

Quinton Township School District
English Language Arts Literacy-Writing
Grade 8
[Pacing Guide](#)

Unit:	1	Unit Title:	Investigative Journalism	Pacing:	45 Days
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Unit Summary:

Eighth graders begin the year with a unit focused on investigative journalism, writing vivid narratives on social activism. Writers elevate their skills as literary essayists in the second unit, making arguments and counterarguments about themes in texts. Students explore a variety of social issues including climate change, diversity, equity, and inclusion and the impacts on their own lives, as well as the world. In the final unit, students craft research-based position papers, using principled arguments, drawing on evidence, and addressing multiple perspectives. # ()

The language standards that address conventions of standard English are taught concurrently with all reading units. The mechanics, usage, and grammar units can be found at the end of this document.

Objectives:

Pre-Assessment

- SWBAT write a small moment narrative to serve as pre-assessment for writing a personal narrative.

Bend One

1. SWBAT observe the world closely, capturing the who, what, where, when, and why of events within concise and captivating news stories.
2. SWBAT get ideas for potential news stories by closely observing the world around them, using their observations as starts for newscasts.
3. SWBAT writing in a journalistic tone, telling the facts, and maintaining a nonfiction tone. # ()
4. SWBAT make their short writing powerful, using specific nonfiction techniques. SWBAT identify techniques used by other nonfiction news writers.

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5. SWBAT set ambitious goals and use tools such as checklists to help measure their own progress and achievements.

Bend Two

6. SWBAT investigate issues in their community, putting themselves where the stories are, and crafting stories to illuminate underlying issues.
7. SWBAT to draw on what they know about writing narratives to help hone their narrative nonfiction.
8. SWBAT to draw on what they know about writing narratives to help hone their narrative nonfiction.
9. SWBAT to draw on what they know about writing narratives to help hone their narrative nonfiction.
10. SWBAT form strong writing partnerships. SWBAT prepare for publishing by using techniques such as thoughtful questioning, rehearsing writing, and giving feedback.
11. SWBAT finish editing their pieces for publication. SWBAT publish their finished pieces, and develop a blog or newspaper using their articles.

Bend Three

12. SWBAT develop and use many techniques to uncover the information to make their stories deeper and more substantial.
13. SWBAT demonstrate understanding of effective questioning, and utilize these skills to enhance their writing.
14. SWBAT organize their investigative pieces into parts. SWBAT use sophisticated transitions to lead their readers from one part to the next.
15. SWBAT organize their investigative pieces into parts. SWBAT use sophisticated transitions to lead their readers from one part to the next.
16. SWBAT organize their investigative pieces into parts. SWBAT use sophisticated transitions to lead their readers from one part to the next.

Post-Assessment

- SWBAT write a small moment narrative to serve as pre-assessment for writing a personal narrative.

Essential Questions:

- How is journalism different than fiction?
- What is a journalist's duty?
- Why is journalism important, even in today's day and age?
- What can journalists do to make their stories relevant, and inspiring?

New Jersey Student Learning Standards/Learning Targets:

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Pre-Assessment

- W.NW.8.3, W.WP.8.4, SL.PE.8.1, L.KL.8.2

Bend One

1. W.IW.8.2.d; W.NW.8.3.d; W.WP.8.4; W.WR.8.5; RI.CR.8.1; L.VL.KL.8.2; RI.IT.8.3; RL.MF.8.6; SL.PE.8.1; SL.II.8.2; L.SS.8.1; L.KL.8.2
2. W.8.2.d; W.NW.8.3.d; W.WP.8.4; W.WP.8.4; RI.CR.8.1; L.VL.KL.8.2; RI.IT.8.3; RL.MF.8.6; SL.PE.8.1; SL.II.8.2; L.SS.8.1; L.KL.8.2
3. W.8.2.d; W.NW.8.3.d; W.WP.8.4; W.WP.8.4; RI.CR.8.1; L.VL.KL.8.2; RI.IT.8.3; RL.MF.8.6; SL.PE.8.1; SL.II.8.2; L.SS.8.1; L.KL.8.2
4. W.8.2.d; W.NW.8.3.d; W.WP.8.4; W.WP.8.4; RI.CR.8.1; L.VL.KL.8.2; RI.IT.8.3; RL.MF.8.6; SL.PE.8.1; SL.II.8.2; L.SS.8.1; L.KL.8.2
5. W.IW.8.2; W.NW.8.3; W.WP.8.4; W.SE.8.6; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; SL.PE.8.1; L.SS.8.1; L.KL.8.2

Bend Two

6. W.AW.8.1; W.IW.8.2; W.NW.8.3; W.WP.8.4; W.RW.8.7; RL.CI.8.2; RL.PP.8.5; SL.PE.8.1; SL.II.8.2; L.SS.8.1; L.VL.8.3
7. W.NW.8.3; W.WP.8.4; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; SL.PE.8.1; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2
8. W.IW.8.2; W.NW.8.3.d; W.WP.8.4; RL.CI.8.2; RL.KL.8.2; SL.PE.8.1; L.SS.8.1; L.VL.8.3
9. W.IW.8.2; W.NW.8.3.d; W.WP.8.4; RL.CI.8.2; RL.KL.8.2; SL.PE.8.1; L.SS.8.1; L.VL.8.3
10. W.NW.8.3; W.WP.8.4; RL.CI.8.2; RL.KL.8.2; SL.PE.8.1; L.SS.8.1; L.VL.8.3
11. W.NW.8.3; W.WP.8.4; RL.CI.8.2; RL.KL.8.2; SL.PE.8.1; L.SS.8.1; L.VL.8.3

Bend Three

12. W.NW.8.3; W.WP.8.4; RL.CI.8.2; RL.KL.8.2; SL.PE.8.1; L.SS.8.1; L.VL.8.3
13. W.NW.8.3; W.WP.8.4; RL.CI.8.2; RL.KL.8.2; SL.PE.8.1; L.SS.8.1; L.VL.8.3
14. W.NW.8.3; W.WP.8.4; RL.CI.8.2; RL.KL.8.2; SL.PE.8.1; L.SS.8.1; L.VL.8.3
15. W.AW.8.1.e, W.IW.8.2.f, W.NW.8.3.e; W.WP.8.4; RL.KL.8.2; RI.IT.8.3; SL.PE.8.1; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.VL.8.3
16. W.AW.8.1; W.IW.8.2; W.NW.8.3; W.WP.8.4; W.SE.8.6; SL.PE.8.1; SL.AS.8.6; L.SS.8.1; L.VL.8.3

Post-Assessment

- W.NW.8.3d, W.WP.8.4, W.8.5, SL.PE.8.1, L.SS.8.1, L.KL.8.2, L.VL.8.3

Interdisciplinary Connections: 6.3.8.CivicsPD.3, 6.3.8.CivicsPI.4

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CI.3, 9.4.8.GCA.1

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.12, 9.4.8.IML.13

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Pre Assessment			
List small moments of a person to prepare for writing a personal narrative. Plan, flash draft, proofread, and revise a “small moment” personal narrative in one session.	Teacher's writing notebook	• Small Moments Slide • Writer's Notebooks	• Smart Board Applications • Google Applications • 1:1 Device
Bend One			
Lesson One Observe the world closely, capturing the who, what, where, when, and why of events within concise and captivating news stories.	Unit 1 Investigative Journalism Bend 1: Journalists Develop Their Powers of Observation to Capture Events <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Notecards with 5 W's for all students • Chart paper (5 W's) (CD) • Charts: Journalist's Notebook; Journalist's Sequence (CD); Writing = Bacon (CD); To Write a News	• Smart Board Applications • Google Applications • 1:1 Device

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		Story, Journalists... (CD)	
Lesson Two Get ideas for potential news stories by closely observing the world around them, using their observations as starts for newscasts. #	Unit 1 Investigative Journalism Bend 1: Turning Moments of Drama into Cogent Newscasts <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Danielle's exemplar excerpts (CD) • To Write a News Story, Journalists... chart	• Smart Board Applications • Google Applications • 1:1 Device
Lesson Three Writing in a journalistic tone, telling the facts, and maintaining a nonfiction tone.	Unit 1 Investigative Journalism Bend 1: Researching and Reporting Experience <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Model story • Danielle's anecdotes (CD) • Charts: Five W's; To Write a News Story, Journalists...	• Smart Board Applications • Google Applications • 1:1 Device
Lesson Four Make their short writing powerful, using specific nonfiction techniques. SWBAT identify techniques used by other nonfiction news writers.	Unit 1 Investigative Journalism Bend 1: Researching and Reporting Experience <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Audio/Video clip of Aretha Franklin's "Respect" or Beyonce's "Single Ladies" • Enlarged copy of mentor newscast to display	• Smart Board Applications • Google Applications • 1:1 Device

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		• Slips of paper with academic vocabulary. • Charts: Techniques for Making Short Writing Powerful; To Write a News Story, Journalists...	
Lesson Five Set ambitious goals and use tools such as checklists to help measure their own progress and achievements.	Unit 1 Investigative Journalism Bend 1: Setting Ambitious Goals and Publishing <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Grade 7 & 8 Narrative Writing Checklists • “Last minute editing checklist” (CD)	• Smart Board Applications • Google Applications • 1:1 Device
Bend Two			
Lesson Six Investigate issues in their community, putting themselves where the stories are, and crafting stories to illuminate underlying issues.	Unit 1 Investigative Journalism Bend 2: Journalists Delve Deeply to Reveal Underlying Issues <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Basket of Mentor Narratives • Index cards, pens, pencils • Charts: Journalists Seek and Tell Stories to Get Their Readers to Care	• Smart Board Applications • Google Applications • 1:1 Device

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		about an Issue by... (CD); Finding and Telling News Stories that Matter; To Write a News Story, Journalists...	
Lesson Seven To draw on what they know about writing narratives to help hone their narrative nonfiction.	Unit 1 Investigative Journalism Bend 2: Harnessing Narrative Craft to Reveal Central Ideas and Stir Empathy. <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Narrative writing checklists for 7th and 8th grades. • Charts: To Write a News Story, Journalists... (CD); Writers Ask Themselves (CD)	• Smart Board Applications • Google Applications • 1:1 Device
Lesson Eight Write facts to convey a bigger truth. SWBAT build tension using narrative and information writing to shuttle readers to that bigger truth.	Unit 1 Investigative Journalism Bend 2: Harnessing Narrative and Information Writing Techniques to Engage the Reader <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Three leads to be projected • Model story from teacher's writer's notebook (Brooklyn Teen) • Excerpts from	• Smart Board Applications • Google Applications • 1:1 Device

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		Mentor Texts (The Blind Side, The Race to Build- and Steal - the World's Most Dangerous Weapon, Angels and Demons) • Charts: When Engaging Readers, Journalists Might Begin By...; To Write a News Story, Journalists... (CD)	
Lesson Nine Elaborate to deepen readers' connections, often by considering the connotations of language, and crafting allusions and analogies that will suggest associations for their readers.	Unit 1 Investigative Journalism Bend 2: Elaborating to Deepen Reader's Connections <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Mentor Texts • Lead and Elaborate Sections of the Grade 8 & 9 Narrative Writing and Information Writing Checklists • Charts: Transitions Journalists Use	• Smart Board Applications • Google Applications • 1:1 Device

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		to Elaborate Perspective (CD); Cultural References (CD)	
Lesson Ten Elaborate to deepen readers' connections, often by considering the connotations of language, and crafting allusions and analogies that will suggest associations for their readers.	Unit 1 Investigative Journalism Bend 2: Writing Partners Have Each Other's Backs <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Model Partner Talk • Published Pieces from yesterday's share • 8th grade Narrative Writing Checklist (CD) • 8th Grade Narrative Student Writing Examples (CD) • Chart: Techniques Writing Partners Use to Prepare Each Other to Write for Long, Meaningful Stretches (CD)	• Smart Board Applications • Google Applications • 1:1 Device
Lesson Eleven Finish editing their pieces for publication. SWBAT publish their	Unit 1 Investigative Journalism Bend 2: Attending to Voice and Verb	• Narrative Writing Checklist	• Smart Board Applications • Google

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finished pieces, and develop a blog or newspaper using their articles.	Tense when Editing for Publication <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Mentor Texts ● Publication materials	Applications ● 1:1 Device
Bend Three			
Lesson Twelve Develop and use many techniques to uncover the information to make their stories deeper and more substantial.	Unit 1 Investigative Journalism Bend 3: Mentoring Oneself to a Pro to Envision the Arc of Investigative Reporting <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Article, “The Trouble with Sleep Texting” to project, and copy for each student. ● Charts: Investigative Journalists Explore the Bigger Story, They....; To Write a News Story, Journalists... (CD).	● Smart Board Applications ● Google Applications ● 1:1 Device
Lesson Thirteen Demonstrate understanding of effective questioning, and utilize these skills to enhance their writing	Unit 1 Investigative Journalism Bend 3: Expanding a Repertoire of Research Tools <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Charts: 7th Grade Session 10 - Writing About Reading: techniques writers use. Synonyms for word wall.	● Smart Board Applications ● Google Applications ● 1:1 Device

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		“Shows” • Narrative Writers Aim Toward Goals Such As • Narrative Writers Use Techniques Such As • Transitions for Explaining Investigative Evidence” • Some ‘WOW’ type questions that Journalists Ask	
Lesson Fourteen Organize their investigative pieces into parts. SWBAT use sophisticated transitions to lead their readers from one part to the next.	Unit 1 Investigative Journalism Bend 3: Structuring Investigative Pieces and Leading the Reader with Key Transitions <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Information book mentor text. • Enlargement of “The Trouble with Sleep Texting”, marked for structure (CD) • Set of transitional phrases on paper, index cards, or	• Smart Board Applications • Google Applications • 1:1 Device

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		post-its (students will use to build a chart) (CD) Charts: Sophisticated Transitions Journalists Might Use to Lead Their Readers (CD); To Write a News Story, Journalists... (CD)	
Lesson Fifteen Use their writing to encourage readers to take the information learned and affect change.	Unit 1 Investigative Journalism Bend 3: Crafting Endings that Call Readers to Action. <i>The Writing Strategies Book</i> by Jennifer Serravallo	- Ending to model story. - Charts: Journalists Ask Themselves...; To Write a News Story, Journalists... (CD); To Find Out More Text box	- Smart Board Applications - Google Applications 1:1 Device
Lesson Sixteen Publish their grammatically correct and properly formatted finished pieces on a digital format.	Unit 1 Investigative Journalism Bend 3: Publication and Celebration	Laptops	- Smart Board Applications - Google Applications

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	<i>The Writing Strategies Book</i> by Jennifer Serravallo		1:1 Device
Post-Assessment			
List small moments of a person to prepare for writing a personal narrative. Plan, flash draft, proofread, and revise a “small moment” personal narrative in one session.	Teacher’s writing notebook	- Small Moments Slide - Writer’s Notebooks	- Smart Board Applications - Google Applications 1:1 Device

Assessments	
Formative Assessments (Informal) - Daily observation of students' participation and products during the active participation segment of each minilesson. - Students' questions, comments, suggestions to teacher - Comments, corrections, and records from peer conferences between students Formative Assessments (Formal) - Pre-assessment - Teacher-student conferences	Summative Assessments - Published Investigative Journalism piece - Students will draft a final Investigative Journalism piece with minimal assistance from the teacher. - Student writing will be assessed based upon the Lucy Calkins rubric for writing, including: - Lead - Transitions - Ending - Organization - Elaboration - Craft - Spelling - Punctuation and sentence structure - Overall writing quality
Benchmark Assessments	Alternative Assessments Alternative Choice Projects

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- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students	• RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine	• RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.			
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Quinton Township School District
English Language Arts Literacy- Writing
Grade 8

Unit:	2	Unit Title:	The Literary Essay - Analyzing Craft and Theme - Argument	Pacing:	45 Days
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Unit Summary:

This unit is designed to help 8th graders to be more independent as literary essayists, while introducing them to some more rigorous analytic moves that will pay off when they go to high school. In the unit, writers will produce three different essays, more than likely based on the same text each time. They'll interpret this text with claims about its theme, craft, and comparing and contrasting this text with another.

Objectives:

Pre-Assessment

- SWBAT to write a pre-assessment regarding the text "Safe," from the book *Every Living Thing* by Cynthia Rylant to serve as a pre-assessment to the literary essay unit.

Bend One

1. SWBAT determine central themes within text by asking "What is this text really about?" or "What is this text trying to teach me about life?". SWBAT utilize the themes they have identified to write about the text in a critical analysis.
2. SWBAT look closely at a text to further develop their understanding of the text's themes. SWBAT use writing to discover what the whole text is saying about those ideas.
3. SWBAT pay attention to details of the plot and character development as well as the author's crafting decisions while analyzing a text. SWBAT reflect on the connection between the author's message and his or her craft.
4. SWBAT make a plan and set goals for their writing by recalling what they already know about the genre they are writing in, as well as examine mentor texts in that genre.
5. SWBAT question their ideas and writing, look at it objectively, and change their pieces accordingly.
6. SWBAT use logical sentence frames to help clarify the relationship between their evidence and their ideas.

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7. SWBAT solidify their arguments by identifying places within their writing where there could be another interpretation. SWBAT write to try and argue why their interpretation is the best one, nodding to the other argument and explaining why that one is not as sound.
8. SWBAT finalize their argument essays using the editing techniques reviewed in class.

Bend Two

9. SWBAT write about why they think the author chooses to write in the way he or she does. SWBAT distinguish what effect those craft moves by the author have on the text.
10. SWBAT find and identify symbols within their text and write to discover the deeper meaning behind the symbols they discover
11. SWBAT plan and draft an effective Author's Craft Essay.
12. SWBAT write introductions that explain the text being analyzed and the greater relevance of their essays. SWBAT conclude their essays by leaving readers with their most powerful thoughts.
13. SWBAT adopt an essayist's engaging and formal tone by varying their sentence length and using sophisticated language.
14. SWBAT use commas correctly within their writing. SWBAT publish their piece after revising as needed.

Bend Three

15. SWBAT think about more than one text at a time. SWBAT compare and contrast similar ideas across different texts.
16. SWBAT write an effective Argument essay quickly and with flexibility.
17. SWBAT demonstrate understanding of "Internet-Ready" by correcting their final pieces to IR standards. SWBAT publish their final pieces on the internet.

Post-Assessment

- SWBAT to write a post-assessment regarding the text "Safe," from the book *Every Living Thing* by Cynthia Rylant to serve as a post-assessment to the literary essay unit.

Essential Questions:

- What makes a good essayist?
- Why are essays important?
- What is theme?
- Why is theme important?
- What is important about being able to determine theme in a novel and write about it?

New Jersey Student Learning Standards/Learning Targets:

Pre-Assessment

- W.AW.8.1; W.WP.8.4; W.RW.8.7; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; RL.TS.8.4; SL.PE.8.1; SL.AS.8.6; L.SS.8.1; L.KL.8.2

Bend One

1. W.AW.8.1; W.NW.8.3.b; W.WP.8.4; W.SE.8.6; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; SL.PE.8.1; SL.II.8.2; L.SS.8.1; L.VL.8.3
2. W.AW.8.1.c; W.8.IW.2.d; W.WP.8.4; W.SE.8.6; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; SL.PE.8.1; L.SS.8.1; L.VL.8.3
3. W.AW.8.1; W.NW.8.3.d; W.WP.8.4; W.WP.8.4; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; RL.VL.8.3; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VI.8.4
4. W.AW.8.1; W.WP.8.4; W.WP.8.4; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; SL.PE.8.1; SL.II.8.2; SL.PI.8.4; L.SS.8.1; L.KL.8.2
5. W.AW.8.1; W.WP.8.4; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; SL.PE.8.1; L.SS.8.1; L.VL.8.3
6. W.AW.8.1.b,c; W.WP.8.4; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; SL.PE.8.1; SL.ES.8.3; SL.AS.8.6; L.SS.8.1; L.KL.8.2
7. W.AW.8.1.a,c; W.WP.8.4; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; L.SS.8.1; L.VL.8.3
8. W.AW.8.1; W.WP.8.4; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; SL.PE.8.1; L.SS.8.1; L.KL.8.2;

Bend Two

9. W.AW.8.1; W.NW.8.3.b,d; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; SL.PE.8.1; SL.II.8.2; L.SS.8.1; L.KL.8.2; L.VL.8.3
10. W.AW.8.1; W.WP.8.4; RL.CR.8.1; RL.CI.8.2; RL.8.33; L.VI.8.4; SL.PE.8.1; SL.II.8.2; L.SS.8.1; L.KL.8.2; L.VL.8.3;
11. W.AW.8.1; W.WP.8.4; W.WP.8.4; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; SL.PE.8.1; L.SS.8.1; L.VL.8.3
12. W.AW.8.1.a,e; W.NW.8.3.b; RL.CR.8.1; RL.CR.8.1; RL.CI.8.2; L.VI.8.4; SL.PE.8.1; SL.PI.8.4; L.SS.8.1; L.VL.8.3
13. W.AW.8.1.a,b,c,d,e; W.NW.8.3.b,d; W.WP.8.4; L.VI.8.4; SL.PE.8.1; L.SS.8.1; L.KL.8.2;
14. W.AW.8.1; W.WP.8.4; SL.PE.8.1; L.SS.8.1; L.8.2.b; L.VL.8.3

Bend Three

15. W.AW.8.1; W.RW.8.7; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; RL.TS.8.4; SL.PE.8.1; L.SS.8.1; L.VL.8.3
16. W.AW.8.1; W.WP.8.4; W.RW.8.7; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; RL.TS.8.4; SL.PE.8.1; SL.AS.8.6; L.SS.8.1;

L.KL.8.2; 17. W.AW.8.1; W.WP.8.4; W.SE.8.6; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; SL.PE.8.1; SL.AS.8.6; L.SS.8.1; L.VL.8.3 Post-Assessment W.AW.8.1; W.WP.8.4; W.RW.8.7; RL.CR.8.1; RL.CI.8.2; RL.KL.8.2; L.VI.8.4; RL.TS.8.4; SL.PE.8.1; SL.AS.8.6; L.SS.8.1; L.KL.8.2
Interdisciplinary Connections: 6.3.8.CivicsPI.4
Career Readiness, Life Literacies, and Key Skills: 9.1.8.PB.5, 9.4.8.GCA.2
Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.12, 9.4.8.TL.3
Career Education: 9.2.8.CAP.19

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Pre Assessment			
Read the anchor text “Safe,” from the book <i>Every Living Thing</i> by Cynthia Rylant. Plan, flash draft, proofread, and revise a literary essay based on text “Safe,” from the book <i>Every Living Thing</i> by Cynthia Rylant.	Teacher’s writing notebook	- Literary Essay Slide - Writer’s Notebooks - Anchor text: “Safe,” from the book <i>Every Living Thing</i> by Cynthia Rylant.	- Smart Board Applications - Google Applications 1:1 Device
Bend One			

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Lesson One Determine central themes within text by asking “What is this text really about?” or “What is this text trying to teach me about life?”. SWBAT utilize the themes they have identified to write about the text in a critical analysis.	Unit 2 The Literary Essay Bend 1: The Thematic Essay: Looking for Themes All Around Us <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Video Clip of Taylor Swift’s “Safe and Sound” (CD) ● Anchor Text - “All Summer in a Day” (CD) ● Charts: How to Write a Thematic Essay (CD); Chart paper and markers to create Prompts to Push Writers to Speculate about Themes in a Text (CD)	● Smart Board Applications ● Google Applications ● 1:1 Device
Lesson Two Look closely at a text to further develop their understanding of the text’s themes. SWBAT use writing to discover what the whole text is saying about those ideas.	Unit 2 The Literary Essay Bend 1: The Thematic Essay: Reading Closely to Develop Themes <i>The Writing Strategies Book</i> by Jennifer Serravallo	● “All Summer in a Day” anchor text ● Charts: ● How to Write a Thematic Essay (CD); Prompts to Push Writers to Speculate about Themes	● Smart Board Applications ● Google Applications ● 1:1 Device

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		in a Text (CD)	
Lesson Three Pay attention to details of the plot and character development as well as the author's crafting decisions while analyzing a text. SWBAT reflect on the connection between the author's message and his or her craft.	Unit 2 The Literary Essay Bend 1: The Thematic Essay: Fine-Tuning Themes by Studying Author's Craft <i>The Writing Strategies Book</i> by Jennifer Serravallo	• "All Summer in a Day" Anchor text • Possible claims for essay on shared text, enlarged for display. • Charts: Literary Devices that Authors Use to Highlight Themes; How to Write a Thematic Essay (CD)	• Smart Board Applications • Google Applications • 1:1 Device
Lesson Four Make a plan and set goals for their writing by recalling what they already know about the genre they are writing in, as well as examine mentor texts in that genre.	Unit 2 The Literary Essay Bend 1: The Thematic Essay: Drafting Essays <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Model essay on "All Summer in a Day",enlarged for projection, and copy for each student. • Charts: What Makes a Great Essay? (CD); How to Write a	• Smart Board Applications • Google Applications • 1:1 Device

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		Thematic Essay (CD)	
Lesson Five Question their ideas and writing, look at it objectively, and change their pieces accordingly	Unit 2 The Literary Essay Bend 1: The Thematic Essay: Finding the Courage to Revise your Thinking <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Grade 7 Argument Writing Checklist (CD) • Model draft that isn't working. • Chart: How to Write a Thematic Essay (CD)	• Smart Board Applications • Google Applications • 1:1 Device
Lesson Six Use logical sentence frames to help clarify the relationship between their evidence and their ideas.	Unit 2 The Literary Essay Bend 1: The Thematic Essay: Clarifying Relationship between Evidence and Ideas <i>The Writing Strategies Book</i> by Jennifer Serravallo	• BModel draft of unclear logic and explanation. • Grade 7 Argument Writer's Checklist • Chart paper and marker • Charts: Some Ways to Clarify Our Logic; How to Write a Thematic Essay (CD)	• Smart Board Applications • Google Applications • 1:1 Device
Lesson Seven Solidify their arguments by identifying	Unit 2 The Literary Essay	• Teacher model essay (excerpt)	• Smart Board Applications

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places within their writing where there could be another interpretation. SWBAT write to try and argue why their interpretation is the best one, nodding to the other argument and explaining why that one is not as sound.	Bend 1: The Thematic Essay: Counter Argument within Literary Essays <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Chart paper and Markers ● Chart: How to Write a Thematic Essay	● Google Applications ● 1:1 Device
Lesson Eight Finalize their argument essays using the editing techniques reviewed in class.	Unit 2 The Literary Essay Bend 1: The Thematic Essay: Editing Using All You Know <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Grade 7 & 8 Argument Writing Checklist	● Smart Board Applications ● Google Applications ● 1:1 Device
Bend Two			
Lesson Nine Write about why they think the author chooses to write in the way he or she does. SWBAT distinguish what effect those craft moves by the author have on the text.	Unit 2 The Literary Essay Bend 2: The Author's Craft Essay: Noticing How an Author Tends to Write <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Lesson Nine ● photograph http://www.loc.gov/pictures/resource/fsa.8b.29516/ ● "All Summer in a Day" shared text ● Model entry ● Student Texts ● Charts: Narrative Writers Use	● Smart Board Applications ● Google Applications ● 1:1 Device

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		Techniques Such As... (CD); Narrative Writers Aim Toward Goals Such As... (CD); How to Write an Author's Craft Essay	
Lesson Ten Find and identify symbols within their text and write to discover the deeper meaning behind the symbols they discover.	Unit 2 The Literary Essay Bend 2: The Author's Craft Essay: The Power of Symbolism <i>The Writing Strategies Book</i> by Jennifer Serravallo	• "All Summer in a Day" shared anchor text • Teacher model craft essay claims to display • Charts: ○ How to Write an Author's Craft Essay (CD)	• Smart Board Applications • Google Applications • 1:1 Device
Lesson Eleven Plan and draft an effective Author's Craft Essay	Unit 2 The Literary Essay Bend 2: The Author's Craft Essay: Planning an Author's Craft Essay <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Grade 7 & 8 Argument Writing Checklist • Previous day's charts	• Smart Board Applications • Google Applications • 1:1 Device
Lesson Twelve	Unit 2 The Literary Essay	• Teacher model	• Smart Board

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Write introductions that explain the text being analyzed and the greater relevance of their essays. SWBAT conclude their essays by leaving readers with their most powerful thoughts.	Bend 2: The Author's Craft Essay: Framing Essays with Relevance and Context: Introductions and Conclusions <i>The Writing Strategies Book</i> by Jennifer Serravallo	conclusion • Chart paper and markers • Charts: How to Write an Author's Craft Essay (CD); How to Write a Thematic Essay (CD); Narrative Writers Aim Toward Goals Such As...	Applications • Google Applications • 1:1 Device
Lesson Thirteen Adopt an essayist's engaging and formal tone by varying their sentence length and using sophisticated language.	Unit 2 The Literary Essay Bend 2: The Author's Craft Essay: Adopting and Essayist's Tone <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Chart paper and markers • Excerpt from former student's essay that can be used to revise for tone, enlarged and projected.	• Smart Board Applications • Google Applications • 1:1 Device
Lesson Fourteen Use commas correctly within their writing. SWBAT publish their piece after revising as needed.	Unit 2 The Literary Essay Bend 2: The Author's Craft Essay: A Comma Inquiry <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Chart: Why Authors Use Commas	• Smart Board Applications • Google Applications • 1:1 Device

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Bend Three			
Lesson Fifteen Think about more than one text at a time. SWBAT compare and contrast similar ideas across different texts.	Unit 2 The Literary Essay Bend 3: The Comparative Essay: Writing across Texts <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Texts from last night's homework • "If Only We Had Been Taller" • Teacher model comparative essay claim • Charts: How to Write a Thematic Essay (CD); How to Write an Author's Craft Essay (CD); Narrative Writers Aim Toward Goals Such As...; Narrative Writers Use Techniques Such As...	• Smart Board Applications • Google Applications • 1:1 Device
Lesson Sixteen Write an effective Argument essay quickly and with flexibility.	Unit 2 The Literary Essay Bend 3: The Comparative Essay: Writing Comparative Essays on Demand	• Grade 8 Argument Writing Checklist • Texts	• Smart Board Applications • Google Applications • 1:1 Device

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	<i>The Writing Strategies Book</i> by Jennifer Serravallo	• Copies of Model Comparative Essay • Chart paper and markers	
Lesson Seventeen Demonstrate understanding of “Internet-Ready” by correcting their final pieces to IR standards. SWBAT publish their final pieces on the internet.	Unit 2 The Literary Essay Bend 3: The Comparative Essay: Publishing on the Internet <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Internet-ready chart	• Smart Board Applications • Google Applications • 1:1 Device
Post-Assessment			
Read the anchor text “Safe,” from the book <i>Every Living Thing</i> by Cynthia Rylant. Plan, flash draft, proofread, and revise a literary essay based on text “Safe,” from the book <i>Every Living Thing</i> by Cynthia Rylant.	Teacher’s writing notebook	• Literary Essay Slide • Writer’s Notebooks • Anchor text: “Safe,” from the book <i>Every Living Thing</i> by Cynthia Rylant.	• Smart Board Applications • Google Applications • 1:1 Device

Assessments	
Formative Assessments (Informal) • Daily observation of students' participation and products during the active participation segment of each	Summative Assessments • Published Thematic Essay and Author’s Craft Essay

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minilesson. • Students' questions, comments, suggestions to teacher • Comments, corrections, and records from peer conferences between students Formative Assessments (Formal) • Pre-assessment • Teacher-student conferences	• Students will draft final literary essay with minimal assistance from the teacher. • Student writing will be assessed based upon the Lucy Calkins rubric for writing, including: • Lead • Transitions • Ending • Organization • Elaboration • Craft • Spelling • Punctuation and sentence structure • Overall writing quality
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support	• RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions	• RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information

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instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students'	• Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine	and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine.	and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.			
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Quinton Township School District
English Language Arts Literacy- Writing
Grade 8

Unit:	3	Unit Title:	Position Papers: Research and Argument - Information	Pacing:	45 Days
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Unit Summary:

In this unit students learn to compose principled arguments by drawing on evidence, contextualizing their positions, and addressing multiple perspectives.

Objectives:

Pre-Assessment

- SWBAT write a persuasive essay about a topic they feel strongly about to serve as a pre-assessment.

Bend One

1. SWBAT decide upon one side of an argument, and defend their position using all their argument skills.
2. SWBAT plan their writing, set goals for their writing, and draft an argument essay.
3. SWBAT angle their evidence by explaining it fully, showing how the evidence illustrates or supports specific points.
4. SWBAT use evidence and word choice to make their case and advance their ideas within a nonfiction piece.
5. SWBAT write a powerful conclusion by restating their claim, offering insights, and leaving readers with memorable ideas or a call to action.
6. SWBAT edit for clarity and conventions. SWBAT add polishing touches to their work. SWBAT finalize presentation by adding or subtracting final bits.
7. SWBAT rehearse their arguments using breathing, tone of voice, body language, and gestures to emphasize their points and stir their audience.
8. SWBAT to deliver effective speeches (to either a live audience or TED-talk style). SWBAT compare their initial argument papers with their current argument papers, noting the progress.

Bend Two

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9. SWBAT develop understanding of dealing with an intense issue. SWBAT tackle a complex and difficult topic by reading, writing, and discussing the topic without arguing.
10. SWBAT research a topic that is intense, while finding out information and facts, and discerning which side of the argument they are on.
11. SWBAT research and acknowledge all angles of a topic while debating and writing.
12. SWBAT choose evidence that is the most relevant, significant, and convincing they can find. SWBAT plan to explain that evidence and how it might unfold across a piece.
13. SWBAT study alternative to their own point of view to better understand complex issues, attend to counterarguments, and strengthen their own arguments.
14. SWBAT use organizational structure to help build arguments, and also to lead readers to follow their thinking.
15. SWBAT revise an essay into a carefully worded letter with formal tone, and respectful language.
16. SWBAT produce a choice project celebrating the work they have done in this unit.

Post-Assessment

- SWBAT write a persuasive essay about a topic they feel strongly about to serve as a post-assessment.

Essential Questions:

- Why are writers important?
- How can we discuss a sensitive topic fairly?
- Why is it important to keep an open mind in a debate or discussion?
- Why is being able to turn an idea into multiple documents an important skill?

New Jersey Student Learning Standards/Learning Targets:

Pre-Assessment

- W.AW.8.1; W.WP.8.4; W.WR.8.5; W.RW.8.7; RI.CR.8.1; RI.CI.8.2; RI.PP.8.5; RI.MF.8.6; SL.PE.8.1; SL.II.8.2; L.SS.8.1; L.VL.8.3

Bend One

1. W.AW.8.1; W.WP.8.4; W.WR.8.5; RI.CR.8.1; RI.CI.8.2; RI.PP.8.5; RI.AA.8.7 or RI.CT.8.8 or RL.CT.8.8; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.VL.8.3
2. W.8.1.c; W.WP.8.4; W.WR.8.5; RI.CR.8.1; RI.CI.8.2; RI.PP.8.5; RI.AA.8.7 or RI.CT.8.8 or RL.CT.8.8; SL.PE.8.1;

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SL.ES.8.3; SL.PI.8.4; L.SS.8.1; L.VL.8.3

3. W.8.1.a,b,c; W.RW.8.7; RI.CR.8.1; RI.IT.8.3; RI.PP.8.5; RI.AA.8.7 or RI.CT.8.8 or RL.CT.8.8; SL.PE.8.1; L.SS.8.1; L.VL.8.3
4. W.AW.8.1; W.WP.8.4; W.WR.8.5; RI.CR.8.1; RI.CI.8.2; RI.AA.8.7 or RI.CT.8.8 or RL.CT.8.8; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VI.8.4
5. W.8.1.e; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; RI.CR.8.1; RI.CI.8.2; RI.AA.8.7 or RI.CT.8.8 or RL.CT.8.8; SL.PE.8.1; L.SS.8.1
6. W.AW.8.1; W.WP.8.4; W.SE.8.6; SL.PE.8.1; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.VL.8.3
7. W.AW.8.1; W.WP.8.4; W.SE.8.6; RI.8.10; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2;
8. W.AW.8.1; W.WP.8.4; W.SE.8.6; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; L.SS.8.1; L.KL.8.2

Bend Two

9. W.AW.8.1; W.WP.8.4; W.WR.8.5; W.RW.8.7; RI.CR.8.1; RI.CI.8.2; RI.PP.8.5; RI.MF.8.6; SL.PE.8.1; SL.II.8.2; L.SS.8.1; L.VL.8.3
10. W.AW.8.1; W.WP.8.4; W.RW.8.7; RI.CR.8.1; RI.CI.8.2; RI.PP.8.5; RI.MF.8.6; RI.AA.8.7 or RI.CT.8.8 or RL.CT.8.8; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; L.SS.8.1; L.VL.8.3
11. W.AW.8.1; W.WP.8.4; W.WR.8.5; RI.CR.8.1; RI.CI.8.2; RI.PP.8.5; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2;
12. W.8.1.a,b,c; W.NW.8.3.b,c,d; W.WP.8.4; W.RW.8.7; RI.CR.8.1; RI.CI.8.2; L.VL.KL.8.2; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; L.SS.8.1; L.VL.8.3
13. W.8.1.a,c; W.WP.8.4; W.SE.8.6; W.RW.8.7; RI.CR.8.1; RI.CI.8.2; RI.PP.8.5; RI.AA.8.7 or RI.CT.8.8 or RL.CT.8.8; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; L.SS.8.1; L.VL.8.3
14. W.8.1.d; W.WP.8.4; W.WR.8.5; RI.TS.8.4; SL.PE.8.1; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.VL.8.3
15. W.AW.8.1; W.WP.8.4; W.WR.8.5; W.SE.8.6; SL.PE.8.1; L.SS.8.1; L.KL.8.2
16. W.AW.8.1; W.WP.8.4; W.SE.8.6; RI.AA.8.7 or RI.CT.8.8 or RL.CT.8.8; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.VL.8.3

Post-Assessment

- W.AW.8.1; W.WP.8.4; W.WR.8.5; W.RW.8.7; RI.CR.8.1; RI.CI.8.2; RI.PP.8.5; RI.MF.8.6; SL.PE.8.1; SL.II.8.2; L.SS.8.1; L.VL.8.3

Interdisciplinary Connections: 6.3.8.CivicsPD.3, 6.3.8.CivicsPI.4, 2.1.5.SSH.3

Career Readiness, Life Literacies, and Key Skills: 9.1.8.FP.6, 9.1.8.PB.5, 9.4.8.CI.3, 9.4.8.GCA.1

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.DC.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Pre Assessment			
Plan, flash draft, proofread, and revise a persuasive essay on a topic you know a lot about and feel very strongly about.	Teacher's writing notebook	- Persuasive Essay Slide - Writer's Notebooks - Any outside resources students choose to use to support their arguments	- Smart Board Applications - Google Applications 1:1 Device
Bend One			
Lesson One Decide upon one side of an argument, and defend their position using all their argument skills.	Unit 3 Position Papers: Research and Argument Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: Debating Positions to Develop a Complex Argument <i>The Writing Strategies Book</i> by	- High-Jinks: Shoot-Out" article (CD) - Assigned partners (roles determined ahead of time) - Chart paper:	- Smart Board Applications - Google Applications 1:1 Device

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	Jennifer Serravallo	Pro/Con list ● Chart Paper: Academically worded positions ● Exemplar position paper ● Chart: Make a Crystal-Clear Plan for Drafting Your Essay	
Lesson Two Plan writing, set goals for writing, and draft an argument essay.	Unit 3 Position Papers: Research and Argument Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: Flash-Drafting Arguments while Working on Specific Writing Goals <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Grade 8 Argument Writing Checklist ● Basket of Mentor Texts (CD) ● Copies of two on-demand argument exemplars (CD) ● Charts: How to Write an Argument 7th grade The Art of Argument (CD); How to	● Smart Board Applications ● Google Applications ● 1:1 Device

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		write a position paper (CD)	
Lesson Three Angle evidence by explaining it fully, showing how the evidence illustrates or supports specific points.	Unit 3 Position Papers: Research and Argument Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: Angling Evidence to Support Specific Points <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Two excerpts from “High-Jinks: Shoot-Out” • Bend 1 Articles and Digital Sources • Guide to Citing References • Grade 8 Argument Writing Checklist • Charts: How to Write a Position Paper (CD); Sophisticated Techniques for Framing and Adapting Quotes (tip sheet) (CD); Some Common Logical Fallacies (tip	• Smart Board Applications • Google Applications • 1:1 Device

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		sheet) (CD)	
Lesson Four Use evidence and word choice to make the case and advance the ideas within a nonfiction piece.	Unit 3 Position Papers: Research and Argument Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: Using Connotative Language to Paint a Tone <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Excerpt from “High-Jinks: Shoot-Out” - focusing on word choice ● A few lines of argument for editing ● Optical Illusion ● Text excerpt for study “Shooting in the Dark” by Benedict Carey ● Charts: How to Write a Position Paper (CD); Writers of Informational Texts Aim Toward Goals Such As... (CD); Writers of Informational Texts Use Techniques Such As...	● Smart Board Applications ● Google Applications ● 1:1 Device
Lesson Five Write a powerful conclusion by restating the claim, offering insights,	Unit 3 Position Papers: Research and Argument	● Conclusion of an essay written	● Smart Board Applications ● Google

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and leaving readers with memorable ideas or a call to action.	Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: Writing Powerful Conclusions <i>The Writing Strategies Book</i> by Jennifer Serravallo	by an older student Charts: Powerful ConclusionsMight... (CD); How to Write a Position Paper (Tip sheet) (CD); Emergency Checklist: Word Processing Safety Check (tip sheet) (CD)	Applications 1:1 Device
Lesson Six Edit for clarity and conventions. Add polishing touches to work. Finalize presentation by adding or subtracting final bits.	Unit 3 Position Papers: Research and Argument Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Getting Ready to Publish <i>The Writing Strategies Book</i> by Jennifer Serravallo	- Guide to Citing References - Charts: - Checking the Most Urgent Conventions; Transitional Phrases that Help the Reader	- Smart Board Applications - Google Applications 1:1 Device
Lesson Seven Rehearse arguments using breathing, tone of voice, body language, and gestures to emphasize points and stir the audience	Unit 3 Position Papers: Research and Argument Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: Unleashing the	Video clip of Corey Booker's 2011 commencement speech at Williams	- Smart Board Applications - Google Applications 1:1 Device

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	Inner Dramatist to Give Speeches More Impact <i>The Writing Strategies Book</i> by Jennifer Serravallo	College (CD) • Copies of Corey Booker's speech transcript • Teacher model • Video clips of inspiring speeches (CD) • Lead and Ending of "Esteemed Members of the School Board" exemplar position paper, projected. • Charts: Tips for Rehearsing and Giving Confident and Stirring Speeches Chart and Tip Sheet	
Lesson Eight To deliver effective speeches (to either a live audience or TED-talk style). Compare initial argument papers with current argument papers, noting the progress.	Unit 3 Position Papers: Research and Argument Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: A Celebration of Speeches	• Grade 7 & 8 Argument Writing Checklist • Video camera or iPad (optional)	• Smart Board Applications • Google Applications • 1:1 Device

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	<i>The Writing Strategies Book</i> by Jennifer Serravallo		
Bend Two			
Lesson Nine Develop understanding of dealing with an intense issue. Tackle a complex and difficult topic by reading, writing, and discussing the topic without arguing.	Unit 3 Position Papers: Research and Argument Bend 2: Writing a Position Paper on a Complicated Issue: Should Child Soldiers Be Given Amnesty?: Grappling with Issues of Intensity and Developing Initial Understanding <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Sample letter to parents and families that describes the real-news aspect of this unit (CD) • Bend 2 Text set (CD) • video clip of Ishmael Beah, child soldier • A list of recommended texts for students • Charts: Questions to Help Think about Complex, Difficult Topics (tip sheet only); Argument Writers Aim Toward Goals Such As... ○ Argument	• Smart Board Applications • Google Applications • 1:1 Device

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		Writers Use Techniques Such As	
Lesson Ten Research a topic that is intense, while finding out information and facts, and discerning which side of the argument they are on.	Unit 3 Position Papers: Research and Argument Bend 2: Writing a Position Paper on a Complicated Issue: Should Child Soldiers Be Given Amnesty?: Developing Preliminary Positions and Revising Thinking <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Writing from yesterday's lesson	• Smart Board Applications • Google Applications • 1:1 Device
Lesson Eleven Research and acknowledge all angles of a topic while debating and writing.	Unit 3 Position Papers: Research and Argument Bend 2: Writing a Position Paper on a Complicated Issue: Should Child Soldiers Be Given Amnesty?: Debating to Draft More Balanced and Principled Arguments <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Video Clip of a teen debate to serve as mentor text (CD) • Video Clip of debate where someone's thinking grows • Charts: Tips for Being a Great Debater: Argument Moves That Pay Off; Let's Argue About Texts (Grade 7	• Smart Board Applications • Google Applications • 1:1 Device

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		Art of Argument) (CD);Transition s that You Can Use As You Argue (CD) ○ How to Write a Position Paper	
Lesson Twelve Choose evidence that is the most relevant, significant, and convincing available. Plan to explain that evidence and how it might unfold across a piece.	Unit 3 Position Papers: Research and Argument Bend 2: Writing a Position Paper on a Complicated Issue: Should Child Soldiers Be Given Amnesty?: Strengthening, Framing, and Pacing Evidence <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Excerpts from Teacher model to display and mark up, and that shows techniques to maintain tension. ● “The Child Soldier on Trial at Guantanamo” article (CD) ● Large Post-Its to copy quotations ● Basket of scissors, tape, large post-its, colored pens ● Speech to the School Board from Session 2 (annotated and	● Smart Board Applications ● Google Applications ● 1:1 Device

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		ready to display) • “Layering Details: Nonfiction Craft Moves” Strips of paper to distribute • Charts: How to Write a Position Paper (CD)	
Lesson Thirteen Study alternatives to their own point of view to better understand complex issues, attend to counterarguments, and strengthen their own arguments.	Unit 3 Position Papers: Research and Argument Bend 2: Writing a Position Paper on a Complicated Issue: Should Child Soldiers Be Given Amnesty?: Attending to Alternative Arguments and Points of View <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Excerpt of Teacher model, demonstrating addressing opposite viewpoints. • Exemplar excerpts of Argument writing to distribute • Copies of “A Continuum of FAIRNESS in Addressing Counterclaims” (CD) • Chart paper and marker to create chart “Studying	• Smart Board Applications • Google Applications • 1:1 Device

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		(And Addressing) Alternative Points of View in an Argument” ● Charts: How to Write a Position Paper (CD); To Provide Content in an Introduction, Writers Try... (tip sheets and chart) (CD)	
Lesson Fourteen Use organizational structure to help build arguments, and also to lead readers to follow their thinking.	Unit 3 Position Papers: Research and Argument Bend 2: Writing a Position Paper on a Complicated Issue: Should Child Soldiers Be Given Amnesty?: Using the Organizational Structure of Your Piece to Help Build Your Argument <i>The Writing Strategies Book</i> by Jennifer Serravallo	● 3 templates for organizational structures ● Image of a familiar board game, or film that students will know well. ● Charts: How to Write a Position Paper (CD); Argument Writers Use Techniques Such As...; Argument	● Smart Board Applications ● Google Applications ● 1:1 Device

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		Writers Aim Toward Goals Such As...	
Lesson Fifteen Revise an essay into a carefully worded letter with formal tone, and respectful language.	Unit 3 Position Papers: Research and Argument Bend 2: Writing a Position Paper on a Complicated Issue: Should Child Soldiers Be Given Amnesty?: Tailoring Position Papers as Letters <i>The Writing Strategies Book</i> by Jennifer Serravallo	• “When Addressing Experts, Writers Often Use Respectful Language Such As...” tip sheet • Argument Writing Checklist • Checklist for High-Stakes Writing	• Smart Board Applications • Google Applications • 1:1 Device
Lesson Sixteen Produce a choice project celebrating the work they have done in this unit.	Unit 3 Position Papers: Research and Argument Bend 2: Writing a Position Paper on a Complicated Issue A Social Activist Celebration <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Laptops, iPads, and/or video camera • Publishing materials • Publishing party	• Smart Board Applications • Google Applications • 1:1 Device
Post-Assessment			
Plan, flash draft, proofread, and revise a persuasive essay on a topic you	Teacher’s writing notebook	• Persuasive Essay Slide	• Smart Board Applications

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know a lot about and feel very strongly about.		● Writer's Notebooks ● Any outside resources students choose to use to support their arguments	● Google Applications ● 1:1 Device
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Assessments	
Formative Assessments (Informal) ● Daily observation of students' participation and products during the active participation segment of each minilesson. ● Students' questions, comments, suggestions to teacher ● Comments, corrections, and records from peer conferences between students Formative Assessments (Formal) ● Pre-assessment ● Teacher-student conferences	Summative Assessments ● Published Video Game and Child Soldier Essays ● Students will draft a final persuasive essay with minimal assistance from the teacher. ● Student writing will be assessed based upon the Lucy Calkins rubric for writing, including: ● Lead ● Transitions ● Ending ● Organization ● Elaboration ● Craft ● Spelling ● Punctuation and sentence structure ● Overall writing quality
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded	• RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine	• RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.			
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Quinton Township School District
English Language Arts Literacy-Language
Grade 8

Unit:	4	Unit Title:	Conventions of Standard English	Pacing:	25
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Unit Summary:

In this unit, students will explore the extensive classifications of verbs with mini-lessons that introduce verb forms and formative assessments via IXL to gauge proficiency.

We will accomplish these mini-lessons and activities through morning warm ups which will integrate with instruction in the Writer's and Reader's Workshops.

Objectives:

SWBAT explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

SWBAT form and use verbs in the active and passive voice.

SWBAT form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

SWBAT recognize and correct inappropriate shifts in verb voice and mood.

SWBAT use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

SWBAT identify subjects, predicates, direct objects, indirect objects, and clauses within sentences.

SWBAT identify and correct errors in run-on sentences and sentence fragments.

Essential Questions:

- As a writer, and as a reader, why is verb tense important?
- Why should we vary sentence structure in our writing?

New Jersey Student Learning Standards/Learning Targets:

L.SS.8.1, L.SS.8.1.A, L.SS.8.1.B, L.SS.8.1.C, L.SS.8.1.D, L.KL.8.2, L.KL.8.2.A

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Sadlier Connect	• Verbals Worksheets • Infinitives • Gerunds • Participles • IXL Exercises: 8th Grade, D.13 - D.15	• Smart Board Applications • Google Applications • 1:1 Device • IXL
Form and use verbs in the active and passive voice.	Sadlier Connect	• Active/ Passive Voice Worksheet • Active and Passive Voice • IXL Exercises: 8th Grade, D.11	• Smart Board Applications • Google Applications • 1:1 Device • IXL
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Sadlier Connect	• Online resources • Verb Moods Worksheet • IXL Exercises: 8th Grade	• Smart Board Applications • Google Applications • 1:1 Device • IXL

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Recognize and correct inappropriate shifts in verb voice and mood.	Sadlier Connect	• Study.com video resource • Shift Resource • Shift in Voice Worksheet • Shift in Mood Worksheet • IXL Exercises: 8th Grade, D.8	• Smart Board Applications • Google Applications • 1:1 Device • IXL
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Sadlier Connect	• Online Resources • Active/Passive Worksheets • Conditional/Subjunctive Worksheets • IXL Exercises: 8th Grade, D.11, D.12	• Smart Board Applications • Google Applications • 1:1 Device • IXL

Assessments	
Formative Assessments • Monitor student participation during warm ups and check for accurate completion of grammar worksheets. • Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher	Summative Assessments • For a quiz grade, students will identify the different functions of verbs, form and use of verbs in active and passive voice, form and use verbs in the indicative,

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will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments.	imperative, interrogative, conditional, and subjunctive mood, and identify shifts in verb voice and mood.
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of wait time - Hold high expectations - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques - Utilize scaffolding to support instruction. - Chunk tasks into smaller components - Provide step by step instructions - Model and use visuals as often as possible - Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. - Teach Tiers 1,2, and 3 words to assist students'	- RTI - Speech/Language Therapy - Rosetta Stone - Hold high expectations - Provide English/Spanish Dictionary for use - Place with Spanish speaking teacher/paraprofessional as available - Learn/Utilize/Display some words in the students' native language - Invite student to after school tutoring sessions - Basic Skills Instruction - Utilize formative assessments to drive instruction - Translate printed communications for parents in native language - Hold conferences with translator present - Utilize additional NJDOE resources/recommendations - Review Special Education listing for additional recommendations	- RTI Tiered Interventions following RTI framework - Support instruction with RTI intervention resources - Provide after school tutoring services - Basic Skills Instruction - Hold high expectations - Utilize Go Math! RTI strategies - Fountas and Pinnell Phonics - Hold parent conferences fall and spring - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent and daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning and growth. - Provide for the development of self-understanding of one's relationships with people,

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understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.	• Establish a consistent and daily routine		societal institutions, nature and culture.
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**Quinton Township School District
English Language Arts Literacy-Language
Grade 8**

Unit:	5	Unit Title:	Capitalization, Punctuation, Formatting, and Spelling	Pacing:	15 Days
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Unit Summary:

In this unit, students will review grammar rules and reinforce proper punctuation and capitalization. Students will review why certain rules are in place and what can happen when those rules are broken. From this point, we will introduce and practice how to use more complex punctuation such as semicolons, ellipses, hyphens, and dashes. Toward the end of the unit, students will formally review commonly misspelled words (which will be addressed prior to this point throughout the year) that programs like spellcheck will overlook. There will be two types of summative assessment for this unit. The first summative assessment will require students to achieve at least an 80 on specified IXL skills by the end of the unit. The second summative assessment will be a mini-project where students create and present posters illustrating the ways that they remember the correct spelling of frequently confused words. We will accomplish these mini-lessons and activities through morning warm ups which will integrate with instruction in the Writer's and Reader's Workshops.

After successful completion of this unit, we will continue to review the grammar concepts covered throughout the year during daily grammar warm-ups called "M.U.G. shots" (Mechanics, Usage, and Grammar). Mistakes made in students' writing will be addressed through one-on-one conferences and small group instruction if needed.

Objectives:

SWBAT identify and correct mistakes in capitalization, punctuation, and spelling.

SWBAT include appositives in their writing by using commas or dashes.

SWBAT effectively use semicolons, hyphens, dashes, and ellipses in their own writing.

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Essential Questions:

- Why is correct spelling important?
- How can incorrect spelling affect your reader?
- Why is proper punctuation important?
- How can punctuation completely change the intended meaning of a sentence?

New Jersey Student Learning Standards/Learning Targets:

L.SS.8.1, L.SS.8.1.E, L.SS.8.1.F, L.SS.8.1.G, L.KL.8.2.A, L.KL.8.2.B, L.VL.8.3.A

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Comma Review	Pearson Reality Central: Real World Writing Journal (220-222) IXL	• M.U.G. Shots • IXL: F Skills F.1, 2, 3, 4, 5, 7, 8	• Smart Board Applications • Google Applications • 1:1 Device • IXL
Semicolons	Pearson Reality Central: Real World Writing Journal (220-222) IXL	• M.U.G. Shots • IXL: F Skills F.8, 9	• Smart Board Applications • Google Applications • 1:1 Device • IXL
Dashes and Hyphens	Pearson Reality Central: Real World Writing Journal (220-222)	• M.U.G. Shots • IXL: F Skills F.10, 11	• Smart Board Applications • Google

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	IXL		- Applications 1:1 Device - IXL
Using Ellipses Properly	Pearson Reality Central: Real World Writing Journal (220-222) IXL	- M.U.G. Shots - IXL: F Skills F.12	- Smart Board Applications - Google Applications 1:1 Device - IXL
Capitalization	Pearson Reality Central: Real World Writing Journal (219) IXL	- M.U.G. Shots - IXL: F Skills F.13, 14, 16	- Smart Board Applications - Google Applications 1:1 Device - IXL
Formatting Quotations and Dialogue, a Review from Writer's Workshop; Formatting Titles Review	Pearson Reality Central: Real World Writing Journal (220) IXL	- M.U.G. Shots - IXL: F Skills F.16, 18	- Smart Board Applications - Google Applications 1:1 Device - IXL
Punctuation Review	Pearson Reality Central: Real World Writing Journal (219-222) IXL	- M.U.G. Shots - IXL: F Skills	- Smart Board Applications - Google Applications 1:1 Device - IXL
Frequently Confused Words	Pearson Reality Central: Real World	M.U.G. Shots	Smart Board

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Continued	Writing Journal (224-226) IXL	● IXL: M.1, 2	● Applications ● Google Applications ● 1:1 Device ● IXL
Week Nine: Errors	Pearson Reality Central: Real World Writing Journal (223) IXL	● M.U.G. Shots ● IXL: M.3, 4	● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Review of Common Errors and Corrections	Pearson Reality Central: Real World Writing Journal (227) IXL	● M.U.G. Shots ● IXL: All M Skills	● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL

Assessments	
Formative Assessments ● Monitor student participation during warm ups and check for accurate completion of grammar worksheets. Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments.	Summative Assessments ● Part I: Over the course of the unit, students will achieve, at least, a score of 80 on the following IXL skills: F.5, F.9, F.14, M.1, M.2 ● Part II: Students will create posters illustrating the ways that they remember the correct spelling of frequently confused words. They will present these to the class and hang them up.

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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments
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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of wait time - Hold high expectations - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques - Utilize scaffolding to support instruction. - Chunk tasks into smaller components - Provide step by step instructions - Model and use visuals as often as possible - Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. - Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. - Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.	- RTI - Speech/Language Therapy - Rosetta Stone - Hold high expectations - Provide English/Spanish Dictionary for use - Place with Spanish speaking teacher/paraprofessional as available - Learn/Utilize/Display some words in the students' native language - Invite student to after school tutoring sessions - Basic Skills Instruction - Utilize formative assessments to drive instruction - Translate printed communications for parents in native language - Hold conferences with translator present - Utilize additional NJDOE resources/recommendations - Review Special Education listing for additional recommendations - Establish a consistent and daily routine	- RTI Tiered Interventions following RTI framework - Support instruction with RTI intervention resources - Provide after school tutoring services - Basic Skills Instruction - Hold high expectations - Utilize Go Math! RTI strategies - Fountas and Pinnell Phonics - Hold parent conferences fall and spring - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent and daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning and growth. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.			
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**Quinton Township School District
English Language Arts Literacy-Language
Grade 8**

Unit:	6	Unit Title:	Prefixes, Suffixes, and Roots	Pacing:	5 Days
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Unit Summary:

In this unit, students will use their knowledge of Prefixes, Suffixes, and Greek and Latin Roots to determine the meaning of unknown words. Students will build on their prior knowledge from 7th grade through IXL activities. At the end of the unit, students should have earned at least an 80 on each IXL skill; this will count as the summative assessment for the unit.

Objectives:

SWBAT determine the meaning of unknown words through context clues and their knowledge of prefixes, suffixes, and Greek and Latin roots.

SWBAT use print and digital dictionaries to determine the meaning of unknown words.

Essential Questions:

- How can we use Greek and Latin roots in our daily lives?
- What are some strategies we can use when we come across words we do not recognize?
- Why is correct spelling important?

New Jersey Student Learning Standards/Learning Targets:

L.VL.8.3, L.VL.8.3.A, L.VL.8.3.B, L.VL.8.3.C, L.VL.8.3.D, L.VL.8.3.E

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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Prefixes and Suffixes	IXL - G Skills	• IXL: 8th Grade • G.1, 2, 3, 4, 5, 6, 7, 8	• Smart Board Applications • Google Applications • 1:1 Device • IXL
Greek and Latin Roots	IXL - H Skills	• IXL: 8th Grade • H.1, 2, 3, 4	• Smart Board Applications • Google Applications • 1:1 Device • IXL
Denotative and Connotative Meaning	IXL - I Skills	• IXL: 8th Grade • I.1, 2, 3, 4	• Smart Board Applications • Google Applications • 1:1 Device • IXL

Assessments	
Formative Assessments • Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments. Incorporate identification of prefixes, suffixes, roots, and stems into other areas of class; prompt students draw from prior knowledge on a regular basis.	Summative Assessments • Students will earn a score of 80 on each IXL skill in the unit.

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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments
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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of wait time - Hold high expectations - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques - Utilize scaffolding to support instruction. - Chunk tasks into smaller components - Provide step by step instructions - Model and use visuals as often as possible - Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. - Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. - Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.	- RTI - Speech/Language Therapy - Rosetta Stone - Hold high expectations - Provide English/Spanish Dictionary for use - Place with Spanish speaking teacher/paraprofessional as available - Learn/Utilize/Display some words in the students' native language - Invite student to after school tutoring sessions - Basic Skills Instruction - Utilize formative assessments to drive instruction - Translate printed communications for parents in native language - Hold conferences with translator present - Utilize additional NJDOE resources/recommendations - Review Special Education listing for additional recommendations - Establish a consistent and daily routine	- RTI Tiered Interventions following RTI framework - Support instruction with RTI intervention resources - Provide after school tutoring services - Basic Skills Instruction - Hold high expectations - Utilize Go Math! RTI strategies - Fountas and Pinnell Phonics - Hold parent conferences fall and spring - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent and daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning and growth. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.			
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