



Park Hill School District

Building Successful Futures • Each Student • Every Day

8th Grade English Language Arts--Writing Curriculum

Course Description: 8th Grade English Language Arts--Writing is a course that focuses on creating thoughtful writers. This course emphasizes information literacy, research, critical thinking, elements of literature, and argument writing. The ultimate goal is to produce life-long writers who can be successful in future endeavors.

Course Philosophy: In the writing classroom, we value authenticity, compassion, opportunity, structures, and feedback. We value these things because writing is powerful, collaborative, difficult, messy, personal, interdisciplinary, and evolving.

Course Format: The day to day operation of the classroom should follow a workshop model. This model consists of 5 parts: Read, Write, Study, Do, Share. These parts should be adjusted to meet the needs of students each day, but a general structure would be:

- Read (5 minutes) - Students independently read content-related material.
- Write (15 minutes) - Students perform some aspect of the writing process (prewrite, draft, revise, edit) with the purpose of building towards the day's mini-lesson.
- Study (20 minutes) - Students receive direct instruction (mini-lesson) from the teacher.
- Do (35 minutes) - Students apply what they've learned through the day's instruction.
- Share (5 minutes) - Debrief and reflect on the successes of the class

Sample Class Break Down:

Classes are organized in a writer's workshop model.

Warm Up	5-10 min
QuickWrite	10-15 min
Mini Lessons	20 min
Work	30-40 min
Share	5 min

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2-3 Weeks	Communication in ELA	Topic 1: Developing Workshop Expectations Topic 2: Presentation of Knowledge and Ideas
6-8 Weeks	Elements of Literature	Topic 1: Depth in Narrative Writing Topic 2: Pacing & Symbolism Topic 3: Writing the Narrative
6-8 Weeks	Information Literacy: Research and Critical Thinking	Topic 1: Information Analysis Topic 2: Infographics Topic 3: Informational Writing
7-8 Weeks	Art of the Argument	Topic 1-2: Logical Fallacies, Argument, Claims Topic 3: Research Skills Topic 4: Writing an Argument
4-5 Weeks	Culminating Unit: What Does It Mean to Be A Writer?	Topic 1: Examining the Past

	6 th Grade	7 th Grade	8 th Grade
Conventions	<ul style="list-style-type: none"> • Parts of speech (noun, verb, adjective, adverb, pronoun) • Complete sentences • Fragment sentences • Run-on sentences • Capitalization <ul style="list-style-type: none"> ○ First word of a sentence ○ Proper nouns ○ I (the pronoun) • Pronouns (common ones, what do they replace) 	<ul style="list-style-type: none"> • Sentence families (simple, compound, complex) • Conjunctions • Verb Tense • Coordinate Adjectives • Clauses and phrases • Modifiers (dangling and misplaced) • Quotations • Pronoun-antecedent agreement • Subject-verb agreement 	<ul style="list-style-type: none"> • Complex-compound sentences (how to combine) • Gerunds • Participles • Infinitives • Verbs • Active vs. Passive Voice • Parallelism

Curriculum Revision Tracking

Spring 2020

- Although there are many components of past curricula remaining, this course has undergone complete revision.

Fall 2018

- Pacing changed from “class periods” to “minutes”

Spring 2018

Unit 1:

- Changed wording in engaging experiences to incorporate the idea of pre-assessment and student self-evaluation.
- Made a note that pre-assessment writing pieces may also be incorporated at the beginning of each corresponding unit.
- Included additional ongoing skill building to incorporate an On Demand Multi GenreWriting Piece.

Unit 2:

- Changed informational writing terminology to informational/expository
- Added additional informational writing outline options
- Noted that Topic 3 could also serve as the Engaging Scenario
- Included additional ongoing skill building to incorporate an On Demand Multi GenreWriting Piece.

Unit 3:

- Included an additional Engaging Scenario option to incorporate research into students’ narrative writing pieces and for a possible cross-curricular connection.
- Included additional ongoing skill building to incorporate an On Demand Multi GenreWriting Piece.
- Added additional rubric option

Unit 4:

- Included additional ongoing skill building to incorporate an On Demand Multi GenreWriting Piece.
- Incorporated persuasive appeals option into the Engaging Scenario

Unit 5:

- Added ethos, pathos, logos to academic vocabulary
- Made a note in the Engaging Scenario that informational writing will also need to be incorporated into students’ argumentative pieces to some extent.

Spring 2017

Unit 1:

- Changed topic 3 in engaging experience 2 to have a more argumentative vs. opinion-based topic
- Added in example PSDAs with engaging scenario

Unit 2:

- Added in mini lessons on designing research questions, using effective search terms, and practicing quoting, paraphrasing, and summarizing within the engaging experiences in topic 1
- Created a more detailed day by day outline of mini research project in topic 1 engaging experience 3
- Added in sample informational/expository writing rubric
- Changed informational writing terminology to informational/expository

Unit 3:

- Provided more specific information on the differences between literary elements and literary techniques in topic 1 engaging experience 1
- Provided two possible options for topic 1 engaging experience 2
- Added additional resources/potential engaging scenario rubric
- Tweaked engaging scenario to include archetypal characters/added an actual writing contest option

Unit 4:

- Took out “puzzle piece” activity in engaging experience 2 (topic 1); replaced with more writing options to focus on paragraph structures in different text structures in this way
- Revised engaging scenario to connect more with engaging experience 3
- Added rubrics/resources

Unit 5:

- Included option 2 for engaging experience 1 within topic 1
- Included additional rubrics/resources
- Added ethos, pathos, logos to academic vocabulary

****2017--additional rubrics, resources, and suggestions for convention practice now included throughout the curriculum**

Spring 2016

Unit 1:

- The order of Topics 2 and 3 was switched
- Writing is focused on having a growth mindset
- Added ongoing Skill-Building

Unit 1: Communication in ELA

Subject: Writing

Grade: 8

Name of Unit: Communication in English Language Arts

Length of Unit: 2-3 weeks

Overview of Unit: Students will learn how to communicate both in speaking and in writing in the ELA classrooms. This will allow students to communicate effectively so that their ideas are understood by a variety of audiences, as well as understand the ideas of others. Ultimately, students will need to self-assess the essential skills of this unit in order to complete their final engaging scenario and set goals for the year.

Priority Standards for unit:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.C. Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.A. Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.
- 8.SL.2.B. Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners

Supporting Standards for unit:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

- e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 8.SL.1.C. Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a writing process	Follow	Apply	2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	Produce	Create	4
writing with narrative, expository, and argumentative techniques.	Develop	Create	4
the relationships between information and ideas efficiently	Present	Apply	2
with others	Interact and collaborate	Evaluate	3
rules for collegial discussion and decision making	follow	Apply	2
progress toward specific goals and deadlines	track	evaluate	3
individual roles as needed	define	Apply	2
appropriate presentations based on the task, audience, and purpose	Plan and deliver	Create	4
multimedia into presentations and evidence and add interest.	integrating	Create	3
information	clarify	Apply	2
claims and evidence	strengthen	apply	2
interest	add	apply	2

Essential Questions:

1. How do you communicate effectively?
2. How do you communicate about writing?

Board Approved: June 25, 2015

Board Approved with Round 5 Revisions: April 30, 2020

Enduring Understanding/Big Ideas:

1. Effective communication involves coming to class prepared, following the rules of discussions, posing questions, and responding to others with relevant information. It also involves writing that is relevant, detailed, and coherent supported by a clear command of conventions to communicate ideas clearly.
2. It is important to communicate effectively so ideas are understood and the ideas of others are easily understood.

Unit Vocabulary: **These are words that may be discussed throughout the unit, but not all needs to be explicitly taught.

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

Engaging Scenario

Engaging Scenario Students will complete an engaging presentation to recruit classmates to attend a college of their choice. Students should focus on effective presentation skills as studied within the unit. Possible topics discussed within the presentation could include tuition, housing, location, or areas of study.

Teachers should continue the workshop model during these days with heavy emphasis on work time rather than instruction.

QuickWrite options:

- Presentations you have given in the past.
- Times in real life you have to present.
- What would you do if you could travel free anywhere in the world?
- Invent a monster and describe it. Tell where it lives, what it eats, and what it does.

Mentor Texts:

[Recruitment Videos](#)

Contact building AVID teachers for brochure examples.

Writing Conference Potential Questions:

- What types of information are you using?
- What is the most important part of your presentation?
- How are you incorporating the effective presentation strategies?
- What will your visual show?
- Is this your best work?
- In what areas are you struggling?

Possible Rubric: [College Presentation](#)

Summary of Engaging Learning Experiences for Topics

	Topic 1 (5 blocks)	Topic 2 (2 blocks)	Engaging Scenario (3-4 blocks)
Read (Mentor Texts)	Teacher Draft	*Top 10 Ted Talks *Presentation Skills article *Memes	*Recruitment videos *College Pamphlets * Recruitment strategies article
Write (QuickWrites)	All about students (Favorites, hobbies, viewpoints etc.)	*Presentations of the past *Real-life presentations	*Response to Pamphlet *College Infographic response *College photo response *Favorite college mascot
Study	*Notebook Setup *Conferencing *Appropriate communication	*Evaluating Presentation Techniques	*Recruitment strategies (in article) *Active Listening Expectations
Create/Do	*Conference Skit *3 Things my Teacher should Know	*Anchor Charts/Memes (in groups)	*College Presentation (individual) College Presentation Rubric
Share	*Share something you've learned about another person today	*Gallery Walk *Pair/Share *Exit Tickets *Student Successes	*Class Presentations *3,2,1 share *Summarize with partner
Optional Collections Resources: Collaborative Discussions Giving Presentations Using Media in Presentations			

<p>ONGOING</p> <p>incorporated within mini-lessons and editing/revisions</p>	<ul style="list-style-type: none"> ● Quick Writes within all genres (informational, argument, narrative) ● Writing process ● Conventions <ul style="list-style-type: none"> ○ Complex-Compound Sentences (how to combine) ○ Gerunds ○ Participles ○ Infinitives ○ Verbs (all types) ○ Active vs Passive Voice ○ Parallelism
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Unit 1 Pre-Assessment

Detailed Description/Instructions: Students will be asked to introduce themselves to an assigned partner. The purpose of this assignment is for both the teacher and students to evaluate their abilities as presenters, so as few directions as possible are expected. Consider using the provided [assessment sheet](#) or writing about a topic they know well. Consider giving students 20-30 minutes to organize their thoughts for this topic before conducting the introductions. Students will introduce their partner as their pre-assessment. The teacher will use the rubric to score these.

After the completion of the introductions teachers should guide students through a rubric analysis of the [Presentation rubric](#). Students should use the rubric scores to develop a PDSA for the unit. During this time teachers should be conferencing with students to identify areas of focus.

Topic 1: Developing Workshop Expectations

Engaging Experience 1

Title: Preparing for ELA

Suggested Length of Time: 4 class periods

Standards Addressed

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 8.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Supporting:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.

Detailed Description/Instructions:

QuickWrite options:

- A poem about going back to school after summer vacation.
- Write a thank you note to a friend who gave you onion and garlic-flavored chewing gum or something else you really didn't want.
- Finish this thought: if I could change one thing about myself (if you can't think of anything, you might want to consider telling how you got to be perfect!)
- Invent and describe a new food.
- Three goals I have set for myself are...

- What would you do if you could travel into the future?
- What would you do if you could travel into the past?
- Revise a past quickwrite to organize it in a different text structure.

Study/Create/Do:

- Day 1: Teacher will establish structures for the workshop model. It should include an explanation of the 5 core values of workshop: read, write, study, create/do, and share. Each day in class will intentionally include each of these. Teachers should walk students through the creation of their own writing notebook and the procedures for completing work. This should be set up in a way that emphasizes the model.
 - Sample Agenda:
 1. Students reflect on their summer (5-10 min.)
 2. Teacher demonstrates/discusses procedures and values (15-20min)
 3. Students complete an activity to reinforce procedures (memes, anchor chart, board game, task cards, etc.) Teachers should be “conferencing” with students during this time to set the tone for work time. (30-40min)
 4. Students will share out products or reflections at the end of the class period. (5-10 min.)
 - Writing Conference Potential Questions:
 - What’s your goal for the year?
 - What do you struggle most with in writing?
 - In which part of the class will you excel?
 - What makes you nervous about ELA?
- Day 2-3: Teachers will use videos of student-teacher writing conferences to demonstrate the appropriate interactions and responsibilities for both teacher and student. While watching students should complete an investigation of conferencing by answering:
 1. What is the student’s responsibility in a conference?
 2. What is the teacher’s responsibility in a conference?
 3. What role do the other students in the class play during conferencing?
 4. What results should come out of a conference?
 - Options for videos:
 - [A Writing Conference: Tea...](#)
 - [Assessing Endings to Pers...](#)
 - [An Ensuing Conference: Pr...](#)
 - <https://youtu.be/YpY0h0dAk3w?t=290>
 - Many other options available on youtube.com
 - Students will use work time to create a skit demonstrating the “Do’s and Don’ts” of writing conferences. These should take 30 seconds and focus on one of the questions students answered in their investigation of conferencing. Teachers should use student work time to conference with students.

- Writing Conference Potential Questions:
 - On which aspect of conferencing are you focusing?
 - What parts are you going to demonstrate?
 - Why is that part of conferencing important for people to remember?
 - What might go into a skit to make sure it meets the expectations?
- Day 4-5 Teachers will discuss appropriate constructs for talking about discussing ideas and writing using [AVID Academic Language](#) Scripts. Students will work either in whole group or small group settings to discuss teacher chosen topics using these sentence starters. Work time should be used to write a “3 Things I Want my Teacher to Know” letter. Options for topics within the letter are 1 thing about the student outside of school, 1 about the student in school, and one thing they could teach the teacher. Teachers should use student work time to conference with students. Options for sharing include brag moments for well-constructed sentences and skills. Teachers should emphasize appropriate discussion expectations during all sharing times.
 - Writing Conference Potential Questions:
 - What QuickWrite topics do you think you might want to put in your letter?
 - What order do you think makes the most sense for your writing?
 - Can you word that in a clearer way?
 - Is this your best work, why/why not?
 - What do you think you need help within this letter?

Bloom’s Levels: Understand, Apply, Analyze, Evaluate

Webb’s DOK: 1, 2, 3

Topic 2: Presentation of Knowledge and Ideas

Engaging Experience 1

Title: Effective Presentations

Suggested Length of Time: 2-3 class period

Standards Addressed

Priority:

- 8.SL.2.C. Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Supporting:

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

Detailed Description/Instructions:

- QuickWrite options:
 - Presentations you have given in the past.
 - Times in real life you have to present.
 - What would you do if you could travel free anyplace in the world?
 - Invent a monster and describe it. Tell where it lives, what it eats, and what it does.

Study/Create/Do:

- Day 1: Teacher will show an effective/engaging Ted Talk and highlight the techniques used by the speaker. Students will then watch a variety of Ted Talks to identify a list of effective presentation skills. Teachers should use student work time to conference with students.
 - Writing Conference Potential Questions:
 - What do you notice about this speaker?
 - What keeps you interested when someone is speaking?
 - Can a boring topic be made interesting? How?
 - What techniques did they use that you think you could emulate?
- Day 2: Students will work in small groups to create an anchor chart or memes using words and pictures to help convey the effective strategies identified in the Ted Talk investigation. Teachers should use student work time to conference with students. Once charts or meme collections are completed the class should engage in a Gallery Walk to share ideas.
 - Writing Conference Potential Questions:
 - What do you notice about this speaker?
 - What keeps you interested when someone is speaking?

- Can a boring topic be made interesting? How?
- What techniques did they use that you think you could emulate?

Bloom's Levels: Apply, Evaluate

Webb's DOK: 3,4

Unit 2: Elements of Literature

Subject: Writing

Grade: 8

Name of Unit: Elements of Literature

Length of Unit: 6-8 weeks

Overview of Unit: In this unit students will learn how to write effective narratives that contain depth created by thoughtful structure, allusions, symbolism, and figures of speech (irony, puns, word nuances, etc.)

Priority Standards for unit:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 8.RL.2.D. Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.
- 8.W.3.A.e Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.

Supporting Standards for unit:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- 8.RL.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- 8.RL.1.D Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RL.3.D. Read and comprehend literature, including stories, dramas, and poems independently and proficiently.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a writing process	Follow	Apply	2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	Produce	Create	4
writing with narrative techniques.	Develop	Create	4
a consistent point of view	Maintain	Apply	2
clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	Include	Apply	2
the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials	Determine	Analyze	3
how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.	Analyze	Analyze	3

Essential Questions:

1. Why are we drawn to stories?
2. What makes a story “good”?
3. How does a writer add depth and meaning to a narrative piece?

Enduring Understanding/Big Ideas:

1. Narrative writing reminds us of the humanity in ourselves and others, and it helps us to have empathy.
2. The best stories use literary devices to create tension, suspense and excitement.
3. A writer adds depth to a narrative with the addition of literary devices such as figurative language, symbolism, irony, allusions, complex language, and in the way the structure of the story flows.

Engaging Scenario

Engaging Scenario

You will be writing a short story. You need to demonstrate an understanding of fiction writing based on the mentor texts that you have studied.

Mentors: Story clips with different lit. element focuses
(e.g. [examples of great setting](#), theme, etc.)

Make sure to focus on including literary elements and devices discussed throughout the unit within the narrative piece to add depth and meaning.

Once the story has been written, students will create a digital storybook of their short story. Prior to making the digital storybook, teachers and students will look at example digital storybooks on Youtube.

Mentors: [Storybooks on Youtube](#)

Possible platforms for storybook creation include Powerpoint, Youtube, FlipSnack, or any other platform students find. They can research to determine what the best platform for them would be. Students should use voice and visuals to demonstrate their knowledge of narrative writing as well as speaking skills.

Teachers should continue the workshop model during these days with heavy emphasis on work time rather than instruction.

Writing Conference Potential Questions:

What brainstorming method did you choose? Why?

What will the plot of your story be?

What is going well in your story so far?

What can I help with?

Where do you plan to add symbolism/theme/etc.?

Can you show me a place where you've used a technique we've learned about?

Note: This can also serve as a 21st Century Skill assessment.

Possible Rubric Option for Engaging Scenario:

Reads the story aloud (2)	
Pages turn on their own (2)	
Includes pictures (2)	
Includes words (2)	
21st Century skills (4)	
Animations (+2)	
Total	/12

Summary of Engaging Learning Experiences for Topics

	Topic 1 (3 blocks)	Topic 2 (3-4 blocks)	Topic 3 (3-5 blocks)	Engaging Scenario (2-3 blocks)
Read (Mentor Texts)	Short story to annotate (consider “One Last Time” from Collections)	Pacing - Use a picture book to look at how the writer explodes the moment Symbolism- “My Father’s Habit” from QuickWrite Handbook	Story clips with different lit. element focuses (e.g. examples of great setting , theme, etc.)	Look at Example Digital Storybooks (Youtube is a great source)
Write (QuickWrites)	Write beside poetry, pictures, or other inspiration	Write beside “Planting Peas” to teach thematic development Do this writing exercise for pacing		Storyboards
Study	Review literary elements	-Pacing, Expanding a moment -Symbolism -Thematic Development	-Teacher modeling with mentor text and teacher writing	Kids research and determine which platform may be best for them
Create/Do	Modify an existing story to be more in depth	Two Scenes: 1 with a pacing focus, 1 with symbolism	Plot diagram for planning Fiction Short Story	Digital Storybook (Also serves as 21st Cent. Assessment)
Share		-good student examples of the taught mini-lessons		

Optional Collections Resources:

[Narrative Context](#) [Narrative Techniques](#) [Narrative Structure](#) [Point of View and Characters](#)

<p>ONGOING</p> <p>incorporated within mini-lessons and editing/revisions</p>	<ul style="list-style-type: none">● Quick Writes within all genres (informational, argument, narrative)● Writing process● Conventions<ul style="list-style-type: none">○ Complex-Compound Sentences (how to combine)○ Gerunds○ Participles○ Infinitives○ Verbs (all types)○ Active vs Passive Voice○ Parallelism
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Unit 2 Pre-Assessment

Detailed Description/Instructions: Students will be asked to write a mini narrative piece. The purpose of this assignment is for both the teacher and students to evaluate their abilities as narrative writers, so as few directions as possible are expected. [Consider using the provided assessment sheet](#) or having students write from a mini memoir perspective if you prefer.

After students have submitted responses and teachers have reviewed, teachers will showcase the best responses and explain why they met the “narrative” criteria: establish and maintain a consistent point of view, include clearly identified characters (characterization), well-structured event sequences (plot structure), narrative techniques (dialogue, theme, literary techniques such as figurative language, symbolism, allusions, etc.), and relevant descriptive details (sensory language) to describe setting, characters, etc.

After the completion of the pre-assessment, teachers should walk students through a rubric analysis of the narrative writing rubric. Students should use the rubric to self-assess. During this time teachers should be conferencing with students to identify areas of focus. Students could use this pre-assessment score to develop a PDSA for the unit.

Topic 1: Depth in Narrative Writing

Engaging Experience 1

Title: Analyzing Narrative Techniques

Suggested Length of Time: 3 blocks

Standards Addressed:

Priority:

- 8.RL.2.D. Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.
- 8.W.2.A.a Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

Supporting:

- 8.RL.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RL.1.D Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RL.3.D. Read and comprehend literature, including stories, dramas, and poems independently and proficiently.

Detailed Description/Instructions:

Potential Quickwrites

Write beside poetry, pictures, or [other inspiration](#)

Day 1-2:

- After reviewing/practicing literary elements and literary device vocabulary, students will examine different examples of narrative writing and analyze/evaluate the effectiveness of elements and devices used. Specifically, students will annotate one or more short stories (consider “One Last Time” from Collections) for literary elements and devices from each. They will discuss *why* the author used these elements/devices and *how* they contributed to the story’s depth. If this is difficult the first time, consider using a Pixar Short to illustrate the type of discussion.
- Then, students will break the piece down by annotating the text for literary elements such as plot, characterization, setting, theme, and point of view, and possibly dialogue, as well as literary devices such as figurative language, symbolism, irony allusion, sensory language, etc. Teachers should facilitate discussing the use of various literary elements or techniques within the piece(s) in more depth. Students may share and unique or strong annotations they have written. This could also be done as mini lessons on different elements/devices throughout the curriculum versus all at once.

- The ultimate goal of this engaging experience is to create an understanding of what it means to have a “deep” narrative. Meaning, it should be more complex than just a surface level, traditional, beginning/middle/end story.

Day 3:

- Students should each choose their favorite simple children’s book or Aesop’s Fable (for example, *Giraffes Can’t Dance* or *Goodnight Moon*). They will modify this story to be more in depth using the literary devices and techniques they have learned. Students could each share one page of the original story and then their now in-depth story.
 - Writing Conference Potential Questions:
 - Which literary element did you add to the story?
 - How can you show the reader this emotion through action?
 - What is going well in your writing?
 - Where is a spot you need help?
 - Where does this story need more depth?

Bloom’s Levels: Apply, Analyze

Webb’s DOK: 2

Topic 2: Pacing & Symbolism

Engaging Experience 1

Title: Using Literary Devices in Writing

Suggested Length of Time: 3-4 Blocks

Standards Addressed

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 8.RL.2.D. Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

Supporting:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing and
 - f. Present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Detailed Description/Instructions:

Potential Quickwrites:

- [“Planting Peas”](#) to teach thematic development
- [Do this writing exercise for pacing](#)

Day 1-2:

- Pacing - Use a picture book as a mentor text to look at how a writing can explode a moment. Then, the teacher will model planning their short story under the document camera. Be sure to “think aloud” as you look at the overall plot arc and discuss how you can speed up or slow down time to increase reader engagement and suspense. Considering using this [writing exercise](#) as practice for students.
- Then, students will write a short scene of no more than one page. Their focus will be on using pacing in that short piece and showing what they have learned. Students may share examples of places they used pacing well.
 - Writing Conference Potential Questions:
 - Where in your scene do you plan to explode a moment?
 - Where does the timing pick back up to normal speed?
 - What techniques did you use to explode that moment? (Extra character description, character thoughts, scene descriptions, detailed actions, imagery)

Day 3-4:

- Symbolism - Use “My Father’s Habit” from the [QuickWrite Handbook](#) as a short mentor text. Have students identify the symbols and discuss what they mean. Then, students can complete this [brainstorming activity](#) for symbolism.
- Then, students will write a short scene of no more than one page. This can be a scene for the same story as earlier or for a new one. Their focus will be on using symbolism in that short piece and showing what they have learned. Students may share out and create a class list of symbols they wrote into their stories.
 - Writing Conference Potential Questions:
 - What is an important idea or emotion in your scene?
 - What symbols do you think could represent that same idea or emotion?
 - What symbolism are you thinking of adding?
 - What details in your writing show the symbolism?

Bloom’s Levels: Apply, Create

Webb’s DOK: 3

Topic 3: Writing the Narrative

Engaging Experience 3

Title: Planning and Writing a Narrative

Suggested Length of Time: 3-4 Blocks

Standards Addressed:

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 8.RL.2.D. Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

Supporting:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing and
 - f. Present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Detailed Description/Instructions:

Day 1:

- Students should brainstorm possible story ideas. The teacher can demonstrate different [brainstorming methods](#) and provide resources ([1](#), [2](#), [3](#)) to help students find ideas. While students are working, the teacher can confer with students, guiding them to choose a story idea that will work for them.

- Day 2:
As students finish selecting their topics, the teacher can model planning the story. Using various methods like planning on a [plot diagram](#), [storyboarding](#), or a sequential list, the teacher can model and think aloud how to plan the story.
- Then, students should select the method they think will work best for them and plan their narrative. Story plans make excellent things to share or hang up as evidence of learning in the classroom.

Day 3-5:

- As students begin the writing on their stories, teachers should complete mini-lessons on how to use literary elements in writing. Teachers can examine mentor texts with students (e.g. examples of great setting, theme, etc. [1](#), [2](#)), annotating, and then model writing with these elements.
- Finally, the students will write their final story and turn in.

Bloom's Levels: Create

Webb's DOK: 3

Unit 3: Information Literacy: Research and Critical Thinking

Subject: Writing

Grade: 8

Name of Unit: Information Literacy: Research and Critical Thinking

Length of Unit: 7-8 weeks

Overview of Unit: In this unit students will create a curated museum piece to present to younger students. They will research a topic and create a feature article and multimedia exhibit to bring awareness or recognition to the topic. **This unit is designed to pair with the 8th Grade**

Reading Informational Literacy and Critical Thinking unit.

Priority Standards for unit:

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informational/expository writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
- 8.R1.1.D. Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

Supporting Standards for unit:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

- d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- 8.RI.2.D. Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RI.3.D Read and comprehend informational/expository text independently and proficiently.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
research to answer a question (including a self-generated question)	Conduct	Apply/Possibly Create	2/4
search terms	Use	Apply	2
relevant, credible sources, print and digital	Gather	Evaluate	3
information using a standard citation system.	Integrate	Apply	2
relevant information from multiple print and digital sources,	Gather	Evaluate	3
assess the credibility and accuracy of each source;	Assess	Evaluate	3
the data and conclusions of others while...	Quote or paraphrase	Apply	2
plagiarism	Avoiding	Apply	2
a standard format for citation.	Following	Apply	2
a writing process	Follow	Apply	2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	Produce	Create	4
writing with expository techniques.	Develop	Create	4
informational/expository writing to	Develop	Create	4
a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.	Examine	Analyze	4

Essential Questions:

1. How do writers create well developed informational/expository writing?
2. How is information curated in meaningful ways?
3. Why is it essential to find credible and reliable resources?
4. Why is it important to give credit to resources?

Enduring Understanding/Big Ideas:

1. A well-developed informational/expository piece contains a strong central idea, clear organization, concrete details, relevant facts, appropriate transitions, and precise language.
2. Writers use a variety of avenues and techniques to convey information effectively.
3. It is essential to assess the credibility and accuracy of each source in order to draw evidence to support analysis, reflection and research.
4. Sources should always be quoted or paraphrased to avoid plagiarism. This requires the use of a standard format for citation.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
informational/expository plagiarism credible citations reliable relevant research analysis reflection evaluate search terms quote paraphrase	transitions thesis

Engaging Scenario: Museum Exhibits

*Opportunity for collaboration with Reading Teachers.

Option 1: Students create a museum exhibit about the topic they have been researching. This should include a brochure or a PSA, infographic, and feature article from prior in the unit. This should reflect the research and work done over the course of the unit in both reading and writing classes, with citations or records of research included. The information should NOT be argumentative in nature. The format of the product should be professional and well-researched. This project should span a few weeks for research, practice, and then finally presentations and should include multiple presentation techniques such as digital, spoken and print displays.

Option 2: How has history influenced _____? Students will choose to fill in the blank

with an item of interest (rap music, politics, fashion, technology, etc.) and utilize effective research skills to collect information on their chosen topic and produce a project or essay that represents their findings. Projects should contain images, graphics, and precise text. Students will be expected to cite sources using MLA format. Students will then participate in a gallery walk to view and comment on the projects of others. Projects may also be posted on student/teacher web pages or displayed in the classroom. (This option was inspired by a project within Kelly Gallagher's book, *Write Like This* (2011).)

Teachers should continue the workshop model during these days with heavy emphasis on work time rather than instruction.

Quickwrite options:

- Reflect on the levels of research completed in this unit.
- The differences in information and ways to use it.
- Draw and tell the story of an imaginary constellation. ...
- A song that inspires you
- Your greatest representation
- Changes you would work to make in society.

Mentor Texts:

[Negro Leagues Baseball Museum](#)

[Smithsonian Online](#)

Writing Conference Potential Questions:

- What types of information are you using?
- What is the most important part of your exhibit?
- Have you thought about other ways to display this?
- Have you cited all of your information appropriately?
- Is this your best work?
- In what areas are you struggling?

Possible Rubric Options for Engaging Scenario: [Museum Exhibit](#)

Summary of Engaging Learning Experiences for Topics

	Topic 1 (2 blocks)	Topic 2 (4 blocks)	Topic 3 (3-4 blocks)	Engaging Scenario (3 blocks)
Read (Mentor Texts)	Infographics Teacher Model of Analysis	Infographics samples Website sources (for evaluation)	Feature Article Samples	* Negro Leagues Baseball Museum * Smithsonian Online
Write (Quick Writes)	Practice Info graphic or photo analysis 2-3 sentences.	Infographic About You (10-15 min each block)	Informational Prompts	*Elements in an exhibit
Study	*Central Idea, *Evidence used *things left out, *color, size, focal point analysis	* Research Questions *Research *CRAAP/TRAAP Test review	*Feature Article discussions *Research with Diigo	*Using multi-media to convey *Work time
Create/ Do	*Analysis of Infographic Possible Rubric	*Research Topic Infographic Possible Rubric	*Feature Article Anchor Chart *Feature Article Possible Rubric	Museum Exhibit Possible Rubric
Share	*Quickwrite Share out. *Group reports	*Gallery Walk *Carousel *Stand Up, Hand Up	*Find someone who ... *Student Successes *Pair Share	*Concerns or Questions *Gallery Walk
Optional Collections Resources: Developing a Topic Using Graphics and Multimedia Formal Style Elaboration Organizing Ideas Conducting Field Research Using the Internet for Research Taking Notes Refocusing Your Inquiry				
ONGOING incorporated within mini-lessons and editing/ revisions		<ul style="list-style-type: none"> ● Quick Writes within all genres (informational, argument, narrative) ● Writing process 		

	<ul style="list-style-type: none"> ● Conventions <ul style="list-style-type: none"> ○ Complex-Compound Sentences (how to combine) ○ Gerunds ○ Participles ○ Infinitives ○ Verbs (all types) ○ Active vs Passive Voice ○ Parallelism
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Unit 3 Pre-Assessment

Detailed Description/Instructions: Students will be asked to write a mini expository piece using the tenets of effective informational writing. The purpose of this assignment is for both the teacher and students to evaluate their abilities as argumentative writers, so as few directions as possible are expected. Consider using the provided [assessment sheet](#) or writing about a topic they know well. Consider giving students 30-45 minutes to research this topic and the rest of the block to write.

After the completion of the expository writing piece teachers should walk students through a rubric analysis of the [informational writing rubric](#). Students should use the rubric to self-assess. During this time teachers should be conferencing with students to identify areas of focus. Students could use this pre-assessment score to develop a PDSA for the unit.

Topic 1: Informational Analysis

Engaging Experience 1

Title: Evaluating Successful Infographics

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

Supporting:

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informational/expository writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Detailed Description/Instructions:

Quickwrite options:

- Analysis of main/central idea using photos/infographics (2-3 sentences discussing what is trying to be conveyed)
- What does your neighborhood sound like at night?
- A misunderstanding.
- The difference between the you everyone else sees and the you that you see.

Study/Create/Do:

Day 1-2:

- Students will evaluate a variety of infographics (as mentor texts) to determine guidelines for communicating effectively in this medium. In small groups or pairs students will evaluate the infographics and identify a set of “Dos and Don’ts” for infographics. The class as a whole will compile a list to use moving forward. This list should be kept visible throughout the unit. The teacher should circulate and conference with students while they work. At the end of each day each group should give one “do or don’t” that they have developed. On the second day students should work with a different group to gain a different perspective on the assignment.
 - Writing Conference Potential Questions
 - What’s going well?
 - What is the most difficult part?
 - What have you found so far?
 - How many things do you think will be on your list?

Bloom's Levels: Apply, Analyze, Evaluate
Webb's DOK: 3, 4

Engaging Experience 2

Title: Analyzing Information

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- 8.R.1.1.D. Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

Detailed Description/Instructions:

Quickwrite options:

- Analysis of main/central idea using photos. (2-3 sentences discussing what a photo is trying to convey)
- What does your neighborhood sound like at night?
- A misunderstanding.
- The difference between the you everyone else sees and the you that you see.

Study/Create/Do:

Day 1:

- Teacher and students will review successful infographics to identify how authors convey central/main idea, evidence, and intentionally omitted information to communicate effectively. During work time, students will be given a uniform infographic to analyze using the aspect focuses of the day. Students will be working on a single paragraph throughout the course of the Engaging Experience. The teacher should use student work time to conference with students.

Day 2:

- Analysis focuses on form (size, color, focal points) to convey the main idea. During work time, students will be given a uniform infographic to analyze using the aspect focuses of the day. Students will continue working on the single paragraph for the Engaging Experience. Teachers should use student work time to conference with students.
 - Writing Conference Potential Questions:
 - What information is included?
 - Have you made any revisions?
 - How do you feel about your writing now?
 - Is this your best work?

Bloom's Levels: Analyze, Apply

Webb's DOK: 3, 4

Topic 2: Infographics

Engaging Experience 1

Title: Developing Research Questions

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Supporting:

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informational/expository writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Detailed Description/Instructions:

Quickwrites:

Students could answer reflective questions about themselves to construct an Infographic about themselves. Some topics might include:

- List of favorites
- Greatest worry
- Greatest success
- The difference between the you everyone else sees and the you that you see.
- A day in your life (timeline/schedule)

Study/Create/Do:

- Day 1: Teachers will provide instruction on necessary vocabulary and guiding questions for students to use in their own inquiry for research questions. Students will work to answer the following research questions to help them further understand how to develop their own research questions.
 1. What types of questions should you ask to help you find out what you want to know about your topic?
 2. How does the type of question you ask affect the type of information you get?
 3. Why do you need different types of information?

- Students should compile answers for these questions in their own manner and share their findings at the end of the block. Teachers should use student work time to conference with students.
 - Writing Conference Potential Questions:
 - Which of the vocabulary words confuse you?
 - What can I clarify for you?
 - Which site did you find most useful?

Day 2:

- Students should use critical reading strategies to synthesize information from the summary sheet as a review before developing their own research questions. Then students will write some questions to guide research for their infographic. They will need to make sure to include at least one of each type of research question and address each of the following considerations:
 1. Why did you choose the topic?
 2. What facts do you need to know to understand the topic?
 3. What kinds of research questions will provide the facts?
 4. What are some different points of view about the topic?
 5. What kinds of research questions will help you understand the points of view?
- Teachers should use student work time to conference with students.
 - Writing Conference Potential Questions:
 - Can you give me an example of each type of research question?
 - What can I clarify for you?
 - What are the types of research questions?
 - What is your topic? How are you planning to narrow it down?
 - Which questions do you think are most important to answer in your expository essay?

Bloom's Levels: Understand, Apply, Create

Webb's DOK: 2, 3, 4

Engaging Experience 2

Title: Reliable/Credible Sources Review

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - b. Expository: Develop informational/expository /explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Supporting:

- 8.R1.1.D. Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RI.3.D Read and comprehend informational/expository text independently and proficiently.

Detailed Description/Instructions:

Quickwrites:

Students could answer reflective questions about themselves to construct an Infographic about themselves. Some topics might include:

- List of favorites
- Greatest worry
- Greatest success
- The difference between the you everyone else sees and the you that you see.

A day in your life (timeline/schedule)

Study/Create/Do:

Day 1:

- Teacher will review what makes an internet source credible/reliable (CRAAP/TRAAP tests as discussed in 7th grade) Students can create a Mind Map or Timeline that illustrates the elements of the CRAAP/TRAAP test:
 - Identify the element in the panel title.
 - Write a detailed description of the element.
 - Include an appropriate illustration for each panel.
- Teachers may also want to collaborate with their school library media specialist to teach the locating of resources or on how to use databases.

Day 2:

- Website evaluation and citation practice. Students will evaluate the credibility, reliability and *relevance* of various internet sources. Make sure to choose some credible and some not so credible sources. [Potential websites for evaluation](#). During work time students

should be working to evaluate a variety of online sources. Teachers should use student work time to conference with students. At the end of the block students should present/compare their findings to a partner.

- Writing Conference Potential Questions:
 - What makes something reliable?
 - Why are reliable sources important?
 - How can a person add to their own credibility?

Day 3

- Teachers could use credible websites to review correctly citing electronic sources in MLA formatting, both in-text and in a Works Cited page. Teachers may provide a few examples of citations then have students create further citations for the other websites provided. During work time students should be working to appropriately cite a variety of online sources. Teachers should use student work time to conference with students. Consider sharing today's Quickwrite at the end of the class period.
 - Writing Conference Potential Questions:
 - What belongs in an in-text citation?
 - What are some important aspects of formatting a works cited?
 - What information is used to cite an online source?

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 3

Title: Preliminary Research

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Supporting:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - c. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

- d. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
- e. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
- f. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- g. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Detailed Description/Instructions:

Quickwrites:

Students could answer reflective questions about themselves to construct an Infographic about themselves. Some topics might include:

- List of favorites
- Greatest worry
- Greatest success
- The difference between the you everyone else sees and the you that you see.
- A day in your life (timeline/schedule)

Study/Create/Do:

Day 1-2:

- Students will be working to compile the research to answer their previously formed research questions. This information will be used to create an infographic on the topic. Teachers should consider identifying structures for compiling research such as mybib.com to help students organize information. Consider using a whip-around at the end of the class period to share interesting facts or information from research. This research could be used as an assessment. Teachers should post infographics created during Quickwrites while students work. A gallery walk can be used to share these. Teachers should use student work time to conference with students.

○ Writing Conference Potential Questions:

- What is your topic?
- What are your main research questions?
- What kind of information have you found so far?
- What are you having trouble finding?
- Which part of the infographic “Dos and Don’ts” makes you most concerned?
- What questions do you have about the assignment?
- Are there parts of the rubric on which you need clarification?

Potential Rubric

Bloom's Levels: Apply, Create
Webb's DOK: 3, 4

Engaging Experience 4

Title: Creating the Infographic

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - Expository: Develop informational/expository /explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Supporting:

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - h. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - i. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - j. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - k. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - l. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

- 8.RI.3.D Read and comprehend informational/expository text independently and proficiently.

Detailed Description/Instructions:

Quickwrites:

Students could answer reflective questions about themselves to construct an Infographic about themselves. Some topics might include:

- List of favorites
- Greatest worry
- Greatest success
- The difference between the you everyone else sees and the you that you see.
- A day in your life (timeline/schedule)

Study/Create/Do:

Day 1-2:

- Students will be working to create an infographic that aligns with the previously identified “Do’s and Don’ts” as well as presents the important information from their research. This infographic should be a combination of words, charts, graphs, and pictures. This can be used as an assessment and will be utilized later in the unit for the Engaging Scenario. Teachers should use student work time to conference with students.

○ Writing Conference Potential Questions:

- How did you show creativity in creating your personal Infographic?
- What kind of information could best be represented in a chart? A graph? A photo? Words?
- Which part of the infographic “Dos and Don’ts” makes you most concerned?
- What questions do you have about the assignment?
- Are there parts of the rubric on which you need clarification?

Potential Rubric

Bloom’s Levels: Apply, Create

Webb’s DOK: 3, 4

Topic 3: Feature Articles

Engaging Experience 1

Title: Feature Article Investigations

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - Expository: Develop informational/expository /explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Detailed Description/Instructions:

Quickwrite Options:

- A famous person
- Your hero
- Something that makes you “sad/mad”
- A first world problem
- The process of recycling.
- Explain your favorite game
- Traditions

Study/Create/Do:

Day 1:

- The teacher will present a sample feature article for students to review and guide a class discussion in identifying the aspects of a feature article. It is important that students recognize that there are multiple parts to this type of writing. Students will then work through a collection of feature articles in small groups to create an Anchor Chart for students to use in creating their own Feature Article. At the end of the class period, each group should share 1 aspect of Feature Articles as they found in their investigation. Teachers should use student work time to conference with students.
 - Writing Conference Potential Questions:
 - What's going well?
 - What is the most difficult part?
 - What have you found so far?
 - How many things do you think will be on your list?
 - Have you developed a definition?

Day 2:

- Students will finish the inquiry of Feature Articles and complete their Anchor Charts. Once all Anchor Charts are complete students should conduct a blind vote to determine which Anchor Chart will be posted as the exemplar and guide for the assignment. Teachers should use student work time to conference with students.
 - Writing Conference Potential Questions:
 - What's going well?
 - What is the most difficult part?
 - What have you found so far?
 - How many things do you think will be on your list?
 - Have you developed a definition?

Bloom's Levels: Apply, Analyze, Evaluate

Webb's DOK: 3, 4

Engaging Experience 2

Title: Secondary Research

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Supporting:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Detailed Description/Instructions:

Quickwrite Options:

- A famous person
- Your hero
- Something that makes you “sad/mad”
- A first world problem
- The process of recycling.
- Explain your favorite game
- Traditions

Study/Create/Do:

Day 1:

- Students will work through an [interactive lesson](#) discussing the differences between primary and secondary sources. This can be done whole class or independently. Teachers will then play a game to reinforce this topic. Potential options are KaHoot, Quizlet or a team game that groups students to race to find both a primary and secondary source for a particular topic. Students will end the class by using this new information to further their research about the topic of their choice. Teachers should consider outlining the number of each type of source students should use in their Feature Article. Teachers should use student work time to conference with students.

- Writing Conference Potential Questions:
 - What is the difference between primary and secondary sources?
 - Why does it matter which you use?
 - Where do you think you could find primary sources on your topic?

Day 2-3:

- Teachers will give guidance on using an organizational method of choice to compile and sort all information for Feature Articles. Potential options include note cards, Diigo (chrome extension), mybib.com, or SnipIt (chrome extension). Students will use this class period to gather sufficient sources and research to begin working on their Feature Article. Teachers should emphasize, integration of multiple sources and pieces of evidence in a single writing segment or paragraph. Teachers should use student work time to conference with students.
 - Writing Conference Potential Questions:
 - What are you using to organize your research?
 - Do you have a primary source?
 - How many sources do you have total?
 - Have you cited all of your information appropriately?
 - How could you combine sources in your writing?

Bloom's Levels: Apply, Analyze, Evaluate

Webb's DOK: 3, 4

Engaging Experience 3

Title: Feature Article

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- 8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - Expository: Develop informational/expository /explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make

- syntactical choices appropriate for the style, task, and audience.
- c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
- d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Supporting:

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Detailed Description/Instructions:

Quickwrite Options:

- A famous person
- Your hero
- Something that makes you “sad/mad”
- A first world problem
- The process of recycling.
- Explain your favorite game
- Traditions

Study/Create/Do:

Day 1:

- Teachers and/or students should work through one or more of the following mini-lessons. Teachers may assign mini-lessons based on need, students may choose based on need, or all may be assigned to all students.
- **Interactive Lessons**
 - [Introduction](#)
 - [Synthesizing Information](#)
 - [Writing an Outline](#)
 - [Summarizing, Paraphrasing, and Quoting](#)
 - [Attribution](#)
- Student work time should include utilizing research from prior in the unit to create their Feature Article. Teachers should make it clear that all of these aspects of presenting

information have a valid place in the article. Teachers should emphasize, integration of multiple sources and pieces of evidence in a single writing segment or paragraph. Teachers should use student work time to conference with students. At the end of the class period the teacher should identify 3-4 students that were particularly good at integrating one of the ways to present information from the interactive lessons. The class should attempt to identify which is being used.

- Writing Conference Potential Questions:

- What is the difference between summarizing quoting, paraphrasing, and synthesizing?
- What information are you planning to include in your article?
- Which organizational strategy are you using?
- Do you have any questions about the expectations for this article?

Day 2-3:

- Students will work to complete their feature article. Options for electronic completion include Google Docs, Word, or LucidPress. Teachers should use student work time to conference with students.

- Writing Conference Potential Questions:

- What is the difference between summarizing quoting, paraphrasing, and synthesizing?
- What information are you planning to include in your article?
- Which organizational strategy are you using?
- Do you have any questions about the expectations for this article?

Unit 4: Art of the Argument

Subject: Writing

Grade: 8

Name of Unit: Art of the Argument

Length of Unit: 6-7 weeks

Overview of Unit: Students will review the basic elements of an argument then compose strong arguments in an opinion-editorial piece. Finally, students will design and pitch a social media campaign including one created post and a proposal of future posts.

Priority Standards for unit:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.
- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

Supporting Standards for unit:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing and present

the relationships between information and ideas efficiently as well as to interact and collaborate with others.

- 8.RI.2.B Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.
- 8.RI.2.D Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.1.B. Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C. Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a writing process	Follow	Apply	2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	Produce	Create	4
claim	Introducing	Apply	2
claim with clear reasons and evidence	Supporting	Apply	2
counterclaims	Acknowledging	Apply	2
relationships among claims, counterclaims, and supporting evidence.	Establishing	Analyze	4
an author's argument	Evaluate	Evaluate	4
whether the reasoning is sound and the evidence is relevant and sufficient;	Assessing	Evaluate	4
when irrelevant evidence is introduced.	Recognize	Apply	2

Essential Questions:

1. Where is the line between persuasion and dishonesty?
2. How can a writer change the opinion of an audience in an ethical way?
3. How does the audience impact the style and organization of an argument?

Enduring Understanding/Big Ideas:

1. The line between persuasion and dishonesty lies with intent and the use of credible, factual evidence. We can convince others with facts rather than manipulation.
2. A writer chooses *relevant* evidence that is *credible* and supports his/her claim/reasons for his/her claims clearly. A writer focuses his/her argument by choosing only the strongest, mostly timely evidence and citing it appropriately.
3. The audience of an argument determines the writer's choice of organization, voice, style, and formality. For instance, an author would not write the same style of argument for an editorial as they would a complaint letter.

Unit Vocabulary:

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

Engaging Scenario

Engaging Scenario Your task is to inspire a rebellion. This could be against a rule or law at your school, your home, your community, or the world at large. You will select a rule or law that you believe is wrong and will develop a research-based opinion-editorial piece convincing others to follow your position. The final product must include:

1. A clear argument for your proposal
2. Any potential counterclaims that may exist.
3. Clearly cited research from multiple digital and/or print sources (in-text citations AND a Works Cited page).

Mentors: [Student Opinion Pieces](#)

After writing the opinion-editorial piece, you will look at effective social media campaigns. Then, you will write a proposal and at least one sample post for a social media campaign that fights the law or rule you have researched. Your campaign should move others to join in your rebellion.

Teachers should continue the workshop model during these days with heavy emphasis on work time rather than instruction.

Mentor Texts:

[Student Opinion Pieces](#)

Note: This can serve as a 21st Century Assessment

Possible Rubric for Engaging Scenario:

https://docs.google.com/a/parkhill.k12.mo.us/document/d/1oHwg94esF_M00EJfsH3Vt9Lyc8Rh9o1WO-BDdsmTeOc/edit?usp=sharing

Summary of Engaging Learning Experiences for Topics

	Topic 1 (2 blocks)	Topic 2 (2 blocks)	Topic 3 (3-4 blocks)	Topic 4 (3-4 blocks)	Engaging Scenario (2-3 blocks)
Read (Mentor Texts)	Fallacies - consider using commercials from Youtube for this	Lyrics from songs about rebellion (please preview first)	Examples of Annotated Bibliographies	Opinion Pieces Or Student Opinion Pieces	Look at effective social media campaigns for change
Write (Quick Writes)	Write next to commercials or other examples of logical fallacies	Watch music videos about rebellion. Write about their claims	Write next to infographics to start getting used to analyzing research	Write next to student opinion pieces or infographics	Pull Instagram, twitter, etc. post and write next to it. What worked? What didn't?
Study	Review elements of argument writing and learn logical fallacies	Claims and counterclaims	Research Skills	https://www.nytimes.com/column/learning-student-opinion	
Create/Do	Board Game to review/learn concepts	Philosophical Chairs Debate Create a Claim and Counter Claim using evidence found in these sample papers (Just give kids	Scaffolded Annotated Bibliography	Opinion-Editorial Piece	Social Media Campaign

		the evidence)			
Share	Rotate Created Games & Play Someone Else's	Philosophical Chairs	Excellent annotations	Potentially submit to NY Times Student section	Post around school or share on team social media
<p>Optional Collections Resources:</p> <p>What is a Claim? Support: Reasons and Evidence Building Effective Support Formal Style</p> <p>Creating a Coherent Argument Persuasive Techniques Concluding Your Argument</p>					
<p>ONGOING</p> <p>incorporated within mini-lessons and editing/revisions</p>		<ul style="list-style-type: none"> ● Quick Writes within all genres (informational, argument, narrative) ● Writing process ● Conventions <ul style="list-style-type: none"> ○ Complex-Compound Sentences (how to combine) ○ Gerunds ○ Participles ○ Infinitives ○ Verbs (all types) ○ Active vs Passive Voice ○ Parallelism 			

Unit 4 Pre-Assessment

Detailed Description/Instructions: Students will be asked to write a mini argument piece using the tenets of effective argument writing. The purpose of this assignment is for both the teacher and students to evaluate their abilities as argumentative writers, so as few directions as possible are expected. [Consider using the provided assessment sheet](#) or having students argue a somewhat controversial issue/or even an unpopular position. (Provide a few possible topics to students to scaffold if you feel this is necessary).

Consider giving students 1 day to research this topic and 1 day to write about this topic. After students have submitted responses and teachers have reviewed, teachers will showcase the best responses and explain why they met the “argumentative” criteria: introducing and supporting a claim with clear reasons and relevant/credible evidence; acknowledging counterclaims/providing rebuttals; and establishing relationships among claims, counterclaims, and supporting evidence. Teachers could also have students attempt to identify and analyze these traits in the final informational piece, before revealing each of these components to students.

After the completion of the pre-assessment, teachers should walk students through a rubric analysis of the informational writing rubric. Students should use the rubric to self-assess. During this time teachers should be conferencing with students to identify areas of focus. Students could use this pre-assessment score to develop a PDSA for the unit.

Topic 1: Logical Fallacies, Argument, & Claims

Possible Quick Write Topics

Watch some commercials or other examples of logical fallacies. Students can write a response, write a critique, or even write a better version of the commercial.

Engaging Experience 1

Title: Logical Fallacies and Argument

Suggested Length of Time: 2 blocks

Standards Addressed:

Priority:

- 8.RI.2.D Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Supporting:

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

Detailed Description/Instructions: Teachers will review basic elements of an argument such as thesis, claim, counterclaim, rebuttal, introduction, conclusion, reasons, supporting evidence, warrant etc. learned in seventh grade. Next, students will delve into the differences between logical fallacies and specific evidence in order to understand the importance of including specific evidence instead of fallacious reasoning within their argumentative speaking and writing. Once students learn logical fallacies, they will create a board game to review the concepts they have learned and reviewed so far. Optional: Have students take a [formative quiz](#) which assesses their ability to identify/analyze logical fallacies vs. evidence.

Bloom's Levels: Remember, Understand, Apply, Analyze

Webb's DOK: 2,3,4

Engaging Experience 2

Title: Identifying and Writing Claims

Suggested Length of Time: 2 Blocks

Standards Addressed

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task,

purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

- c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.

Supporting:

- 8.R1.2.B Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation.
- 8.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.1.B. Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1.C. Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Detailed Description/Instructions:

Day 1:

- After reviewing what a claim is and examining how it functions within an argumentative text, students will practice identifying claims in various forms. Students will listen to and read the lyrics from songs about rebellion. Then, they will identify the claims and any supporting evidence they can find within the songs. (Please be sure to carefully review any songs/lyrics you provide prior to the lesson.) Options for sharing include sharing out to the class what claims were found in popular songs.

Day 2:

- Students will then use evidence from [sample student papers](#) to craft quality claims. Finally, they will work to create a quality claim and counterclaims. For fun, teachers can create a "March Madness"-like bracket and have students create a claim showdown, systematically choosing the winning claim.
- Finally, [teachers can provide several claims that allow for discussion](#). Students can write about the claims for 3-5 minutes, gathering their thoughts and focusing on evidence for why their opinion is correct. Then, teachers can lead a Philosophical Chairs debate, encouraging students to think deeper and use evidence to strengthen their arguments.

Bloom's Levels: Understand, Evaluate, Create

Webb's DOK: 2, 3

Topic 2: Research Skills

Engaging Experience 1

Title: How to Conduct Reliable Research

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.
- 8.W.1.A Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 8.RI.2.D Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Supporting:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing and

present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

- 8.R1.2.B Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation.

Detailed Description/Instructions:

Possible QuickWrite Topics

[Writing Next to Infographics](#) - Students should work on analyzing the data, making claims based on the data, and seeing what is or is not included by the author

Day 1:

- Consider working with your librarian to show students how to conduct effective and reliable research. Students should write research questions about their chosen Rebellion topic. Then, students should practice searching databases and other reliable resources during this time to find preliminary information about a topic.
- At this point, citations should only be a brief review, so students should keep track of any sources they like in a bibliography.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3, 4

Engaging Experience 2

Title: Annotated Bibliographies

Suggested Length of Time: 2-3 Blocks

Standards Addressed

Priority:

- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.

Supporting:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Detailed Description/Instructions:

Day 1:

- Show students some [examples of an annotated bibliography](#). Lead a discussion of the mentor, asking students what they think the purpose of an annotated bibliography is, what is included, etc.
- Then, to solidify this definition, classes can [watch a brief Powtoons video](#).

Day 2-3:

- Students work on finding sources for their upcoming Opinion-Editorial piece. As they work, they make a [Scaffolded Annotated Bibliography](#). This is the major academic grade for this Topic. Options for sharing include exemplary annotations or unique sources that students have found or are pursuing.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 3: Writing the Argument

Engaging Experience 1

Title: Building a Strong Argument

Suggested Length of Time: 3-4 Blocks

Standards Addressed

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.

Supporting:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- 8.W.1.A. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- 8.W.1.A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

Detailed Description/Instructions:

Day 1:

- Read a few Mentor Texts of Opinion-Editorial pieces together. ([1](#), [2](#)) Discuss together - what are the strengths of the piece? What are the weaknesses? How can we merge research and argument into one piece?
- Together, make an anchor chart of the traits of an Opinion-Editorial piece. Discuss what the text structures of the sample pieces are. Have students think-pair-share with a partner discussing which text structure or blend of text structures will be best for their piece.
- Then, let students begin to research and outline their writing.

Day 2-7:

- Complete the Engaging Scenario. This will be student research and drafting time. Pay special attention to if students need outlines or scaffolding to support their text structures they have chosen.
- During this time, confer with students about their research and writing. If you notice any trends, add a brief mini-lesson to the next day to help students work through problem spots. Options for sharing include students using techniques learned in class, exemplary use of evidence or counterclaims, etc.

Bloom's Levels: Apply

Webb's DOK: 3

Unit 5 Culminating Unit - What does it Mean to be a Writer?

Subject: Writing

Grade: 8

Name of Unit: Culminating Unit - What Does it Mean to Be a Writer?

Length of Unit: 4-5 Weeks

Overview of Unit: The purpose of this unit is to engage students one last time with all of the major writing standards for this grade level. Students will do this by communicating to their future selves in a variety of ways on grade relevant topics and current events. The engaging experiences within each topic all lead into creating the final products for the ending Engaging Scenario.

Priority Standards for unit:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
 - b. Expository: Develop informational/expository writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
 - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.

Supporting Standards for unit:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and

- claims, and signal time shifts.
- e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- 8.W.1.A Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a writing process	Follow	Apply	2
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	Produce	Create	4

Essential Questions:

1. How does communication impact the world around me?
2. How does popular culture influence my point of view during communication?
3. Why is it important to set goals?

Enduring Understanding/Big Ideas:

1. Communication impacts the world around me by keeping me an informed citizen and participant. Communication allows me to establish understanding, generate ideas, and make predictions.
2. Events of popular culture influence my point of view by giving my background knowledge to formulate an opinion on a topic or event. The way that I interpret current events, music, art, technology, etc. influences how I view information and communicate my ideas.
3. Setting goals allows a person to identify what he/she is working toward and the motivation to do so. By setting goals, I can measure my progress, take deliberate action toward that goal, and be more likely to achieve it.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
see Units 1-5	see Units 1-5

Engaging Scenario

Engaging Scenario: Students will be communicating with their future 18-year-old selves about current issues and events in the world and their personal lives. There will be three final products -- a “Letter to Me”, a Video/Audio recording, and a piece of art -- each of which will demonstrate the student’s ability to communicate narratively, informationally, and persuasively in the 21st century. Products will require students to connect to their world, make predictions about the future, and set goals. The products will be kept in a “time capsule” by the Language Arts teacher, to be returned upon graduation from high school. Time capsules could be physical (kept in storage) or digital (flash drive, email, Google Drive).

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
My Years in Middle School	Goal Setting	The teacher will begin with a discussion of goal setting -- what it is, how it is done, why it is important. Students should already be experienced in SMART goal setting with their learning goals. Discuss the differences between personal and academic goals. These discussions will be followed by an inspiring, teacher-supplemented video, TED Talks, picture, article, etc. that will be used as a prompt and example of how people communicate and set powerful goals, and then work to achieve them. Students can respond to the item(s) shared orally or in writing. Students can also reflect on any goals they had set for themselves this year.	2 class periods
My Years in Middle School	Does History Repeat Itself?	Students will begin by making three lists: the things most important to themselves, the things most important to their school, and the things most important to their community/world. Encourage students to have at least 10 items on each list. Students can share and compare lists. Then ask students to re-write their lists as if it is five years in the future. Students can share and compare again, noting how their lists change. How have their personal values changed? Their school's values? The community or world's values? Why do they think the values changed in the way they did?	1 class period
My Years in Middle School	Researching My Middle School World	This is when students will begin doing some research to create their final products (see the Engaging Scenario). Students will choose three of the following: major events,	3 class periods

		<p>products/innovations, technology, or celebrities/artists that have been relevant or influential during their middle school years. They need to collect information that will be helpful in explaining what it is and how it impacted their lives and/or what they learned from it. It may be helpful to provide a research organizer that allows students to document the information collected, MLA citation, and notes on the personal impact/learning experience.</p>	
My Years in Middle School	My World in Art	<p>In this experience, students will begin planning for their final art piece (see Engaging Scenario). Students will create a graphic organizer, such as a mind map, for items they want to include in their piece of art for the time capsule. The art piece can be in any medium the student chooses (drawing, painting, sculpture, collage, etc.) but should illustrate an item (or two) researched that influenced his/her middle school experience. Students will need to create a plaque to pair with the art piece that describes and analyzes the art for viewers.</p>	1 or 2 class periods
My Years in Middle School	Middle School Memoirs	<p>In this experience, students will begin planning for their Letters to Me (See Engaging Scenario). This will begin with a discussion of current events in both the students' personal lives, school, and in the world. Students will brainstorm by acting as "fortune tellers" -- making predictions for their own successes and for current events. Then, students will write two, six-word memoirs as building blocks for their "Letter to Me." The first will describe their middle school experiences and the second will describe their aspirations for high school. This will help students brainstorm for their letters, which will include personal information about the middle school experiences, goals for the future, current events, and predictions for the</p>	3 or 4 class periods

		future of the community/world. Students may also choose to include the memoirs in their letters. Letters should be detailed and well written, citing sources when necessary.	
My Years in Middle School	My World in Film	In this experience, students will begin planning for their time capsule audio/video (See Engaging Scenario). The video can be informational/expository, narrative, or persuasive, but should share information about a researched item from Engaging Experience 3, a prediction based on that research, key characters significant to them, etc. Students will brainstorm by creating a video storyboard that outlines the shots, script, music, etc. of the video. The expectation is that students could take the storyboard and begin practicing/filming the video. Teachers may want to show examples or model the creation of a storyboard.	3 or 4 class periods

Topic 1: Examining the Past

Engaging Experience 1

Title: Goal Setting

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

Supporting:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Detailed Description/Instructions: The teacher will begin with a discussion of goal setting -- what it is, how it is done, why it is important. Students should already be experienced in SMART goal setting with their learning goals. Discuss the differences between personal and academic goals. These discussions will be followed by an inspiring, teacher-supplemented video, TED Talks, picture, article, etc. that will be used as a prompt and example of how people communicate and set powerful goals, and then work to achieve them. Students can respond to the item(s) shared orally or in writing. Students can also reflect on any goals they had set for themselves this year.

Bloom's Levels: Understand

Webb's DOK: 3

Engaging Experience 2

Title: Does History Repeat Itself?

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

Supporting:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Detailed Description/Instructions: Students will begin by making three lists: the things most important to themselves, the things most important to their school, and the things most important to their community/world. Encourage students to have at least 10 items on each list. Students can share and compare lists. Then ask students to re-write their lists as if it is five years in the future. Students can share and compare again, noting how their lists change. How have their personal values changed? Their school's values? The community or world's values? Why do they think the values changed in the way they did?

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 3

Title: Researching My Middle School World

Suggested Length of Time: 3 class periods

Standards Addressed

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

Supporting:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- 8.W.1.A Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Detailed Description/Instructions: This is when students will begin doing some research to create their final products (see the Engaging Scenario). Students will choose three of the following: major events, products/innovations, technology, or celebrities/artists that have been relevant or influential during their middle school years. They need to collect information that will be helpful in explaining what it is and how it impacted their lives and/or what they learned from it. It may be helpful to provide a research organizer that allows students to document the information collected, MLA citation, and notes on the personal impact/learning experience.

Bloom's Levels: Apply, Evaluate

Webb's DOK: 4

Engaging Experience 4

Title: My World in Art

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

Detailed Description/Instructions: In this experience, students will begin planning for their final art piece (see Engaging Scenario). Students will create a graphic organizer, such as a mind map, for items they want to include in their piece of art for the time capsule. The art piece can be in any medium the student chooses (drawing, painting, sculpture, collage, etc.) but should illustrate an item (or two) researched that influenced his/her middle school experience. Students will need to create a plaque to pair with the art piece that describes and analyzes the art for viewers.

Bloom's Levels: Apply, Analyze, Create

Webb's DOK: 1, 4

Engaging Experience 5

Title: Middle School Memoirs

Suggested Length of Time: 3-4 class periods

Standards Addressed

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

Supporting:

- 8.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.

- c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
- d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Detailed Description/Instructions: In this experience, students will begin planning for their Letters to Me (See Engaging Scenario). This will begin with a discussion of current events in both the students' personal lives, school, and in the world. Students will brainstorm by acting as "fortune tellers" -- making predictions for their own successes and for current events. Then, students will write two, six-word memoirs as building blocks for their "Letter to Me." The first will describe their middle school experiences and the second will describe their aspirations for high school. This will help students brainstorm for their letters, which will include personal information about the middle school experiences, goals for the future, current events, and predictions for the future of the community/world. Students may also choose to include the memoirs in their letters. Letters should be detailed and well written, citing sources when necessary.

Bloom's Levels: Analyze, Create

Webb's DOK: 2, 3

Engaging Experience 6

Title: My World in Film

Suggested Length of Time: 3-4 class periods

Standards Addressed

Priority:

- 8.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
 - a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
 - b. Expository: Develop informational/expository /explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
 - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence;

acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.

Detailed Description/Instructions: In this experience, students will begin planning for their time capsule audio/video (See Engaging Scenario). The video can be informational/expository, narrative, or persuasive, but should share information about a researched item from Engaging Experience 3, a prediction based on that research, key characters significant to them, etc. Students will brainstorm by creating a video storyboard that outlines the shots, script, music, etc. of the video. The expectation is that students could take the storyboard and begin practicing/filming the video. Teachers may want to show examples or model the creation of a storyboard.

Bloom's Levels: Analyze, Create

Webb's DOK: 2, 3

Unit of Study Terminology

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.