

Quinton Township School District
English Language Arts Literacy- English Language Arts Literacy-Writing
Grade 8

Pacing Chart/Curriculum MAP

Key: * = Amistad Commission + = LGBTQ+ ^ = Holocaust **Technology Careers Interdisciplinary Studies**

Marking Period:	1 & 2	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. In the final unit, students craft research-based position papers, using principled arguments, drawing on evidence, and addressing multiple perspectives.

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.
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?

Common Core State Standards/Learning Targets:

Pre-Assessment

- W.8.3d, W.8.4, W.8.5, SL 8.1, L.8.1, L8.2, L8.3

Bend One

1. W.8.2.d; W.8.3.d; W.8.4; W.8.5; W.8.10; RI.8.1; RI.8.4; RI.8.3; RL.8.7; SL.8.1; SL.8.2; L.8.1; L.8.2; L.8.3; L.8.6
2. W.8.2.d; W.8.3.d; W.8.4; W.8.5; W.8.10; RI.8.1; RI.8.4; RI.8.3; RL.8.7; SL.8.1; SL.8.2; L.8.1; L.8.2; L.8.3; L.8.6
3. W.8.2.d; W.8.3.d; W.8.4; W.8.5; W.8.10; RI.8.1; RI.8.4; RI.8.3; RL.8.7; SL.8.1; SL.8.2; L.8.1; L.8.2; L.8.3; L.8.6
4. W.8.2.d; W.8.3.d; W.8.4; W.8.5; W.8.10; RI.8.1; RI.8.4; RI.8.3; RL.8.7; SL.8.1; SL.8.2; L.8.1; L.8.2; L.8.3; L.8.6
5. W.8.2; W.8.3; W.8.5; W.8.6; RL.8.2; RL.8.3; RL.8.4; SL.8.1; L.8.1; L.8.2; L.8.3; L.8.6

Bend Two

6. W.8.1; W.8.2; W.8.3; W.8.4; W.8.7; W.8.10; RL.8.2; RL.8.6; RL.8.10; SL.8.1; SL.8.2; L.8.1; L.8.2; L.8.3
7. W.8.3; W.8.5; W.8.10; RL.8.2; RL.8.3; RL.8.4; SL.8.1; SL.8.4; SL.8.6; L.8.1; L.8.2; L.8.3; L.8.6
8. W.8.2; W.8.3.d; W.8.5; RL.8.2; RL.8.3; RL.8.10; SL.8.1; L.8.1; L.8.2; L.8.3
9. W.8.2; W.8.3.d; W.8.5; RL.8.2; RL.8.3; RL.8.10; SL.8.1; L.8.1; L.8.2; L.8.3
10. W.8.3; W.8.5; W.8.10; RL.8.2; RL.8.3; SL.8.1; L.8.1; L.8.2; L.8.3
11. W.8.3; W.8.5; W.8.10; RL.8.2; RL.8.3; SL.8.1; L.8.1; L.8.2; L.8.3

Bend Three

12. W.8.3; W.8.5; W.8.10; RL.8.2; RL.8.3; SL.8.1; L.8.1; L.8.2; L.8.3
13. W.8.3; W.8.5; W.8.10; RL.8.2; RL.8.3; SL.8.1; L.8.1; L.8.2; L.8.3
14. W.8.3; W.8.5; W.8.10; RL.8.2; RL.8.3; SL.8.1; L.8.1; L.8.2; L.8.3
15. W.8.1.e, W.8.2.f, W.8.3.e; W.8.5; RL.8.3; RI.8.3; SL.8.1; SL.8.4; SL.8.6; L.8.1; L.8.2; L.8.3
16. W.8.1; W.8.2; W.8.3; W.8.5; W.8.6; RI.8.10; RI.8.10; SL.8.1; SL.8.6; L.8.1; L.8.2; L.8.3

Post-Assessment

- W.8.3d, W.8.4, W.8.5, SL 8.1, L.8.1, L.8.2, L.8.3

Other Standards Covered: **8.1**

Interdisciplinary Connections/Including 21st Century Themes and Skills:

Global Awareness
Financial, Economic, Business and Entrepreneurial Literacy
Civic Literacy
Health Literacy

Creativity & Innovation
Critical Thinking & Problem Solving
Communication & Collaboration
Media Literacy

Environmental Literacy	Information Literacy Information, Communication & Technology Life & Career Skills
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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	<ul style="list-style-type: none"> • Small Moments Slide • Writer’s Notebooks 	<ul style="list-style-type: none"> • 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.	Lesson One Lucy Calkins: Unit 1 Investigative Journalism Bend 1: Journalists Develop Their Powers of Observation to Capture Events <i>The Writing Strategies Book</i> by Jennifer Serravallo	Lesson One <ul style="list-style-type: none"> • Notecards with 5 W’s for all students • Chart paper (5 W’s) (CD) • Charts: <ul style="list-style-type: none"> ○ Journalist’s Notebook ○ Journalist’s Sequence (CD) ○ Writing = Bacon 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device

		(CD) <ul style="list-style-type: none"> ○ To Write a News 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.	Lesson Two Lucy Calkins: Unit 1 Investigative Journalism Bend 1: Turning Moments of Drama into Cognent Newscasts <i>The Writing Strategies Book</i> by Jennifer Serravallo	Lesson Two <ul style="list-style-type: none"> ● Danielle’s exemplar excerpts (CD) ● Chart: <ul style="list-style-type: none"> ○ To Write a News Story, Journalists... 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
Lesson Three Writing in a journalistic tone, telling the facts, and maintaining a nonfiction tone.	Lesson Three Lucy Calkins: Unit 1 Investigative Journalism Bend 1: Researching and Reporting Experience <i>The Writing Strategies Book</i> by Jennifer Serravallo	Lesson Three <ul style="list-style-type: none"> ● Model story ● Danielle’s anecdotes (CD) ● Charts: <ul style="list-style-type: none"> ○ Five W’s ○ To Write a News Story, Journalists... 	<ul style="list-style-type: none"> ● 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.	Lesson Four Lucy Calkins: Unit 1 Investigative Journalism	Lesson Four <ul style="list-style-type: none"> ● Audio/Video clip of Aretha Franklin’s “Respect” or 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

	<p>Bend 1: Researching and Reporting Experience</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Beyonce’s “Single Ladies”</p> <ul style="list-style-type: none"> ● Enlarged copy of mentor newscast to display ● Slips of paper with academic vocabulary. ● Charts: <ul style="list-style-type: none"> ○ Techniques for Making Short Writing Powerful ○ To Write a News Story, Journalists... 	
<p>Lesson Five</p> <p>Set ambitious goals and use tools such as checklists to help measure their own progress and achievements.</p>	<p>Lesson Five</p> <p>Lucy Calkins: Unit 1</p> <p>Investigative Journalism</p> <p>Bend 1: Setting Ambitious Goals and Publishing</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Five</p> <ul style="list-style-type: none"> ● Grade 7 & 8 Narrative Writing Checklists ● “Last minute editing checklist” (CD) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
Bend Two			
<p>Lesson Six</p> <p>Investigate issues in their community, putting themselves where the stories are, and crafting</p>	<p>Lesson Six</p> <p>Lucy Calkins: Unit 1</p> <p>Investigative Journalism</p>	<p>Lesson Six</p> <ul style="list-style-type: none"> ● Basket of Mentor Narratives 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

<p>stories to illuminate underlying issues.</p>	<p>Bend 2: Journalists Delve Deeply to Reveal Underlying Issues</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> ● Index cards, pens, pencils ● Charts: <ul style="list-style-type: none"> ○ Journalists Seek and Tell Stories to Get Their Readers to Care about an Issue by... (CD) ○ Finding and Telling News Stories that Matter ○ To Write a News Story, Journalists... 	<ul style="list-style-type: none"> ● 1:1 Device
<p>Lesson Seven To draw on what they know about writing narratives to help hone their narrative nonfiction.</p>	<p>Lesson Seven Lucy Calkins: Unit 1 Investigative Journalism</p> <p>Bend 2: Harnessing Narrative Craft to Reveal Central Ideas and Stir Empathy.</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Seven</p> <ul style="list-style-type: none"> ● Narrative writing checklists for 7th and 8th grades. ● Charts: <ul style="list-style-type: none"> ○ To Write a News Story, Journalists... (CD) ○ Writers Ask Themselves (CD) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Eight Write facts to convey a bigger truth. SWBAT build tension using narrative and information writing to</p>	<p>Lesson Eight Lucy Calkins: Unit 1 Investigative Journalism</p>	<p>Lesson Eight</p> <ul style="list-style-type: none"> ● Three leads to be projected 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

<p>shuttle readers to that bigger truth.</p>	<p>Bend 2: Harnessing Narrative and Information Writing Techniques to Engage the Reader</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> ● Model story from teacher’s writer’s notebook (Brooklyn Teen) ● Excerpts from Mentor Texts (The Blind Side, The Race to Build- and Steal - the World’s Most Dangerous Weapon, Angels and Demons) ● Charts: <ul style="list-style-type: none"> ○ When Engaging Readers, Journalists Might Begin By... ○ To Write a News Story, Journalists... (CD) 	<ul style="list-style-type: none"> ● 1:1 Device
<p>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.</p>	<p>Lesson Nine Lucy Calkins: Unit 1 Investigative Journalism</p> <p>Bend 2: Elaborating to Deepen Reader’s Connections</p> <p><i>The Writing Strategies Book</i> by</p>	<p>Lesson Nine</p> <ul style="list-style-type: none"> ● Mentor Texts ● Lead and Elaborate Sections of the Grade 8 & 9 Narrative Writing and Information Writing Checklists ● Charts: 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

	Jennifer Serravallo	<ul style="list-style-type: none"> ○ Transitions Journalists Use to Elaborate Perspective (CD) ○ Cultural References (CD) 	
<p>Lesson Ten</p> <p>Elaborate to deepen readers' connections, often by considering the connotations of language, and crafting allusions and analogies that will suggest associations for their readers.</p>	<p>Lesson Ten</p> <p>Lucy Calkins: Unit 1</p> <p>Investigative Journalism</p> <p>Bend 2: Writing Partners Have Each Other's Backs</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Ten</p> <ul style="list-style-type: none"> ● Model Partner Talk ● Published Pieces from yesterday's share ● 8th grade Narrative Writing Checklist (CD) ● 8th Grade Narrative Student Writing Examples (CD) ● Chart: <ul style="list-style-type: none"> ○ Techniques Writing Partners Use to Prepare Each Other to Write for Long, Meaningful Stretches (CD) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Eleven</p> <p>Finish editing their pieces for publication. SWBAT</p>	<p>Lesson Eleven</p> <p>Lucy Calkins: Unit 1</p>	<p>Lesson Eleven</p> <ul style="list-style-type: none"> ● Narrative Writing 	<ul style="list-style-type: none"> ● Smart Board Applications

<p>publish their finished pieces, and develop a blog or newspaper using their articles.</p>	<p>Investigative Journalism</p> <p>Bend 2: Attending to Voice and Verb Tense when Editing for Publication</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Checklist</p> <ul style="list-style-type: none"> ● Mentor Texts ● Publication materials 	<ul style="list-style-type: none"> ● Google Applications ● 1:1 Device
<p>Bend Three</p>			
<p>Lesson Twelve</p> <p>Develop and use many techniques to uncover the information to make their stories deeper and more substantial.</p>	<p>Lesson Twelve</p> <p>Lucy Calkins: Unit 1</p> <p>Investigative Journalism</p> <p>Bend 3: Mentoring Oneself to a Pro to Envision the Arc of Investigative Reporting</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Twelve</p> <ul style="list-style-type: none"> ● Article, “The Trouble with Sleep Texting” to project, and copy for each student. ● Charts: <ul style="list-style-type: none"> ○ Investigative Journalists Explore the Bigger Story, They.... ○ To Write a News Story, Journalists... (CD). 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Thirteen</p> <p>Demonstrate understanding of effective questioning, and utilize these skills to enhance their</p>	<p>Lesson Thirteen</p> <p>Lucy Calkins: Unit 1</p> <p>Investigative Journalism</p>	<p>Lesson Thirteen</p> <ul style="list-style-type: none"> ● Charts: <ul style="list-style-type: none"> ○ 7th Grade Session 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

<p>writing.</p>	<p>Bend 3: Expanding a Repertoire of Research Tools</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>10 - Writing About Reading: techniques writers use.</p> <ul style="list-style-type: none"> ○ Synonyms for word wall. <p>“Shows”</p> <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● 1:1 Device
<p>Lesson Fourteen</p> <p>Organize their investigative pieces into parts. SWBAT use sophisticated transitions to lead their readers from one part to the next.</p>	<p>Lesson Fourteen</p> <p>Lucy Calkins: Unit 1 Investigative Journalism</p> <p>Bend 3: Structuring Investigative Pieces and Leading the Reader with Key Transitions</p> <p><i>The Writing Strategies Book</i> by</p>	<p>Lesson Fourteen</p> <ul style="list-style-type: none"> ● Information book mentor text. ● Enlargement of “The Trouble with Sleep Texting”, marked for structure (CD) ● Set of transitional phrases on paper, index cards, or 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

	Jennifer Serravallo	<p>post-its (students will use to build a chart) (CD)</p> <ul style="list-style-type: none"> ● Charts: <ul style="list-style-type: none"> ○ Sophisticated Transitions Journalists Might Use to Lead Their Readers (CD) ○ To Write a News Story, Journalists... (CD) 	
<p>Lesson Fifteen</p> <p>Use their writing to encourage readers to take the information learned and affect change.</p>	<p>Lesson Fifteen</p> <p>Lucy Calkins: Unit 1 Investigative Journalism</p> <p>Bend 3: Crafting Endings that Call Readers to Action.</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Fifteen</p> <ul style="list-style-type: none"> ● Ending to model story. ● Charts: <ul style="list-style-type: none"> ○ Journalists Ask Themselves... ○ To Write a News Story, Journalists... (CD) ○ To Find Out More Text box 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Sixteen</p> <p>Publish their grammatically correct and properly formatted finished pieces on a digital format.</p>	<p>Lesson Sixteen</p> <p>Lucy Calkins: Unit 1 Investigative Journalism</p> <p>Bend 3: Publication and</p>	<p>Lesson Sixteen</p> <ul style="list-style-type: none"> ● Laptops 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

	Celebration		
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	<ul style="list-style-type: none"> • Small Moments Slide • Writer’s Notebooks 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on-going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Formative Assessments (Informal)</p> <ul style="list-style-type: none"> • Daily observation of students' participation and products during the active participation segment of each minilesson. • Students' questions, comments, suggestions to teacher 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> • Published Investigative Journalism piece • Students will draft a final Investigative Journalism piece with minimal assistance from the teacher. <p>Suggested skills to be assessed: Student writing will be assessed based upon the Lucy Calkins rubric for writing, including:</p>

<ul style="list-style-type: none"> • Comments, corrections, and records from peer conferences between students <p>Formative Assessments (Formal)</p> <ul style="list-style-type: none"> • Pre-assessment • Teacher-student conferences 	<ul style="list-style-type: none"> • Lead • Transitions • Ending • Organization • Elaboration • Craft • Spelling • Punctuation and sentence structure • Overall writing quality
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> ● 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/differentiate d instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified 	<p>students' native language</p> <ul style="list-style-type: none"> ● 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/recommendati ons ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<p>Phonics</p> <ul style="list-style-type: none"> ● 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. 	<p>existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> ● 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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assessments.

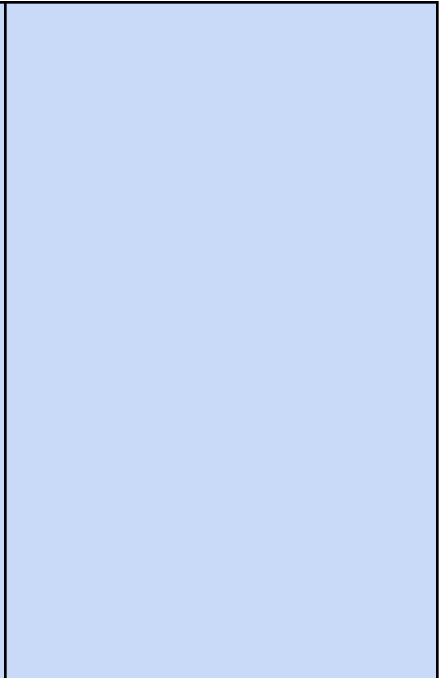
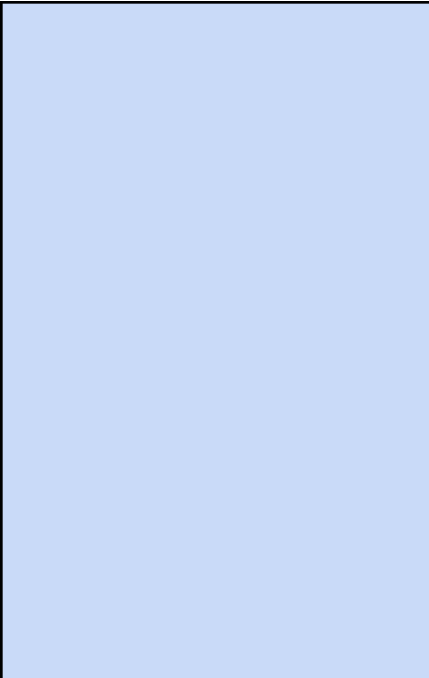
- **Allow students to utilize online books, when available, to listen to oral recorded reading.**
- **Provide individualized assistance as necessary.**
- **Allow for group work (strategically selected) and collaboration as necessary.**
- **Utilize homework recorder within SIS.**
- **Allow for copies 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.**

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- **Utilize auditory reminders as deemed necessary.**
- **Provide breaks to allow for refocusing as necessary.**
- **Establish a consistent and daily routine.**



**Quinton Township School District
English Language Arts Literacy-Writing
Grade 8**

Pacing Chart/Curriculum MAP

Key: * = Amistad Commission

+ = LGBTQ+

^ = Holocaust

Technology Careers Interdisciplinary Studies

Marking Period:	2 & 3	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.
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?

Common Core State Standards/Learning Targets:

Pre-Assessment

- W.8.1; W.8.4; W.8.7; W.8.10; RL.8.1; RL.8.2; RL.8.3; RL.8.4; RL.8.5; SL.8.1; SL.8.6; L.8.1; L.8.2; L.8.3; L.8.6

Bend One

1. W.8.1; W.8.3.b; W.8.4; W.8.6; W.8.9.a; W.8.10; RL.8.1; RL.8.2; RL.8.3; RL.8.4; SL.8.1; SL.8.2; L.8.1; L.8.2; L.8.3
2. W.8.1.c; W.8.2.d; W.8.4; W.8.6; W.8.9.a; RL.8.1; RL.8.2; RL.8.3; RL.8.4; SL.8.1; L.8.1; L.8.2; L.8.3
3. W.8.1; W.8.3.d; W.8.4; W.8.5; W.8.9.a; RL.8.1; RL.8.2; RL.8.3; RL.8.4; RL.8.10; SL.8.1; SL.8.2; SL.8.3; SL.8.4; SL.8.6; L.8.1; L.8.2; L.8.3; L.8.5
4. W.8.1; W.8.4; W.8.5; W.8.9.a; W.8.10; RL.8.1; RL.8.2; RL.8.3; RL.8.4; SL.8.1; SL.8.2; SL.8.4; L.8.1; L.8.2; L.8.3; L.8.6
5. W.8.1; W.8.5; W.8.9.a; RL.8.1; RL.8.2; RL.8.3; RL.8.4; SL.8.1; L.8.1; L.8.2; L.8.3
6. W.8.1.b,c; W.8.5; W.9.a; RL.8.1; RL.8.2; RL.8.3; RL.8.4; SL.8.1; SL.8.3; SL.8.6; L.8.1; L.8.2; L.8.3; L.8.6
7. W.8.1.a,c; W.8.5; W.8.9.a; RL.8.1; RL.8.2; RL.8.3; RL.8.4; SL.8.1; SL.8.3; SL.8.4; L.8.1; L.8.2; L.8.3v
8. W.8.1; W.8.5; W.8.9.a; RL.8.1; RL.8.2; RL.8.3; RL.8.4; RL.8.10; SL.8.1; L.8.1; L.8.2; L.8.3; L.8.6

Bend Two

9. W.8.1; W.8.3.b,d; W.8.9.a; W.8.10; RL.8.1; RL.8.2; RL.8.3; RL.8.4; SL.8.1; SL.8.2; L.8.1; L.8.2; L.8.3; L.8.4
10. W.8.1; W.8.4; W.8.9.a; W.8.10; RL.8.1; RL.8.2; RL.8.3; RL.8.4; SL.8.1; SL.8.2; L.8.1; L.8.2; L.8.3; L.8.4
11. W.8.1; W.8.4; W.8.5; W.8.9.a; W.8.10; RL.8.1; RL.8.2; RL.8.3; RL.8.4; SL.8.1; L.8.1; L.8.2; L.8.3
12. W.8.1.a,e; W.8.3.b; W.8.9.a; RL.8.1; RL.8.1; RL.8.2; RL.8.4; SL.8.1; SL.8.4; L.8.1; L.8.2; L.8.3
13. W.8.1.a,b,c,d,e; W.8.3.b,d; W.8.5; W.8.9.a; RL.8.4; SL.8.1; L.8.1; L.8.2; L.8.3; L.8.6
14. W.8.1; W.8.5; RL.8.10; SL.8.1; L.8.1; L.8.2.b; L.8.3

Bend Three

15. W.8.1; W.8.7; W.8.9.a; W.8.10; RL.8.1; RL.8.2; RL.8.3; RL.8.4; RL.8.5; SL.8.1; L.8.1; L.8.2; L.8.3
16. W.8.1; W.8.4; W.8.7; W.8.10; RL.8.1; RL.8.2; RL.8.3; RL.8.4; RL.8.5; SL.8.1; SL.8.6; L.8.1; L.8.2; L.8.3; L.8.6
17. W.8.1; W.8.5; W.8.6; RL.8.1; RL.8.2; RL.8.3; RL.8.4; SL.8.1; SL.8.6; L.8.1; L.8.2; L.8.3

Post-Assessment

- W.8.1; W.8.4; W.8.7; W.8.10; RL.8.1; RL.8.2; RL.8.3; RL.8.4; RL.8.5; SL.8.1; SL.8.6; L.8.1; L.8.2; L.8.3; L.8.6

Other Standards Covered: **8.1**

Interdisciplinary Connections/Including 21st Century Themes and Skills:

Global Awareness
 Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy
 Health Literacy
 Environmental Literacy

Creativity & Innovation
Critical Thinking & Problem Solving
Communication & Collaboration
 Media Literacy
 Information Literacy
Information, Communication & Technology
Life & Career Skills

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Pre-Assessment			
<p>Read the anchor text "Safe," from the book <i>Every Living Thing</i> by Cynthia Rylant.</p> <p>Plan, flash draft, proofread, and revise a literary essay based on text "Safe," from the book <i>Every Living Thing</i> by Cynthia Rylant.</p>	Teacher's writing notebook	<ul style="list-style-type: none"> ● Literary Essay Slide ● Writer's Notebooks ● Anchor text: "Safe," from the book <i>Every Living Thing</i> by Cynthia Rylant. 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
Bend One			
Lesson One Determine central themes within text by asking "What is this text really about?" or	Lesson One Lucy Calkins: Unit 2 The Literary Essay	Lesson One ● Video Clip of Taylor Swift's "Safe and	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

<p>“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.</p>	<p>Bend 1: The Thematic Essay: Looking for Themes All Around Us</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Sound” (CD)</p> <ul style="list-style-type: none"> ● Anchor Text - “All Summer in a Day” (CD) ● Charts: <ul style="list-style-type: none"> ○ 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) 	<ul style="list-style-type: none"> ● 1:1 Device
<p>Lesson Two</p> <p>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.</p>	<p>Lesson Two</p> <p>Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 1: The Thematic Essay: Reading Closely to Develop Themes</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Two</p> <ul style="list-style-type: none"> ● “All Summer in a Day” anchor text ● Charts: <ul style="list-style-type: none"> ○ How to Write a Thematic Essay (CD) ○ Prompts to Push Writers to Speculate about Themes in a Text (CD) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Three</p>	<p>Lesson Three</p>	<p>Lesson Three</p>	<ul style="list-style-type: none"> ● Smart Board

<p>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.</p>	<p>Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 1: The Thematic Essay: Fine-Tuning Themes by Studying Author’s Craft</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> ● “All Summer in a Day” Anchor text ● Possible claims for essay on shared text, enlarged for display. ● Charts: <ul style="list-style-type: none"> ○ Literary Devices that Authors Use to Highlight Themes ○ How to Write a Thematic Essay (CD) 	<p>Applications</p> <ul style="list-style-type: none"> ● Google Applications ● 1:1 Device
<p>Lesson Four</p> <p>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.</p>	<p>Lesson Four</p> <p>Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 1: The Thematic Essay: Drafting Essays</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Four</p> <ul style="list-style-type: none"> ● Model essay on “All Summer in a Day”, enlarged for projection, and copy for each student. ● Charts: <ul style="list-style-type: none"> ○ What Makes a Great Essay? (CD) ○ How to Write a Thematic Essay (CD) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Five</p> <p>Question their ideas and writing, look at it objectively, and change their pieces accordingly.</p>	<p>Lesson Five</p> <p>Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 1: The Thematic Essay: Finding the</p>	<p>Lesson Five</p> <ul style="list-style-type: none"> ● Grade 7 Argument Writing Checklist (CD) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

	<p>Courage to Revise your Thinking</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> ● Model draft that isn't working. ● Chart: <ul style="list-style-type: none"> ○ How to Write a Thematic Essay (CD) 	
<p>Lesson Six</p> <p>Use logical sentence frames to help clarify the relationship between their evidence and their ideas.</p>	<p>Lesson Six</p> <p>Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 1: The Thematic Essay: Clarifying Relationship between Evidence and Ideas</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Six</p> <ul style="list-style-type: none"> ● Model draft of unclear logic and explanation. ● Grade 7 Argument Writer's Checklist ● Chart paper and marker ● Charts: <ul style="list-style-type: none"> ○ Some Ways to Clarify Our Logic ○ How to Write a Thematic Essay (CD) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Seven</p> <p>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.</p>	<p>Lesson Seven</p> <p>Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 1: The Thematic Essay: Counterargument within Literary Essays</p> <p><i>The Writing Strategies Book</i> by Jennifer</p>	<p>Lesson Seven</p> <ul style="list-style-type: none"> ● Teacher model essay (excerpt) ● Chart paper and Markers ● Chart: <ul style="list-style-type: none"> ○ How to Write a Thematic Essay 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

	Serravallo	(CD)	
<p>Lesson Eight Finalize their argument essays using the editing techniques reviewed in class.</p>	<p>Lesson Eight Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 1: The Thematic Essay: Editing Using All You Know</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Eight</p> <ul style="list-style-type: none"> Grade 7 & 8 Argument Writing Checklist 	<ul style="list-style-type: none"> Smart Board Applications Google Applications 1:1 Device
Bend Two			
<p>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.</p>	<p>Lesson Nine Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 2: The Author’s Craft Essay: Noticing How an Author Tends to Write</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Nine</p> <ul style="list-style-type: none"> Link to photograph http://www.loc.gov/pictures/resource/fsa.8b29516/ “All Summer in a Day” shared text Model entry Student Texts Charts: <ul style="list-style-type: none"> Narrative Writers Use Techniques Such As... (CD) Narrative Writers Aim Toward Goals Such As... (CD) 	<ul style="list-style-type: none"> Smart Board Applications Google Applications 1:1 Device

		<ul style="list-style-type: none"> ○ How to Write an Author's Craft Essay 	
<p>Lesson Ten</p> <p>Find and identify symbols within their text and write to discover the deeper meaning behind the symbols they discover.</p>	<p>Lesson Ten</p> <p>Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 2: The Author's Craft Essay: The Power of Symbolism</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Ten</p> <ul style="list-style-type: none"> ● "All Summer in a Day" shared anchor text ● Teacher model craft essay claims to display ● Charts: <ul style="list-style-type: none"> ○ How to Write an Author's Craft Essay (CD) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Eleven</p> <p>Plan and draft an effective Author's Craft Essay.</p>	<p>Lesson Eleven</p> <p>Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 2: The Author's Craft Essay: Planning an Author's Craft Essay</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Eleven</p> <ul style="list-style-type: none"> ● Grade 7 & 8 Argument Writing Checklist ● Previous day's charts 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Twelve</p> <p>Write introductions that explain the text being analyzed and the greater relevance</p>	<p>Lesson Twelve</p> <p>Lucy Calkins: Unit 2 The Literary Essay</p>	<p>Lesson Twelve</p> <ul style="list-style-type: none"> ● Teacher model conclusion 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

<p>of their essays. SWBAT conclude their essays by leaving readers with their most powerful thoughts.</p>	<p>Bend 2: The Author's Craft Essay: Framing Essays with Relevance and Context: Introductions and Conclusions</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> ● Chart paper and markers ● Charts: <ul style="list-style-type: none"> ○ How to Write an Author's Craft Essay (CD) ○ How to Write a Thematic Essay (CD) ○ Narrative Writers Aim Toward Goals Such As... (CD) 	<ul style="list-style-type: none"> ● 1:1 Device
<p>Lesson Thirteen Adopt an essayist's engaging and formal tone by varying their sentence length and using sophisticated language.</p>	<p>Lesson Thirteen Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 2: The Author's Craft Essay: Adopting and Essayist's Tone</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Thirteen</p> <ul style="list-style-type: none"> ● Chart paper and markers ● Excerpt from former student's essay that can be used to revise for tone, enlarged and projected. 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Fourteen Use commas correctly within their writing. SWBAT publish their piece after revising as needed.</p>	<p>Lesson Fourteen Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 2: The Author's Craft Essay: A Comma Inquiry</p>	<p>Lesson Fourteen</p> <ul style="list-style-type: none"> ● Chart: <ul style="list-style-type: none"> ○ Why Authors Use Commas 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

	<i>The Writing Strategies Book</i> by Jennifer Serravallo		
Bend Three			
<p>Lesson Fifteen</p> <p>Think about more than one text at a time. SWBAT compare and contrast similar ideas across different texts.</p>	<p>Lesson Fifteen</p> <p>Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 3: The Comparative Essay: Writing across Texts</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Fifteen</p> <ul style="list-style-type: none"> ● Texts from last night’s homework ● “If Only We Had Been Taller” ● Teacher model comparative essay claim ● Charts: <ul style="list-style-type: none"> ○ 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... 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Sixteen</p> <p>Write an effective Argument essay quickly and with flexibility.</p>	<p>Lesson Sixteen</p> <p>Lucy Calkins: Unit 2 The Literary Essay</p>	<p>Lesson Sixteen</p> <ul style="list-style-type: none"> ● Grade 8 Argument Writing Checklist 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

	<p>Bend 3: The Comparative Essay: Writing Comparative Essays on Demand</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> • Texts • Copies of Model Comparative Essay • Chart paper and markers 	<ul style="list-style-type: none"> • 1:1 Device
<p>Lesson Seventeen</p> <p>Demonstrate understanding of “Internet-Ready” by correcting their final pieces to IR standards. SWBAT publish their final pieces on the internet.</p>	<p>Lesson Seventeen</p> <p>Lucy Calkins: Unit 2 The Literary Essay</p> <p>Bend 3: The Comparative Essay: Publishing on the Internet</p>	<p>Lesson Seventeen</p> <ul style="list-style-type: none"> • Internet-ready chart 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
Post-Assessment			
<p>Read the anchor text “Safe,” from the book <i>Every Living Thing</i> by Cynthia Rylant.</p> <p>Plan, flash draft, proofread, and revise a literary essay based on text “Safe,” from the book <i>Every Living Thing</i> by Cynthia Rylant.</p>	<p>Teacher’s writing notebook</p>	<ul style="list-style-type: none"> • Literary Essay Slide • Writer’s Notebooks • Anchor text: “Safe,” from the book <i>Every Living Thing</i> by Cynthia Rylant. 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device

Formative Assessment Plan	Summative Assessment Plan
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Formative assessment informs instruction and is on-going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student progress:

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 assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

- Published Thematic Essay and Author's Craft Essay
- Students will draft final literary with minimal assistance from the teacher.

Suggested skills to be assessed:

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

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
● RTI	● RTI	● RTI Tiered	● Organize the

<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<p>Interventions following RTI framework</p> <ul style="list-style-type: none"> ● 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. 	<p>curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> ● 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
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<p>instructional texts.</p> <ul style="list-style-type: none"> ● 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 	<p>Education listing for additional recommendations</p> <ul style="list-style-type: none"> ● Establish a consistent and daily routine 		<p>development of self-understanding of one's relationships with people, societal institutions, nature and culture.</p>
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<p>feedback and utilize teachable moments.</p> <ul style="list-style-type: none">● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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Quinton Township School District
English Language Arts Literacy- English Language Arts Literacy-Writing
Grade 8

Pacing Chart/Curriculum MAP

Key: * = Amistad Commission + = LGBTQ+ ^ = Holocaust **Technology Careers Interdisciplinary Studies**

Marking Period:	3 & 4	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

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?

Common Core State Standards/Learning Targets:

Pre-Assessment

- W.8.1; W.8.4; W.8.5; W.8.7; W.8.8; W.8.9.b; W.8.10; RI.8.1; RI.8.2; RI.8.6; RI.8.7; SL.8.1; SL.8.2; L.8.1; L.8.2; L.8.3

Bend One

1. W.8.1; W.8.4; W.8.5; W.8.9.b; RI.8.1; RI.8.2; RI.8.6; RI.8.8; RI.8.10; SL.8.1; SL.8.2; SL.8.3; SL.8.4; SL.8.6; L.8.1; L.8.2; L.8.3
2. W.8.1.c; W.8.4; W.8.5; W.8.9.b; W.8.10; RI.8.1; RI.8.2; RI.8.6; RI.8.8; RI.8.10; SL.8.1; SL.8.3; SL.8.4; L.8.1; L.8.2; L.8.3
3. W.8.1.a,b,c; W.8.7; W.8.8; W.8.9.b; RI.8.1; RI.8.3; RI.8.6; RI.8.8; RI.8.10; SL.8.1; L.8.1; L.8.2; L.8.3
4. W.8.1; W.8.4; W.8.5; RI.8.1; RI.8.2; RI.8.8; SL.8.1; SL.8.2; SL.8.3; SL.8.6; L.8.1; L.8.2; L.8.3; L.8.5; L.8.6
5. W.8.1.e; W.8.4; W.8.5; W.8.6; W.8.7; W.8.9.b; RI.8.1; RI.8.2; RI.8.8; SL.8.1; L.8.1; L.8.2; L.8.3
6. W.8.1; W.8.5; W.8.6; RI.8.10; SL.8.1; SL.8.4; SL.8.6; L.8.1; L.8.2; L.8.3
7. W.8.1; W.8.5; W.8.6; RI.8.10; SL.8.1; SL.8.2; SL.8.3; SL.8.4; SL.8.6; L.8.1; L.8.2; L.8.3; L.8.6
8. W.8.1; W.8.4; W.8.6; RI.8.10; SL.8.1; SL.8.2; SL.8.3; SL.8.4; L.8.6; L.8.1; L.8.2; L.8.3; L.8.6

Bend Two

9. W.8.1; W.8.4; W.8.5; W.8.7; W.8.8; W.8.9.b; W.8.10; RI.8.1; RI.8.2; RI.8.6; RI.8.7; SL.8.1; SL.8.2; L.8.1; L.8.2; L.8.3
10. W.8.1; W.8.5; W.8.7; W.8.8; W.8.9.b; W.8.10; RI.8.1; RI.8.2; RI.8.6; RI.8.7; RI.8.8; RI.8.9; RI.8.10; SL.8.1; SL.8.2; SL.8.3; L.8.1; L.8.2; L.8.3
11. W.8.1; W.8.4; W.8.5; W.8.10; RI.8.1; RI.8.2; RI.8.6; SL.8.1; SL.8.2; SL.8.3; SL.8.4; SL.8.6; L.8.1; L.8.2; L.8.3; L.8.6
12. W.8.1.a,b,c; W.8.3.b,c,d; W.8.5; W.8.7; W.8.8; W.8.9.b; RI.8.1; RI.8.2; RI.8.4; SL.8.1; SL.8.3; SL.8.4; L.8.1; L.8.2; L.8.3
13. W.8.1.a,c; W.8.5; W.8.6; W.8.7; W.8.9.b; RI.8.1; RI.8.2; RI.8.6; RI.8.8; RI.8.9; SL.8.1; SL.8.3; SL.8.4; L.8.1; L.8.2; L.8.3
14. W.8.1.d; W.8.4; W.8.5; RI.8.5; RI.8.10; SL.8.1; SL.8.4; SL.8.6; L.8.1; L.8.2; L.8.3
15. W.8.1; W.8.4; W.8.5; W.8.6; RI.8.10; SL.8.1; L.8.1; L.8.2; L.8.3; L.8.6
16. W.8.1; W.8.5; W.8.6; RI.8.8; RI.8.10; SL.8.1; SL.8.3; SL.8.4; SL.8.6; L.8.1; L.8.2; L.8.3

Post-Assessment

- W.8.1; W.8.4; W.8.5; W.8.7; W.8.8; W.8.9.b; W.8.10; RI.8.1; RI.8.2; RI.8.6; RI.8.7; SL.8.1; SL.8.2; L.8.1; L.8.2; L.8.3

Other Standards Covered: [8.1](#)

Interdisciplinary Connections/Including 21st Century Themes and Skills:

Global Awareness

Financial, Economic, Business and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Environmental Literacy

Creativity & Innovation

Critical Thinking & Problem Solving

Communication & Collaboration

Media Literacy

Information Literacy

**Information, Communication & Technology
Life & Career Skills**

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	<ul style="list-style-type: none"> ● Persuasive Essay Slide ● Writer's Notebooks ● Any outside resources students choose to use to support their arguments 	<ul style="list-style-type: none"> ● 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.	Lesson One Lucy Calkins: 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	Lesson One <ul style="list-style-type: none"> ● "High-Jinks: Shoot-Out" article (CD) ● Assigned partners (roles determined ahead of time) ● Chart paper: Pro/Con 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

	<p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>list</p> <ul style="list-style-type: none"> ● Chart Paper: Academically worded positions ● Exemplar position paper ● Chart: <ul style="list-style-type: none"> ○ Make a Crystal-Clear Plan for Drafting Your Essay 	
<p>Lesson Two Plan writing, set goals for writing, and draft an argument essay.</p>	<p>Lesson Two Lucy Calkins: Unit 3 Position Papers: Research and Argument:</p> <p>Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: Flash-Drafting Arguments while Working on Specific Writing Goals</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Two</p> <ul style="list-style-type: none"> ● Grade 8 Argument Writing Checklist ● Basket of Mentor Texts (CD) ● Copies of two on-demand argument exemplars (CD) ● Charts: <ul style="list-style-type: none"> ○ How to Write an Argument 7th grade The Art of Argument (CD) ○ How to write a position paper (CD) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

<p>Lesson Three Angle evidence by explaining it fully, showing how the evidence illustrates or supports specific points.</p>	<p>Lesson Three Lucy Calkins: Unit 3 Position Papers: Research and Argument:</p> <p>Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: Angling Evidence to Support Specific Points</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Three</p> <ul style="list-style-type: none"> ● Two excerpts from “High-Jinks: Shoot-Out” ● Bend 1 Articles and Digital Sources ● Guide to Citing References ● Grade 8 Argument Writing Checklist ● Charts: <ul style="list-style-type: none"> ○ How to Write a Position Paper (CD) ○ Sophisticated Techniques for Framing and Adapting Quotes (tip sheet) (CD) ○ Some Common Logical Fallacies (tip sheet) (CD) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Four Use evidence and word choice to make the case and advance the ideas within a nonfiction piece.</p>	<p>Lesson Four Lucy Calkins: Unit 3 Position Papers: Research and Argument:</p> <p>Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: Using Connotative Language to Paint a Tone</p>	<p>Lesson Four</p> <ul style="list-style-type: none"> ● Excerpt from “High-Jinks: Shoot-Out” - focusing on word choice ● A few lines of argument for editing 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

	<p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> ● Two colored markers to revise a paragraph ● Optical Illusion ● Text excerpt for study “Shooting in the Dark” by Benedict Carey ● Charts: <ul style="list-style-type: none"> ○ 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... (CD) 	
<p>Lesson Five Write a powerful conclusion by restating the claim, offering insights, and leaving readers with memorable ideas or a call to action.</p>	<p>Lesson Five Lucy Calkins: Unit 3 Position Papers: Research and Argument: Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: Writing Powerful Conclusions</p>	<p>Lesson Five</p> <ul style="list-style-type: none"> ● Conclusion of an essay written by an older student ● Chart paper and markers for T-Chart ● Charts: <ul style="list-style-type: none"> ○ Powerful Conclusions 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

	<i>The Writing Strategies Book</i> by Jennifer Serravallo	<p>Might... (CD)</p> <ul style="list-style-type: none"> ○ How to Write a Position Paper (Tip sheet) (CD) ○ Emergency Checklist: Word Processing Safety Check (tip sheet) (CD) 	
<p>Lesson Six</p> <p>Edit for clarity and conventions. Add polishing touches to work. Finalize presentation by adding or subtracting final bits.</p>	<p>Lesson Six</p> <p>Lucy Calkins: Unit 3 Position Papers: Research and Argument:</p> <p>Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: Getting Ready to Publish</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Six</p> <ul style="list-style-type: none"> ● Guide to Citing References ● Charts: <ul style="list-style-type: none"> ○ Checking the Most Urgent Conventions (p 67) ○ Transitional Phrases that Help the Reader (p 68) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Seven</p> <p>Rehearse arguments using breathing, tone of voice, body language, and gestures to emphasize points and stir the audience.</p>	<p>Lesson Seven</p> <p>Lucy Calkins: Unit 3 Position Papers: Research and Argument:</p> <p>Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: Unleashing the Inner Dramatist to Give Speeches More Impact</p>	<p>Lesson Seven</p> <ul style="list-style-type: none"> ● Video clip of Corey Booker's 2011 commencement speech at Williams College (CD) ● Copies of Corey Booker's speech transcript 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

	<p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> ● Teacher model ● Links to video clips of inspiring speeches (CD) ● Lead and Ending of “Esteemed Members of the School Board” exemplar position paper, projected. ● Charts: <ul style="list-style-type: none"> ○ Tips for Rehearsing and Giving Confident and Stirring Speeches Chart and Tip Sheet (CD) 	
<p>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.</p>	<p>Lesson Eight Lucy Calkins: Unit 3 Position Papers: Research and Argument:</p> <p>Bend 1: Writing a Position Paper: Games Based on Fictional Violence - Diverting or Harmful?: A Celebration of Speeches</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Eight</p> <ul style="list-style-type: none"> ● 8th and 9th Grade Argument Writing Checklists ● Video camera or iPad (optional) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Bend Two</p>			

<p>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.</p>	<p>Lesson Nine Lucy Calkins: Unit 3 Position Papers: Research and Argument:</p> <p>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</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Nine</p> <ul style="list-style-type: none"> ● Sample letter to parents and families that describes the real-news aspect of this unit (CD) ● Bend 2 Text set (CD) ● Link to video clip of Ishmael Beah, child soldier (CD) ● A list of recommended texts for students ● Charts: <ul style="list-style-type: none"> ○ Questions to Help Think about Complex, Difficult Topics (tip sheet only) ○ Argument Writers Aim Toward Goals Such As... ○ Argument Writers Use Techniques Such As 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Ten Research a topic that is intense, while finding out information and facts, and discerning which side of the argument they are on.</p>	<p>Lesson Ten Lucy Calkins: Unit 3 Position Papers: Research and Argument:</p> <p>Bend 2: Writing a Position Paper on a</p>	<p>Lesson Ten</p> <ul style="list-style-type: none"> ● Writing from yesterday's lesson 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

	<p>Complicated Issue: Should Child Soldiers Be Given Amnesty?: Developing Preliminary Positions and Revising Thinking</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>		
<p>Lesson Eleven Research and acknowledge all angles of a topic while debating and writing.</p>	<p>Lesson Eleven Lucy Calkins: Unit 3 Position Papers: Research and Argument:</p> <p>Bend 2: Writing a Position Paper on a Complicated Issue: Should Child Soldiers Be Given Amnesty?: Debating to Draft More Balanced and Principled Arguments</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Eleven</p> <ul style="list-style-type: none"> ● Video Clip of a teen debate to serve as mentor text (CD) ● Video Clip of debate where someone's thinking grows (CD) ● Charts: <ul style="list-style-type: none"> ○ Tips for Being a Great Debater: Argument Moves That Pay Off ○ Let's Argue About Texts (Grade 7 Art of Argument) (CD) ○ Transitions that You Can Use As You Argue (CD) ○ How to Write a Position Paper (CD) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

<p>Lesson Twelve</p> <p>Choose evidence that is the most relevant, significant, and convincing available. Plan to explain that evidence and how it might unfold across a piece.</p>	<p>Lesson Twelve</p> <p>Lucy Calkins: Unit 3 Position Papers: Research and Argument:</p> <p>Bend 2: Writing a Position Paper on a Complicated Issue: Should Child Soldiers Be Given Amnesty?: Strengthening, Framing, and Pacing Evidence</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Twelve</p> <ul style="list-style-type: none"> ● 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 ready to display) ● “Layering Details: Nonfiction Craft Moves” Strips of paper to distribute ● Charts: <ul style="list-style-type: none"> ○ How to Write a Position Paper (CD) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Lesson Thirteen</p> <p>Study alternatives to their own point of</p>	<p>Lesson Thirteen</p> <p>Lucy Calkins: Unit 3 Position Papers:</p>	<p>Lesson Thirteen</p> <ul style="list-style-type: none"> ● Excerpt of Teacher 	<ul style="list-style-type: none"> ● Smart Board Applications

<p>view to better understand complex issues, attend to counterarguments, and strengthen their own arguments.</p>	<p>Research and Argument:</p> <p>Bend 2: Writing a Position Paper on a Complicated Issue: Should Child Soldiers Be Given Amnesty?: Attending to Alternative Arguments and Points of View</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>model, demonstrating addressing opposite viewpoints.</p> <ul style="list-style-type: none"> ● 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 (And Addressing) Alternative Points of View in an Argument” ● Charts: <ul style="list-style-type: none"> ○ How to Write a Position Paper (CD) ○ To Provide Content in an Introduction, Writers Try... (tip sheets and chart) (CD) 	<ul style="list-style-type: none"> ● Google Applications ● 1:1 Device
<p>Lesson Fourteen Use organizational structure to help build</p>	<p>Lesson Fourteen Lucy Calkins: Unit 3 Position Papers:</p>	<p>Lesson Fourteen</p> <ul style="list-style-type: none"> ● Three templates for 	<ul style="list-style-type: none"> ● Smart Board Applications

<p>arguments, and also to lead readers to follow their thinking.</p>	<p>Research and Argument:</p> <p>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</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>organizational structures</p> <ul style="list-style-type: none"> ● Image of a familiar board game, or film that students will know well. ● Charts: <ul style="list-style-type: none"> ○ How to Write a Position Paper (CD) ○ Argument Writers Use Techniques Such As... (CD) ○ Argument Writers Aim Toward Goals Such As... (CD) 	<ul style="list-style-type: none"> ● Google Applications ● 1:1 Device
<p>Lesson Fifteen</p> <p>Revise an essay into a carefully worded letter with formal tone, and respectful language.</p>	<p>Lesson Fifteen</p> <p>Lucy Calkins: Unit 3 Position Papers: Research and Argument:</p> <p>Bend 2: Writing a Position Paper on a Complicated Issue: Should Child Soldiers Be Given Amnesty?: Tailoring Position Papers as Letters</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>Lesson Fifteen</p> <ul style="list-style-type: none"> ● “When Addressing Experts, Writers Often Use Respectful Language Such As...” tip sheet (pg 155) ● Argument Writing Checklist (Grades 8 &9) ● Checklist for High-Stakes Writing (pg 156) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

<p>Lesson Sixteen Produce a choice project celebrating the work they have done in this unit.</p>	<p>Lesson Sixteen Lucy Calkins: Unit 3 Position Papers: Research and Argument: Bend 2: Writing a Position Paper on a Complicated Issue A Social Activist Celebration</p>	<p>Lesson Sixteen</p> <ul style="list-style-type: none"> ● Laptops, iPads, and/or video camera ● Publishing materials ● Publishing party 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Post-Assessment</p>			
<p>Plan, flash draft, proofread, and revise a persuasive essay on a topic you know a lot about and feel very strongly about.</p>	<p>Teacher's writing notebook</p>	<ul style="list-style-type: none"> ● Persuasive Essay Slide ● Writer's Notebooks ● Any outside resources students choose to use to support their arguments 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on-going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

<p>Suggested activities to assess student progress:</p> <p>Formative Assessments (Informal)</p> <ul style="list-style-type: none"> • 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 <p>Formative Assessments (Formal)</p> <ul style="list-style-type: none"> • Pre-assessment • Teacher-student conferences 	<p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> • Published Video Game and Child Soldier Essays • Students will draft a final persuasive essay with minimal assistance from the teacher. <p>Suggested skills to be assessed:</p> <p>Student writing will be assessed based upon the Lucy Calkins rubric for writing, including:</p> <ul style="list-style-type: none"> • Lead • Transitions • Ending • Organization • Elaboration • Craft • Spelling • Punctuation and sentence structure • Overall writing quality
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas

<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<p>resources</p> <ul style="list-style-type: none"> ● 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. 	<p>and problems through Compacting.</p> <ul style="list-style-type: none"> ● 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
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<p>instruction/differentiate d instructional practices.</p> <ul style="list-style-type: none">● 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	<p>and daily routine</p>		<p>institutions, nature and culture.</p>
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<ul style="list-style-type: none">● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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