The student will review, revise, and edit writing with task, purpose, and audience of a text in mind. • The student will use proper grammar, spelling, punctuation and language usage in their writing.	• Set up writer's notebook • Generate ideas for writing • Build writing stamina • Draft, edit, and revise Quick Writes

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Plan to include 10-20 minutes of focused writing time- dialogue journal, quick writes, Imagine Learning, and grammar practice as you see fit for your students. • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				

Resources: Penny Kittle's Write Beside Them and StudySync mentor texts	Brainstorming and notes in Writer's Notebook	- Notebook set-up - Conferring - Appropriate communication - Peer feedback	Quick Writes in Writer's Notebook	Whip share daily writing with other students and with teacher during conferences, opportunities for peer feedback and/or revision
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- My writer's notebook has _____.
- In my writer's notebook, I will _____.

Instructional Notes:

Students will set up their Writer's Notebooks and learn about ELA routines and expectations. Students will practice generating ideas for their own writing as well as following writing prompts. Teacher should lead students into coming up with ideas for their writing, generating complete pieces of writing, and making their writing better through editing and revision practices.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Developing Workshop Expectations	Students set up Writer's Notebooks and build writing stamina.	4-5 blocks
Engaging Scenario	After setting up their writer's notebooks and working on building writing stamina, students will choose a piece of their own writing to revise and turn in for assessment.	2 Blocks

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (1-2 Blocks)

After setting up their writer's notebooks and working on building writing stamina, students will choose a piece of their own writing to revise and turn in for assessment.

Unit 1: Elements of Literature

Subject: ELA

Grade:8th

Name of Unit: Elements of Literature

Length of Unit: 30 blocks

Overview of Unit: Students will read a variety of stories and analyze narrative elements and techniques as readers in Reading class and as writers in ELA. Students will craft their own narrative, focusing on building suspense and other narrative writing techniques.

Priority Standards for unit:

- 8.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
- 8.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

Supporting Standards for unit:

WIDA Priority Standards
Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

Priority Standard	
● 8.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.	
Learning Targets	Success Criteria
The student will follow a writing process to develop narratives, including poems.	● I can follow a writing process to develop narratives, including poems ○ Prewriting/Brainstorming ○ Drafting ○ Revising ○ Editing ○ Publishing
The student can produce clear and understandable narrative writing with development, organization, style, and voice appropriate to the task, purpose, and audience.	● Identify: ○ Task ○ Audience ○ Purpose ● Adjust my writing according to: ○ Task ○ Audience ○ Purpose
The student will develop narrative writing, about real or imagined experiences, that establishes and maintains a consistent point of view.	● Recall point of view (POV) choices ● Choose POV that is best for your story ● Write using that POV, being consistent with it ● Revise, ensuring a consistent POV
The student will include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	● Include clearly identified characters ● Structure event sequences ● Use narrative techniques ● Use relevant descriptive details

**Content focused*

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies narrative techniques in read-alouds and/or oral discussions.	Verbalizes narrative techniques in a story through peer discussions and verbally rehearses narrative story.	Identifies narrative techniques in a level-appropriate mentor text to guide their narrative piece.	Writes a well-developed narrative piece including narrative techniques.

Priority Standard			
8.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will review, revise, and edit writing with task, purpose, and audience of a text in mind.	● Reword, add, delete, or reorder in my writing to revise with task, audience, and purpose in mind. ● Review my writing with task, audience, and purpose in mind. ● Edit my writing with task, audience, and purpose in mind.	Apply	2
The student will use a variety of sentence structures to develop my voice in writing.	● Choose precise language for: ○ The Task ○ Purpose ○ Audience	Apply	2
The student will use sentence structures appropriate for the style, task, and audience of a text.	● Use sentence structures appropriate for the task, purpose, and audiences.	Apply	2
<i>*Grammar focused</i>			
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Receives, comprehends, and utilizes feedback to improve a narrative piece.	Confers with classroom teachers about their narrative piece.	Analyzes a text using rubrics, checklists, or other resources.	Demonstrates the ability to revise and edit a narrative piece.

Essential Questions:

1. How do I develop and produce a strongly written narrative?
2. How does word choice affect the quality of a writing piece?

Enduring Understanding/Big Ideas:

1. Follow a writing process and produce a narrative.
2. Choosing the best words to create a clear and cohesive piece.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Point of view Structure Allusions Symbolism Characters Plot Dialogue Characterization (direct & indirect) Imagery Figurative language Connotation Denotation Setting Symbolism Mood Tone Suspense	Narrative techniques Sensory details Imagery Transitions Description

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- Various ELD resources in StudySync
- English Learner Texts in StudySync
- ELD Multicultural books
- RazKids+ and Epic for additional short stories/texts

ELD Modifications:

Engaging Experience 1

<u>Title:</u> Deep Dive into Writer's Craft	<u>Suggested Time Length:</u> 6 blocks
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Priority Standard:8.W.2.A.a
 WIDA Standards: 1, 2

Learning Target(s):**Success Criteria:**

The student will follow a writing process to develop narratives, including poems.	● I can follow a writing process to develop narratives, including poems ○ Prewriting/Brainstorming ○ Drafting ○ Revising ○ Editing ○ Publishing
The student can produce clear and understandable narrative writing with development, organization, style, and voice appropriate to the task, purpose, and audience.	● Identify: ○ Task ○ Audience ○ Purpose ● Adjust my writing according to: ○ Task ○ Audience ○ Purpose
The student will develop narrative writing, about real or imagined experiences, that establishes and maintains a consistent point of view.	● Recall point of view (POV) choices ● Choose POV that is best for your story ● Write using that POV, being consistent with it ● Revise, ensuring a consistent POV
The student will include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	● Include clearly identified characters ● Structure event sequences ● Use narrative techniques ● Use relevant descriptive details

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Plan to include 10-20 minutes of focused writing time- dialogue journal, quick writes, Imagine Learning, and grammar practice as you see fit for your students. ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Read a variety of short story mentor texts (See English Learner Texts in StudySync)	Quick Writes to mimic writer's craft	Point of View Event Sequences Descriptive Details Characterization Writing Process	Literary Analysis Mentor Analysis	Whip Around Share Mini Presentations Conferences with Teacher

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: ● The protagonist in the story is _____. I know this because _____. ● The antagonist in the story is _____. I know this because _____. ● The character ____ goes from ____ to _____. This change can be seen when they _____. ● Based on the reading, the character/historical figure is _____. ● According to the text, the character/historical figure is _____. ● A key character trait is _____. ● The character/historical figure's character trait is _____. ● The character changes throughout the story. In the beginning, they _____. In the middle, he/she _____. By the end, the character _____. ● One important theme in the story is _____. Some scenes from the story that show this lesson is when _____. Another moment that supports the theme is when _____. ● First, _____. Next, _____. Then, _____. So, _____. Finally, _____. ● _____ wanted _____. But _____, so _____. Then, _____. ● The Point of view of this story is _____.
<u>Instructional Notes:</u> Students will read and analyze a variety of short stories and suspenseful texts as a writer.

ELD Modifications:

Engaging Experience 2

<u>Title:</u> Practice Narrative Writing Techniques	<u>Suggested Time Length:</u> 4 blocks
<u>Priority Standard:</u> 8.W.2.A.a WIDA Standards: 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will follow a writing process to develop narratives, including poems.	● I can follow a writing process to develop narratives, including poems ○ Prewriting/Brainstorming ○ Drafting ○ Revising ○ Editing ○ Publishing
The student can produce clear and understandable narrative writing with development, organization, style, and voice appropriate to the task, purpose, and audience.	● Identify: ○ Task ○ Audience ○ Purpose ● Adjust my writing according to: ○ Task ○ Audience ○ Purpose
The student will develop narrative writing, about real or imagined experiences, that establishes and maintains a consistent point of view.	● Recall point of view (POV) choices ● Choose POV that is best for your story ● Write using that POV, being consistent with it ● Revise, ensuring a consistent POV
The student will include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	● Include clearly identified characters ● Structure event sequences ● Use narrative techniques ● Use relevant descriptive details

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Plan to include 10-20 minutes of focused writing time- dialogue journal, quick writes, Imagine Learning, and grammar practice as you see fit for your students. ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Read a variety of short story mentor texts and student models (See Study Sync Unit "Everyone Loves A Mystery")	Quick Writes	Point of View Event Sequences Descriptive Details Characterization Writing Process	Writing Practice and Drafting (See Study Sync Unit "Everyone Loves a Mystery")	Whip Around Share Mini Presentations Conferences with Teacher

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: Use the Scholastic Writing Frames resource linked here for further examples of paragraph frames for narrative writing entries Students will be able to use the following stems to express themselves in multiple language domains: ● Tell how to make your favorite snack. ○ It's easy to make _____. You will need _____. First, _____. Next, _____. Then, _____. ● From the (character) point of view, they feel _____. ● If I was the (character), then I would _____. ● In the (character's) perspective, they are thinking _____. ● Based on the video, the (character) is _____.
<u>Instructional Notes:</u> Students will practice using a variety of narrative writing skills, utilizing a variety of student models and mentor texts.

ELD Modifications:

Engaging Experience 3	
<u>Title:</u> Revise and Edit Narrative Writing	<u>Suggested Time Length:</u> 3-4 blocks
<u>Priority Standard:</u> 8.W.2.A.b WIDA Standards: 1, 2, 5	

<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will review, revise, and edit writing with task, purpose, and audience of a text in mind.	• Reword, add, delete, or reorder in my writing to revise with task, audience, and purpose in mind.. • Review my writing with task, audience, and purpose in mind. • Edit my writing with task, audience, and purpose in mind..
The student will use a variety of sentence structures to develop my voice in writing.	• Choose precise language for: ○ The Task ○ Purpose ○ Audience
The student will use sentence structures appropriate for the style, task, and audience of a text.	• Use sentence structures appropriate for the task, purpose, and audiences.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Plan to include 10-20 minutes of focused writing time- dialogue journal, quick writes, Imagine Learning, and grammar practice as you see fit for your students. • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
See Study Sync Revision Skills Lessons in the "Everyone Loves a Mystery" Unit Extended Writing Project	Practice writing different types of sentences and using commas	Sentence Structure Punctuation	Narrative Revision Guide on Study Sync "Everyone Loves a Mystery" Unit	Peer Feedback

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: • _____, and _____. • _____, but _____. • _____, for _____. • _____, yet _____. • _____, so _____. • _____, nor _____. • _____ ; however , _____.

- _____. However, _____.

Instructional Notes:

- Consider reviewing and/or teaching compound and compound-complex sentences as appropriate for your learner's English levels.
 - Consider FANBOYS (for, and, nor, but, or, yet, so)
 - ; as a connector
 - However, thus, consequently, accordingly, etc.
- Students will use revision and editing practices to make their writing stronger and appropriate for their purpose, task, and audience.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (6 Blocks)

Students will create a final narrative product (digital storybook, short story, children's book, graphic novel, etc.).

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Deep Dive Into Narrative Writer's Craft	Students will read and analyze a variety of short stories and suspenseful texts as a writer.	6 Blocks
Practice Narrative Writing Techniques	Students will practice using a variety of narrative writing skills, utilizing a variety of student models and mentor texts.	4 Blocks
Revise and Edit Narrative	Students will use revision and editing practices to make their writing stronger and appropriate for their purpose, task, and audience.	3-4 Blocks
Engaging Scenario	Students will develop a Suspenseful Narrative (short story, digital storybook, graphic novel, etc.)	8 Blocks

Unit 2: Information Literacy Research & Critical Thinking

Subject: ELA

Grade:8th

Name of Unit: Information Literacy Research & Critical Thinking

Length of Unit: 15 blocks

Overview of Unit: In this unit, students will create a curated museum piece to present to other students. They will research a topic in reading class and then develop a feature article and multimedia exhibit to bring awareness or recognition to the topic.

Priority Standards for unit:

- 8.W.1.A.a Approaching the Task as a Researcher 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.
- 8.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence
- 8.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
- 8.SL.1.C Collaborating Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Supporting Standards for unit:

WIDA Priority Standards
Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Standard 3 Language for Mathematics: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

Priority Standard			
8.W.1.A.a Approaching the Task as a Researcher 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.			
Learning Targets		Success Criteria	
The student will conduct research to answer a question, including a self-generated question, using relevant and credible sources and citing correctly.		• Write a self-generated research question • Gather relevant print and digital sources • Gather credible print and digital sources • Integrate information using a standard citation system.	
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Gathers and interprets information from credible multimedia sources.	Identify and describe various relationships among ideas and information.	Interpret multiple sources of information to develop knowledge before reporting on topics.	Construct a correctly-formatted citation for credible resources.
Priority Standard			
8.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence			

Learning Targets	Success Criteria
The student will follow a writing process to develop expository writing.	- Follow a writing process to: - Develop claims - Support claims with evidence - Connect with reasoning - Look at expository writing mentors to: - Identify aspects such as organization, word choice, transitions, style, and voice - Analyze and evaluate the author's use of these skills - Make a plan for how to use these skills during the writing process
The student will produce clear and understandable informative/explanatory writing with appropriate development, organization, style, and voice.	- Produce an informative/expository writing that: - makes sense - has appropriate development - Organization - Style - voice

The student will produce informative/explanatory writing appropriate to the task, purpose, and audience.	- Identify task, audience, & purpose - Adjust my writing according to task, audience, purpose.
The student will develop informative /explanatory writing with expository techniques.	- Choose appropriate text structure - Remain unbiased - Include transitions - Write effective thesis
The student will develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.	- Examine a topic with relevant facts - Examine a topic with examples - Examine a topic with details
The student will develop informative/explanatory writing that establishes relationships between ideas and supporting evidence.	Produce informative/explanatory writing that establishes relationships between ideas and supporting evidence

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Interprets relevant information from oral discussions.	Verbalizes and paraphrases relevant information with peers and/or classroom teachers.	Gather and identify relevant information from multiple sources to answer a research question.	Writes a well-developed expository piece with a clear purpose and credible evidence in response to a research question.

Priority Standard			
8.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.			
Learning Targets	Success Criteria		
The student will review, revise, and edit writing with consideration for task, purpose, and audience.	● Revise my writing to revise with task, audience, and purpose in mind ● Review my writing with task, audience, and purpose in mind. ● Edit my writing with task, audience, and purpose in mind. ● Reword, add, delete, or reorder in my writing to revise		
The student will introduce my topic in a clear and engaging way.	● introduce my topic in a compelling way		
The student will maintain a clear focus in their writing.	● establish a strong focus in my writing. ● maintain my focus throughout the text.		
The student will create a meaningful conclusion to their writing.	● I can end my writing in a meaningful way.		
The student will revise their writing	● reword, add, delete, or reorder in my writing to revise		
<i>*Content focused</i>			
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Receives, comprehends, and utilizes peer feedback to improve an expository piece.	Confers with peers and/or classroom teachers about their expository piece.	Analyzes a text using rubrics, checklists, or other resources.	Demonstrates the ability to revise and edit an expository piece.

Priority Standard	
8.SL.1.C Collaborating Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	
Learning Targets	Success Criteria
The student will identify new information and multiple viewpoints from diverse media sources.	● Identify new information from diverse media sources ● Identify multiple viewpoints from diverse media sources.
The student will defend my views when new evidence is presented from other viewpoints.	● Defend views based off of new evidence presented from others

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Receives, comprehends, and utilizes peer feedback to improve an expository piece.	Confers with peers and/or classroom teachers about their expository piece.	Analyzes new texts and additional information that support their informational topic.	Demonstrates the ability to revise and edit an expository piece utilizing new information.

Essential Questions:

1. How do I find relevant and credible sources and cite correctly?
2. How do I develop and produce a strong piece of expository writing?
3. How do I use conventions and organization to make sure my writing is clear and coherent?
4. How does drawing from multiple sources help me defend my viewpoint?

Enduring Understanding/Big Ideas:

1. Conduct research to answer a question, using relevant and credible sources and citing correctly.
2. Follow a writing process and produce an expository piece
3. Using conventions and organization to write a clear and coherent piece
4. Draw from multiple sources to defend my viewpoint audience.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Informational/expository Plagiarism Credible Citations Reliable Research Analysis Evaluate Search terms Quote Paraphrase Currency Relevance Accuracy Authority Purpose	transitions thesis

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- Various ELD resources in StudySync
- English Learner Texts in StudySync
- CommonLit articles
- RazKids+ and Epic for additional short stories/texts

ELD Modifications:

Engaging Experience 1	
<u>Title:</u> Revise and Edit Narrative Writing	<u>Suggested Time Length:</u> 3-4 blocks
<u>Priority Standard:</u> 8.W.1.A.a WIDA Standards: 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will conduct research to answer a question, including a self-generated question, using relevant and credible sources and citing correctly.	• Write a self-generated research question • Gather relevant print and digital sources • Gather credible print and digital sources • Integrate information using a standard citation system.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Look at examples and/or non examples of citing sources and	Quick Write Prompt Example Prompt:	Avoiding Plagiarism Using technology	Create a Works Cited page Practice quoting,	Submit Works Cited page to instructor for review

respond	Teacher plays an excerpt of two songs and students write their opinion if the song produced after the original is guilty of plagiarism, using reasoning to back up claim	tools (MyBib, online resources)	paraphrasing, and using in-text citations correctly	
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Use the Scholastic Writing Frames resource [linked here](#) for further examples of paragraph frames for narrative writing entries
 - I do not think this song was plagiarized because _____.
 - I think this singer may have plagiarized. I think this because _____.
 - Another reason why I think this singer plagiarized is because _____.

Instructional Notes:

- Students will develop Works Cited pages for their research from Reading class. Students will also practice using in-text citations correctly and introducing their sources in a clear manner.

ELD Modifications:

Engaging Experience 2	
<u>Title:</u> Analyze Expository Mentor Texts	<u>Suggested Time Length:</u> 2-3 blocks
<u>Priority Standard:</u> 8.W.2.A.b WIDA Standards: 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
• The student will follow a writing process to develop expository writing.	• Follow a writing process to: ○ Develop claims ○ Support claims with evidence ○ Connect with reasoning • Look at expository writing mentors to: ○ Identify aspects such as organization, word choice, transitions, style, and voice ○ Analyze and evaluate the author's use of these skills ○ Make a plan for how to use these skills during the writing process

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Mentors: "Gallery Texts" from museums, infographics, other expository writing examples	Quick Writes to practice expository skills and write beside examples	Expository Genre Features	Mentor Analysis: Double-Column Notes, AVID Graphic Organizer, or One-Pager	Turn in mentor analysis

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: • Use the Scholastic Writing Frames resource linked here for further examples of paragraph frames for narrative writing entries ○ Would you believe that _____? ○ Have you ever thought about _____? ○ There are many reasons that _____.

- This can be shown in _(article/source name)_____ when the author states, “_(quote)_____.”

Instructional Notes:

- Students will read a variety of expository mentor texts. Teachers may choose to focus on showing students gallery texts from museum exhibits to give students an idea of what their Engaging Scenario writing could look like. Students will analyze and evaluate the mentor texts, reading like a writer, and will turn in a mentor text analysis to demonstrate their thinking.

ELD Modifications:

Engaging Experience 3

Title:

Develop Expository Writing

Suggested Time Length:

4-5 blocks

Priority Standard:8.W.2.A.b, 8.SL.1.C

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):

Success Criteria:

- The student will follow a writing process to develop expository writing.

- Follow a writing process to:
 - Develop claims
 - Support claims with evidence
 - Connect with reasoning
- Look at expository writing mentors to:
 - Identify aspects such as organization, word choice, transitions, style, and voice
 - Analyze and evaluate the author’s use of these skills
 - Make a plan for how to use these skills during the writing process

The student will produce clear and understandable informative/explanatory writing with appropriate development, organization, style, and voice.

- Produce an informative/expository writing that:
 - makes sense
 - has appropriate development
 - Organization
 - Style
 - voice

The student will develop informative/ explanatory writing with expository techniques.

- Choose appropriate text structure
- Remain unbiased
- Include transitions
- Write effective thesis

The student will develop informative/ explanatory

- Examine a topic with relevant facts
- Examine a topic with examples

writing to examine a topic with relevant facts, examples, and details.	Examine a topic with details
The student will develop informative/ explanatory writing that establishes relationships between ideas and supporting evidence.	Produce informative/explanatory writing that establishes relationships between ideas and supporting evidence

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. Plan activities to ensure the practice of all language domains using the sentence stems.				
StudySync resources for developing expository writing located in the Core ELA 8 “No Risk, No Reward” Unit in “Extended Writing Project and Grammar”	Quick Writes to practice expository skills and write beside examples	Focused Notes, Interactive Notebook Work, Annotate text features on expository mentors Expository Features: - CER - Prewriting and planning - style and voice - writing an opening/ introduction - developing a thesis - organization and clarity - choosing an appropriate text structure - remaining unbiased - using transitions - connecting ideas to evidence from research - writing an ending/ conclusion	Practice developing expository writing and using expository techniques Options: - Writing CER paragraphs on a variety of topics (Claim, Evidence, Reasoning) - See Blasts on StudySync: Search by theme/topic or by skill, such as “style”	Catch and Release during writer’s workshop- Share student work and what students are doing that is working - Peer Editing and Peer Feedback - Elbow Partners - Whip Around Share

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Use the Scholastic Writing Frames resource [linked here](#) for further examples of paragraph frames for narrative writing entries
 - Would you believe that _____?
 - Have you ever thought about _____?
 - There are many reasons that _____.
 - This can be seen in (article/source name) _____ when the author states, “ (quote) _____.”

Instructional Notes:

- Students will practice using expository writing skills and exploring expository text features through opportunities such as writing CERs, **Blasts on StudySync**, and writing beside expository mentor texts.

ELD Modifications:**Engaging Experience 4****Title:**

Revise and Edit Expository Writing

Suggested Time Length:

1-2 blocks

Priority Standard:8.W.3.A.a

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):

The student will review, revise, and edit writing with consideration for task, purpose, and audience.

Success Criteria:

- Revise my writing to revise with task, audience, and purpose in mind
- Review my writing with task, audience, and purpose in mind.
- Edit my writing with task, audience, and purpose in mind.
- Reword, add, delete, or reorder in my writing to revise

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
StudySync	Model revision	Using Grammarly	Grade examples	Revision

resources for developing expository writing located in the Core ELA 8 “No Risk, No Reward” Unit in “Extended Writing Project and Grammar” - Revision Section	and editing skills for students during Quick Writes each block, give students time to revise Quick Writes and come back to previous writing	and technology to edit writing Revision techniques Using a rubric and/or writer’s checklist to self assess	with rubric • Revision/Writer’s Checklists • Peer Evaluation • Self Assessment	discussions during teacher-student conferences Opportunities for peer feedback
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Use the Scholastic Writing Frames resource [linked here](#) for further examples of paragraph frames for narrative writing entries
 - Would you believe that _____?
 - Have you ever thought about _____?
 - There are many reasons that _____.
 - This can be seen in _(article/source name)_____ when the author states, “_(quote)_____.”

Instructional Notes:

Students will revisit their expository writing to review, revise, and edit. Students may participate in activities to better their revision skills, such as self-assessing with a rubric, completing a writer’s checklist, and participating in peer evaluation.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit’s priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (3-4 blocks)

Students will use research from reading class to create a museum exhibit about the topic they have been researching. In addition to a piece of informative writing, students could also include a brochure, a PSA, infographic, or some other method of educating and informing the public about their topic. This should reflect the research done over the course of the unit, with citations or records of research included. The information should NOT be argumentative in nature, but can include pictures, music, etc. that might help convince the audience of their positions. The format of the product should be professional and researched--for example, if they choose to use an infographic, they should research what professional infographics look like and produce professional work.

Potential opportunity for team teaching with Reading teacher for this Engaging Scenario

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Citing Research	Students practice using in-text citations correctly and using tools such as MyBib to create a Works Cited page for their research from Reading class.	1-2 Blocks
Analyze Expository Mentor Texts	Students read and analyze expository mentor texts, including museum “gallery texts.”	2-3 Blocks
Develop Expository Writing	Students practice developing expository writing pieces and using expository writing techniques.	4-5 Blocks
Revise and Edit Expository Writing	Students review, revise, and edit their expository writing.	1-2 Blocks
Engaging Scenario	Students will use research from reading class to create a museum exhibit about the topic they have been researching. In addition to a piece of informative writing, students could also include a brochure, a PSA, infographic, or some other method of educating and informing the public about their topic.	3-4 Blocks

Unit 3: Art of Argument

Subject: ELA

Grade:8th

Name of Unit: Art of Argument

Length of Unit: 20 blocks

Overview of Unit: Students will learn the elements of an effective argument and how those pieces fit together in order to maximize a person's ability to communicate their position. In order to build their argumentative skills, students will participate in evidence-based debates and ultimately complete an argumentative essay that ties together all they have learned about argumentative writing.

Priority Standards for unit:

- 8.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 8.W.2.A.c Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence
- 8.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts
- 8.SL.1.B Collaborating Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Supporting Standards for unit:

WIDA Priority Standards

Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Standard 3 Language for Mathematics: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

Priority Standard			
8.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
Learning Targets	Success Criteria		
The student will gather relevant information from multiple print and digital sources.	● Gather relevant information from multiple print and digital sources. ● Use search terms effectively. ● Assess the credibility and accuracy of print and digital sources.		
The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.	● I can quote the data and conclusions of others ● I can paraphrase the data and conclusions of others ● I can follow a standard format for citation		
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Engages in an argumentative discussion with peers.	Debates claims and counterclaims with peers and/or classroom teacher.	Gather and identify relevant information from multiple sources.	Constructs a well-developed argumentative piece with argumentative techniques.

Priority Standard									
8.W.2.A.c Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence									
Learning Targets	Success Criteria								
The student will follow a writing process to develop argumentative writing.	● Follow a writing process to: ○ Develop a claim ○ Support claim with evidence ○ Connect with reasoning								
The student will produce clear and coherent argumentative writing with development, organization, style, and voice.	● Produce an argument piece that makes sense and has appropriate: ○ Development ○ Organization ○ Style ○ voice								
The student will produce informative/explanatory writing appropriate to the task, purpose, and audience.	● Identify task, audience, purpose ● Adjust writing to task, audience and purpose								
The student will produce argumentative writing appropriate to the task, purpose, and audience.	● Produce an argumentative that makes sense and has appropriate: development, organization, style and voice								
The student will develop writing using argumentative writing techniques.	● Use argumentative techniques ○ claim/counter claim ○ Rhetoric ○ CER structure ○ Support with reasoning								
The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence and acknowledge counterclaims.	● Create claim ● Identify counterclaim ● Plan writing ● Add supporting evidence								
<table><tr><th><u>Listening</u></th><th><u>Speaking</u></th><th><u>Reading</u></th><th><u>Writing</u></th></tr><tr><td>Engages in an argumentative discussion with peers.</td><td>Articulates a response with a clear claim, evidence, and reasoning to a discussion.</td><td>Interprets multiple sources of information to develop a claim and counterclaim.</td><td>Constructs a claim and evidence to bring to class discussion.</td></tr></table>		<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	Engages in an argumentative discussion with peers.	Articulates a response with a clear claim, evidence, and reasoning to a discussion.	Interprets multiple sources of information to develop a claim and counterclaim.	Constructs a claim and evidence to bring to class discussion.
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>						
Engages in an argumentative discussion with peers.	Articulates a response with a clear claim, evidence, and reasoning to a discussion.	Interprets multiple sources of information to develop a claim and counterclaim.	Constructs a claim and evidence to bring to class discussion.						

Priority Standard									
8.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts									
Learning Targets	Success Criteria								
The student will review, revise, and edit writing with task, purpose, and audience of a text in mind.	● Reword, add, delete, or reorder in my writing to revise with task, audience, and purpose in mind. ● Review my writing with task, audience, and purpose in mind. ● Edit my writing with task, audience, and purpose in mind.								
The student will use appropriate transitions in my writing.	● Use appropriate transitions in writing								
<table><tr><th><u>Listening</u></th><th><u>Speaking</u></th><th><u>Reading</u></th><th><u>Writing</u></th></tr><tr><td>Receives, comprehends, and utilizes peer feedback to improve an argumentative piece.</td><td>Confers with peers and/or classroom teachers about their argumentative piece.</td><td>Analyzes new texts and additional information that support their argument.</td><td>Demonstrates the ability to revise and edit an argumentative piece utilizing new information.</td></tr></table>		<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	Receives, comprehends, and utilizes peer feedback to improve an argumentative piece.	Confers with peers and/or classroom teachers about their argumentative piece.	Analyzes new texts and additional information that support their argument.	Demonstrates the ability to revise and edit an argumentative piece utilizing new information.
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>						
Receives, comprehends, and utilizes peer feedback to improve an argumentative piece.	Confers with peers and/or classroom teachers about their argumentative piece.	Analyzes new texts and additional information that support their argument.	Demonstrates the ability to revise and edit an argumentative piece utilizing new information.						

Priority Standard	
8.SL.1.B Collaborating Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
Learning Targets	Success Criteria
The student will identify and describe the speaker’s argument and claims.	● Identify claims the speaker makes ● Explain their argument
The student will judge the speaker’s reasoning and evidence and use that judgment to create questions that connect ideas to multiple speakers.	● Evaluate the speaker’s reasoning and evidence ● Use judgment of evidence to create questions ● Create questions that connect a speaker’s ideas to other speakers
The student will respond to others’ questions and comments with relevant	● Listen to other questions and comments ● Connect speaker’s ideas to your thinking ● Build your response by creating a claim

evidence, observations, and ideas.	• Look for relevant evidence to support your claim		
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Engages in an argumentative discussion with peers.	Articulates a response with a clear claim, evidence, and reasoning to a discussion.	Interprets multiple sources of information to develop a claim and counterclaim.	Constructs a claim and evidence to bring to class discussion.

Essential Questions:

1. How do I use quotes and paraphrases of others' work without plagiarizing?
2. How do I develop and produce a strong piece of argumentative writing?
3. How do transitions make writing clearer and more cohesive?

Enduring Understanding/Big Ideas:

1. Gather relevant information, quote, and paraphrase without plagiarizing
2. Follow a writing process and produce an argumentative piece
3. Use transitions to make writing clearer and cohesive

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
argument support claim counterclaim citation argument evidence research quote paraphrase plagiarism ethos (credible and reliable) pathos logos (reasoning and evidence) style voice	rebuttal

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- Various ELD resources in StudySync
- English Learner Texts in StudySync
- CommonLit
- RazKids+ and Epic for additional short stories/texts

ELD Modifications:

Engaging Experience 1	
<u>Title:</u> Mentor Text Analysis	<u>Suggested Time Length:</u> 3-4 blocks
<u>Priority Standard:</u> 8.W.1.A.b WIDA Standards: 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will gather relevant information from multiple print and digital sources.	• Gather relevant information from multiple print and digital sources. • Use search terms effectively. • Assess the credibility and accuracy of print and digital sources.
The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.	• I can quote the data and conclusions of others • I can paraphrase the data and conclusions of others • I can follow a standard format for citation

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Plan to include 10-20 minutes of focused writing time- dialogue journal, quick writes, Imagine Learning, and grammar practice as you see fit for your students. • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence				

stems.				
Text Options from StudySync “Hear Me Out” Unit: • /HUG • Gaming Communities • Denee Benton: Broadway Princess • Cover Letter to LucasArts • Speech to the Ohio Women’s Conference: Ain’t I a Woman? • Across Five Aprils • To America • Letters of a Civil War Nurse • The Gettysburg Address • The Adventures of Tom Sawyer (Chapter Two) • Blind (Chapter Two)	Quick writes and reflective writing to respond to mentor texts and topics related to the texts	Argument Genre Characteristics Craft of Argumentative Writing	See StudySync “Hear Me Out” Unit Extended Writing Project “plan” stage lesson	Whip share or mini presentations Confer with teacher

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Use the Scholastic Writing Frames resource [linked here](#) for further examples of paragraph frames for writing entries.
- Example of argumentative paragraph frame:
 - In my perspective, _____. (claim)First of all _____. (reason). According to _____, _____. (cite source & supportive evidence) Another reason is _____. (reason) As mentioned by _____, _____. (cite source & supportive evidence). Furthermore, _____. (reason).Although some people might argue

- that _____, it is important to note _____. (counterexample/rebuttal) Therefore, _____. (call to action)
- Use varied introduction and transitional language in your paragraph frame depending on the level of your student.

Instructional Notes:

Students will read and analyze a variety of argumentative mentor texts while learning about the argumentative writing genre and author's craft. Students will show their thinking and practice citing sources correctly by analyzing a student model (StudySync) or mentor text.

ELD Modifications:

Engaging Experience 2	
<u>Title:</u> Writing Your Argument	<u>Suggested Time Length:</u> 4 blocks
<u>Priority Standard:</u> 8.W.2.A.c WIDA Standards: 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will follow a writing process to develop argumentative writing.	• Follow a writing process to: ○ Develop a claim ○ Support claim with evidence ○ Connect with reasoning
The student will produce clear and coherent argumentative writing with development, organization, style, and voice.	• Produce an argument piece that makes sense and has appropriate: ○ Development ○ Organization ○ Style ○ Voice
The student will produce informative/explanatory writing appropriate to the task, purpose, and audience.	• Identify task, audience, purpose • Adjust writing to task, audience and purpose
The student will produce argumentative writing appropriate to the task, purpose, and audience.	• Produce an argumentative that makes sense and has appropriate: development, organization, style and voice

The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence and acknowledge counterclaims.	● Create claim ● Identify counterclaim ● Plan writing ● Add supporting evidence
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<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Plan to include 10-20 minutes of focused writing time- dialogue journal, quick writes, Imagine Learning, and grammar practice as you see fit for your students. ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Case(s) for the upcoming mock trial Any supplemental research needed for evidence to support claims	Quick Write CERS (Claim, Evidence, Reasoning Paragraphs)	Writer's Craft (Argumentative Writing Techniques)	StudySync Extended Writing Project in the "Hear Me Out" Unit	Peer Feedback Conferences with teacher

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: ● Use the Scholastic Writing Frames resource linked here for further examples of paragraph frames for writing entries. ● Example of argumentative paragraph frame: ○ In my perspective, _____. (claim) First of all _____. (reason). According to _____, _____. (cite source & supportive evidence) Another reason is _____. (reason) As mentioned by _____, _____. (cite source & supportive evidence). Furthermore, _____. (reason). Although some people might argue that _____, it is important to note _____. (counterexample/rebuttal) Therefore, _____. (call to action) ● <i>Use varied introduction and transitional language in your paragraph frame depending on the level of your student.</i>
<u>Instructional Notes:</u> Students will reflect on the topic of the upcoming mock trial or debate. After reading mentor texts, discussing the topic of the mock trial/debate, and completing any supplemental research needed to support ideas, students will develop their own written argument. See Study Sync Extended Writing Project in the "Hear Me Out" Unit.

ELD Modifications:

Engaging Experience 3

<u>Title:</u> Prepare for Mock Trial or Debate	<u>Suggested Time Length:</u> 3-4 blocks
<u>Priority Standard:</u> 8.W.3.A.d WIDA Standards: 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will review, revise, and edit writing with task, purpose, and audience of a text in mind.	- Reword, add, delete, or reorder in my writing to revise with task, audience, and purpose in mind.. - Review my writing with task, audience, and purpose in mind. - Edit my writing with task, audience, and purpose in mind.
The student will use appropriate transitions in my writing.	Use appropriate transitions in writing

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: Plan to include 10-20 minutes of focused writing time- dialogue journal, quick writes, Imagine Learning, and grammar practice as you see fit for your students. Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. Plan activities to ensure the practice of all language domains using the sentence stems.				
Mock Trial Case(s): Resource		Roles for Mock Trial/Debate Trial Vocabulary and Routines Questioning skills	Class analyzes mock trial case Teacher assigns students mock trial roles based on student preference and/or teacher discretion Students prep for their specific role in the mock trial	Class Discussion

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Use the Scholastic Writing Frames resource [linked here](#) for further examples of paragraph frames for writing entries.
- Example of argumentative paragraph frame:
 - In my perspective, _____. (claim) First of all _____. (reason). According to _____, _____. (cite source & supportive evidence) Another reason is _____. (reason) As mentioned by _____, _____. (cite source & supportive evidence). Furthermore, _____. (reason). Although some people might argue that _____, it is important to note _____. (counterexample/rebuttal) Therefore, _____. (call to action)
- *Use varied introduction and transitional language in your paragraph frame depending on the level of your student.*

Instructional Notes:

Students will read a specific mock trial case (or debate topic) and learn about the different roles in a trial. Students will analyze witness statements, evidence, etc. and prepare their arguments for trial. Examples of materials that need to be prepped are opening statements, questions for direct and cross examination of witnesses, and closing statements.

ELD Modifications:

Engaging Experience 4

<u>Title:</u> Practice Mock Trial (or Debate)	<u>Suggested Time Length:</u> 1-2 blocks
<u>Priority Standard:</u> 8.SL.1.B WIDA Standards: 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will identify and describe the speaker's argument and claims.	● Identify claims the speaker makes ● Explain their argument
The student will judge the speaker's reasoning and evidence and use that judgment to create questions that connect ideas to multiple speakers.	● Evaluate the speaker's reasoning and evidence ● Use judgment of evidence to create questions ● Create questions that connect a speaker's ideas to other speakers
The student will respond to others' questions and comments with relevant evidence, observations, and ideas.	● Listen to others questions and comments ● Connect speakers ideas to your thinking ● Build your response by creating a claim ● Look for relevant evidence to support your claim

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Plan to include 10-20 minutes of focused writing time- dialogue journal, quick writes, Imagine Learning, and grammar practice as you see fit for your students. ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Mock Trial Case(s): Resource		How and when to make an objection, when a	Participate in a mini mock trial: Students should	Jury deliberates and explains why the side they chose

		judge sustains vs. overrules an objection Purpose of a jury and expectations of a jury vs. a judge	work to meet the expectations of their role in the trial and practice listening and speaking skills Attorneys: Ask witnesses relevant follow-up questions based on their statements Witnesses: Know statement by heart and be able to respond accurately to questioning Jury/Judge: Listen to both arguments and decide based on the strength of each argument	was more convincing - debrief as a class
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- I believe that _____.
- The first point I'd like to make is _____.
- It is clear that _____.
- While it might be true that _____, I still believe that _____.
- It is easy to think _____, but when you look at the facts _____.
- I believe _____ because according to _____ (source) _____.
- I agree/disagree with _____ because _____.
- I understand what you are saying, but I know that _____.
- I see your point, but I still think _____.
- You said _____, could you tell me more about why you think that/what you mean?
- I would like to respond to the comment that _____ made.

Instructional Notes:

Students participate in a mini mock trial (or mini debate) with an emphasis on practicing their roles and listening/speaking skills, such as responding to witness statements with relevant follow-up questions.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (8 blocks)

Students will use their preparation on argument analysis from reading class to participate in a mock trial. In preparation for the trial, students will:

- develop claims using evidence provided
- plan for potential rebuttals or questions from the opposing side
- evaluate the strength of both sides of an argument and identify any weaknesses
- practice writing, asking, and answering questions in order to reveal the sufficiency of evidence provided by the speaker

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Mentor Text Analysis	Students read a variety of texts and learn about argumentative writing genre, techniques, and writer's craft.	4 Blocks
Writing Your Argument	Students plan, write, edit, and revise an argumentative writing piece (StudySync).	4 Blocks
Prepare for Mock Trial or Debate	Students prepare for a mock trial (or debate) by researching the topic and planning out statements and questioning.	3-4 Blocks
Practice Mock Trial or Debate	Students participate in a mini mock trial (or mini debate) with an emphasis on practicing their roles and listening/speaking skills, such as responding to witness statements with relevant follow-up questions.	1-2 Blocks
Engaging Scenario (Mock Trial or Debate)	Students participate in a mock trial (or debate). It is suggested that each class is split into two so each student can have a role in the trial and the other half of the class can participate as the jury.	2-3 Blocks

Unit 4: Culminating Unit

Subject: ELA

Grade:8th

Name of Unit: Culminating Unit

Length of Unit: 5-7 blocks

Overview of Unit: Students will curate a variety of resources regarding the topic of their multi-genre project (Time Capsule or Year in Review Magazine) and will present their culminating project to others.

Priority Standards for unit:

None for this unit

Supporting Standards for unit:

- 8.SL.2.A Presenting Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.
- 8.SL.2.B Presenting Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners.
- 8.SL.2.C Presenting 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.

ELD Supporting Standards for unit:

WIDA Priority Standards
Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
Standard 3 Language for Mathematics: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.
Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Actively engages in peer presentations	Articulates a presentation using a professional register. States main ideas and supporting details clearly.	Interprets multiple sources of information to develop knowledge before reporting on topics.	Constructs a clear and coherent speech using transition phrases and ordered ideas.

Essential Questions:

1. How do I use quotes and paraphrases of others' work without plagiarizing?
2. How do I develop and produce a strong piece of argumentative writing?
3. How do transitions make writing clearer and more cohesive?

Enduring Understanding/Big Ideas:

1. Gather relevant information, quote, and paraphrase without plagiarizing
2. Follow a writing process and produce an argumentative piece
3. Use transitions to make writing clearer and cohesive

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
See Units 1-4	See Units 1-4

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- Various ELD resources in StudySync
- English Learner Texts in StudySync
- CommonLit
- RazKids+ and Epic for additional short stories/texts
- Excerpts from students' independent reading books as mentor texts for specific skills such as descriptive writing, engaging the audience, etc.

ELD Modifications:

Engaging Experience 1

<u>Title:</u> Brainstorming for Multi-Genre Project	<u>Suggested Time Length:</u> 1 blocks
<u>Priority Standard:</u> WIDA Standards: 1, 2, 3, 4, 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	• Identify main theme(s) for multi-genre project • Brainstorm ideas appropriate for the task, purpose, and audience • Discuss ideas for multi-genre project with others • Prioritize and organize ideas to prepare to curate time capsule or magazine

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Plan to include 10-20 minutes of focused writing time- dialogue journal, quick writes, Imagine Learning, and grammar practice as you see fit for your students. • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Time Capsule - look at examples Magazine - Scope is a great example for this project	Whole class or small group Padlet brainstorm for genres/topics	Project Rubric General Research / Effective Search Terms	Create a visual brainstorm for the multigenre project: Padlet, One-Pager, Graphic Organizer, Web, etc.	Share brainstorm ideas with classmates -

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Not applicable to this project.

Instructional Notes:

- Students will brainstorm ideas for their multi-genre project by reading, discussing, and looking at mentors.
-
- Students will brainstorm important events, themes, and topics from the past year or from their middle school experience and decide what genre and medium would best represent each topic.
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ELD Modifications:

Engaging Experience 2

Title:

Curating a Multi-Genre Project

Suggested Time Length:

3-4 blocks

Priority Standard:

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):

The student will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience

Success Criteria:

Choose a genre to represent each theme, topic, or aspect of the project.
Write/Create a piece for each theme, topic, or aspect of the project

- Magazine: Develop at least one informational, one argumentative, and one narrative text for magazine
- Time Capsule: Include a variety of artifacts paired with a journal entry in Capsule Notebook for each one

Make revisions and edits appropriate for the task, purpose, and audience

- Magazine: Engage audience through formatting, graphics, and other visual details
- Time Capsule: Decorate outside of capsule with relevant reflections and takeaways from the year

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: - Plan to include 10-20 minutes of focused writing time- dialogue journal, quick writes, Imagine Learning, and grammar practice as you see fit for your students. - Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. - Plan activities to ensure the practice of all language domains using the sentence stems.				
	Quick Writes may center around: - current events - personal milestones - reflections about growth, change, or learning - goals	- Review genres of writing and skills specific to each genre - Writing Process - Revision Skills	Students will create their collection of items/texts and reflections for their multigenre projects	- Students may keep and save their time capsules to open again later in their lives. - Students may submit their magazines for "publishing," and teachers can select magazines to print and have available in classroom libraries for future students to read.

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Not applicable to this project.

Instructional Notes:

- Students will create, write, and/or find pieces from a variety of genres to include in their multi-genre project. Students may create a Magazine or Time Capsule. Students will include visual aspects to make their project engaging and clear to their audience.

ELD Modifications:

Engaging Experience 3

Title:

Presenting Multi-Genre Project

Suggested Time Length:

1-2 blocks

Priority Standard:

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):**Success Criteria:**

The student will plan and deliver a presentation appropriate for the task, purpose, and audience, using multimedia to clarify, strengthen ideas, and add interest.

- Develop a multimedia presentation to show other students multi-genre project (Time Capsule or Magazine)

The student will present ideas by speaking audibly and clearly, making consistent eye contact, and using effective gestures.

- Practice presentation skills such as making eye contact with the audience and speaking clearly
- Deliver a clear and focused presentation that demonstrates effective public speaking skills

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Plan to include 10-20 minutes of focused writing time- dialogue journal, quick writes, Imagine Learning, and grammar practice as you see fit for your students. • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
	Quick Writes describing or summarizing items/texts included in multi-genre project	Presentation and speaking skills	Develop presentation with multimedia to showcase multi-genre project	Video, Slideshow, or Speech to share multimedia with other students

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Not applicable to this project.

Instructional Notes:

Students will develop and deliver a presentation to show their multi-genre project to their peers. Teachers may decide to open up the audience to the Reading class or have cross-team presentations.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (Concurrent with Engaging Experiences)

Students will curate a variety of resources regarding the topic of their multi-genre project (Time Capsule or Year in Review Magazine). Genres could include music, infographics, poems, speeches, podcasts, voice recordings, TED talks, obituaries, maps, etc. Students will present these multi-genre projects for a specified audience. (See Chapter 9 of *180 Days* by Gallagher and Kittle.)

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Brainstorming for Multi-Genre Project	Students will brainstorm ideas to showcase their middle school experience through a Time Capsule or Year in Review Magazine.	1 Block
Curating Multi-Genre Project	Students will create, write, and find pieces from a variety of genres to include in their multi-genre project.	3-4 Blocks
Presenting Multi-Genre Project	Students will share their Time Capsules or Year in Review Magazines with other students and/or their “future selves.”	1-2 Blocks
Engaging Scenario	Students will curate a variety of resources regarding the topic of their multi-genre project (Time Capsule or Year in Review Magazine). Genres could include music, infographics, poems, speeches, podcasts, voice recordings, TED talks, obituaries, maps, etc. Students will present these multi-genre projects for a specified audience.	Concurrent with Engaging Experiences