8th Grade SPED 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

* This document contains the entire 8th Grade English Language Arts – Writing curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the middle school 8th grade English Language Arts – Writing Resource class.

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

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

Sample Block Break Down: Classes are organized in a writer's workshop model.

Opening (Read)	QuickWrite (Write)	Mini Lessons (Study)	Student Work Time (Do)	Reflection (Share)
5-10 min	10-15 min	20 min	30-40 min	5 min

	6th Grade	7th Grade	8th Grade

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

Curriculum Revision Tracking

Spring 2022
- Suggested resources to support student learning within units were provided from StudySync, the new ELA & Reading resource adopted beginning SY '22-'23
- Engaging Experiences structure was redesigned to better align with the workshop model
- Scope, sequence, and content alignment across ELA and Reading were improved
- Learning targets and success criteria were developed for each DESE-identified priority standard
- All standards were realigned to match DESE priority standards

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:ELA
Grade: 8th
Name of Unit:Communication in ELA
Length of Unit: 6-8 blocks
Overview of Unit: Students will learn about routines and expectations of a writer's workshop and how to communicate effectively with others. After setting up and personalizing their writer's notebooks, students will develop quick writes throughout the unit and choose one to submit for assessment.

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

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

Unwrapped Priority Standards

Priority Standard			
8.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
• The student will review, revise, and edit writing with task, purpose, and audience of a text in mind.	• Reword, add, delete, or reorder in my writing to revise with task, audience, and purpose in mind.. • Review my writing with task, audience, and purpose in mind. • Edit my writing with task, audience, and purpose in mind.	Apply	2
• The student will use proper grammar, spelling, punctuation and language usage in their writing.	• Use proper grammar and language in writing • Use correct spelling in writing • Use correct punctuation in writing	Apply	2

Essential Questions:

1. How can I make intentional writer's moves?

Enduring Understanding/Big Ideas:

1. I can use revision skills to improve my writing.

Unit Vocabulary:

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

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

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

Engaging Scenario

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

Engaging Scenario (1-2 Blocks)

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

Engaging Experience 1

Title: Developing Workshop Expectations	**Suggested Time Length:** 4-5 Blocks

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

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
• The student will review, revise, and edit writing with task, purpose, and audience of a text in mind. • The student will use proper grammar, spelling, punctuation and language usage in their writing.	• Set up writer's notebook • Generate ideas for writing • Build writing stamina • Draft, edit, and revise Quick Writes	Understand, Analyze, Apply, Evaluate	1, 2, 3

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

Read	**Write**	**Study**	**Do**	**Share**
• Resources: Penny Kittle's Write Beside Them and StudySync mentor texts	• Brainstorming and notes in Writer's Notebook	• Notebook set-up • Conferring • Appropriate communication • Peer feedback	• Quick Writes in Writer's Notebook	• Whip share daily writing with other students and with teacher during conferences, opportunities for peer feedback and/or revision

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

Summary of Engaging Learning Experiences & Scenario(s)

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

Suggested Accommodations/Modifications
- Consider using this time to hone in on proper paragraph writing (topic sentence, supporting details, conclusion, one main idea, etc.) After explicit instruction on how to develop a paragraph, you can have students do this multiple times for their Quick Writes then have them revise one paragraph to submit as their engaging experience.
- Consider reviewing Written Expression goals outlined in students IEPs with the student so they are aware of their goals. This can guide their writing assessments throughout the quarter.

Unit 2: Elements of Literature

Subject: ELA
Grade:8th
Name of Unit: Elements of Literature
Length of Unit: 30 blocks
Overview of Unit: Students will read a variety of stories and analyze narrative elements and techniques as readers in Reading class and as writers in ELA. Students will craft their own narrative, focusing on building suspense and other narrative writing techniques.

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

Unwrapped Priority Standards

Priority Standard			
● **8.W.2.A.a** Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**

The student will follow a writing process to develop narratives, including poems.	● I can follow a writing process to develop narratives, including poems
	  ○ Prewriting/Brainstorming
	  ○ Drafting
	  ○ Revising
	  ○ Editing
	  ○ Publishing
		Apply	2

Learning Target	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK

The student can produce clear and understandable narrative writing with development, organization, style, and voice appropriate to the task, purpose, and audience.	● Identify:
	   ○ Task
	   ○ Audience
	   ○ Purpose
	● Adjust my writing according to:
	   ○ Task
	   ○ Audience
	   ○ Purpose
		Create	3

The student will develop narrative writing, about real or imagined experiences, that establishes and maintains a consistent point of view.	● Recall point of view (POV) choices ● Choose POV that is best for your story ● Write using that POV, being consistent with it ● Revise, ensuring a consistent POV	Create	3
The student will include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	● Include clearly-identified characters ● Structure event sequences ● Use narrative techniques ● Use relevant descriptive details	Create	3

Priority Standard
8.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will review, revise, and edit writing with task, purpose, and audience of a text in mind.	● Reword, add, delete, or reorder in my writing to revise with task, audience, and purpose in mind. ● Review my writing with task, audience, and purpose in mind. ● Edit my writing with task, audience, and purpose in mind.	Apply	2

The student will use a variety of sentence structures to develop my voice in writing.	● Choose precise language for:
	   ○ The Task
	   ○ Purpose
	   ○ Audience
		Apply	2

The student will use sentence structures appropriate for the style, task, and audience of a text.	● Use sentence structures appropriate for the task, purpose, and audiences.	Apply	2

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
point of View structure allusions symbolism figures of speech (irony, puns, word nuances, etc.) characters plot Dialogue Characterization (direct & indirect) Imagery Figurative language Irony Connotation Denotation Allusions Setting Symbolism Mood Tone suspense Situational irony Dramatic irony Verbal irony	narrative techniques sensory details Imagery Transitions Description

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

"The Landlady" * (StudySync)
"The Lottery" *
"The Tell Tale Heart" * (StudySync)
"The Monkey's Paw" * (StudySync)
"The Veldt" *
"The Carnival" *
"Most Dangerous Game" *

Engaging Scenario

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

Engaging Scenario (6 Blocks)

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

Engaging Experience 1

Title: Deep Dive Into Narrative Writer's Craft	Suggested Time Length: 6 Blocks 7-8 Blocks

Priority Standard(s):
- **8.W.2.A.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.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will follow a writing process to develop narratives, including poems.	● I can follow a writing process to develop narratives, including poems 　○ Prewriting/Brainstorming 　○ Drafting 　○ Revising 　○ Editing 　○ Publishing	Apply	2
The student can produce clear and understandable narrative writing with development, organization, style, and voice appropriate to the task, purpose, and audience.	● Identify: 　○ Task 　○ Audience 　○ Purpose ● Adjust my writing according to: 　○ Task 　○ Audience 　○ Purpose	Create	3
The student will develop narrative writing, about real or imagined experiences, that establishes and maintains a consistent point of view.	● Recall point of view (POV) choices ● Choose POV that is best for your story ● Write using that POV, being consistent with it ● Revise, ensuring a consistent POV	Create	3
The student will include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	● Include clearly-identified characters ● Structure event sequences ● Use narrative techniques ● Use relevant descriptive details	Create	3

Supporting Standard(s):
- None

Read	**Write**	**Study**	**Do**	**Share**
Read a variety of short story mentor texts (See StudySync Unit "Everyone Loves A Mystery")	Quick Writes to mimic writer's craft	Point of View Event Sequences Descriptive Details Characterization Writing Process	Literary Analysis Mentor Analysis	Whip Around Share Mini Presentations Conferences with Teacher

Instructional Notes:
Students will read and analyze a variety of short stories and suspenseful texts as a writer.

Engaging Experience 2

Title: Practice Narrative Writing Techniques	**Suggested Time Length:** 4 Blocks 6 blocks

Priority Standard(s):
- Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will follow a writing process to develop narratives, including poems.	● I can follow a writing process to develop narratives, including poems 　○ Prewriting/Brainstorming 　○ Drafting 　○ Revising 　○ Editing 　○ Publishing	Apply	2
The student can produce clear and understandable narrative writing with development, organization, style, and voice appropriate to the task, purpose, and audience.	● Identify: 　○ Task 　○ Audience 　○ Purpose ● Adjust my writing according to: 　○ Task 　○ Audience 　○ Purpose	Create	3

The student will develop narrative writing, about real or imagined experiences, that establishes and maintains a consistent point of view.	● Recall point of view (POV) choices ● Choose POV that is best for your story ● Write using that POV, being consistent with it ● Revise, ensuring a consistent POV	Create	3
The student will include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	● Include clearly-identified characters ● Structure event sequences ● Use narrative techniques ● Use relevant descriptive details	Create	3

Supporting Standard(s):
- None

Read	Write	Study	Do	Share
Read a variety of short story mentor texts and student models (See Study Sync Unit "Everyone Loves A Mystery")	Quick Writes	Point of View Event Sequences Descriptive Details Characterization Writing Process	Writing Practice and Drafting (See StudySync Unit "Everyone Loves a Mystery")	Whip Around Share Mini Presentations Conferences with Teacher

Instructional Notes:
Students will practice using a variety of narrative writing skills, utilizing a variety of student models and mentor texts.

Engaging Experience 3

Title: Revise and Edit Narrative Writing	Suggested Time Length: 3-4 Blocks 5-6 blocks

Priority Standard(s):
- **8.W.3.A.b** Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will review, revise, and edit writing with task, purpose, and audience of a text in mind.	● Reword, add, delete, or reorder in my writing to revise with task, audience, and purpose in mind.. ● Review my writing with task, audience, and purpose in mind. ● Edit my writing with task, audience, and purpose in mind..	Apply	2
The student will use a variety of sentence structures to develop my voice in writing.	● Choose precise language for: ○ The Task ○ Purpose ○ Audience	Apply	2
The student will use sentence structures appropriate for the style, task, and audience of a text.	● Use sentence structures appropriate for the task, purpose, and audiences.	Apply	2

Supporting Standard(s):
- None

Read	Write	Study	Do	Share
See StudySync Revision Skills Lessons in the "Everyone Loves a Mystery" Unit Extended Writing Project	Practice writing different types of sentences and using commas	Sentence Structure Punctuation	Narrative Revision Guide on StudySync "Everyone Loves a Mystery" Unit	Peer Feedback

Instructional Notes:
Students will use revision and editing practices to make their writing stronger and appropriate for their purpose, task, and audience.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Deep Dive Into Narrative Writer's Craft	Students will read and analyze a variety of short stories and suspenseful texts as a writer.	6 Blocks 7-8 Blocks
Practice Narrative Writing Techniques	Students will practice using a variety of narrative writing skills, utilizing a variety of student models and mentor texts.	4 Blocks 6 Blocks
Revise and Edit Narrative	Students will use revision and editing practices to make their writing stronger and appropriate for their purpose, task, and audience.	3-4 Blocks 5-6 Blocks
Engaging Scenario	Students will develop a Suspenseful Narrative (short story, digital storybook, graphic novel, etc.)	8 Blocks

Suggested Accommodations/Modifications
- Throughout each engaging experience, students should be developing a narrative piece for the engaging scenario.

Unit 3: Information Literacy Research & Critical Thinking

Subject: ELA
Grade:8th
Name of Unit: Information Literacy Research & Critical Thinking
Length of Unit: 15 blocks
Overview of Unit: In this unit, students will create a curated museum piece to present to other students. They will research a topic in reading class and then develop a feature article and multimedia exhibit to bring awareness or recognition to the topic.

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

Unwrapped Priority Standards

Priority Standard			
8.W.1.A.a Approaching the Task as a Researcher Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will conduct research to answer a question, including a self-generated question, using relevant and credible sources and citing correctly.	● Write a self-generated research question ● Gather relevant print and digital sources ● Gather credible print and digital sources ● Integrate information using a standard citation system.	Apply	2

Priority Standard			
8.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will follow a writing process to develop expository writing.	●Follow a writing process to: ○Develop claims ○Support claims with evidence ○Connect with reasoning ●Look at expository writing mentors to: ○Identify aspects such as organization, word choice, transitions, style, and voice ○Analyze and evaluate the author's use of these skills ○Make a plan for how to use these skills during the writing process	Analyze	3
The student will produce clear and understandable informative/explanatory writing with appropriate development, organization, style, and voice.	●Produce an informative/expository writing that: ○makes sense ○has appropriate development ○Organization ○Style ○voice	Create	3

Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will produce informative/explanatory writing appropriate to the task, purpose, and audience.	● Identify task, audience, & purpose ● Adjust my writing according to task, audience, purpose.	Create	3
The student will develop informative /explanatory writing with expository techniques.	● Choose appropriate text structure ● Remain unbiased ● Include transitions ● Write effective thesis	Create	3
The student will develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.	● Examine a topic with relevant facts ● Examine a topic with examples ● Examine a topic with details	Create	3
The student will develop informative/explanatory writing that establishes relationships between ideas and supporting evidence.	● Produce informative/explanatory writing that establishes relationships between ideas and supporting evidence	Create	3

Priority Standard

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

Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will review, revise, and edit writing with consideration for task, purpose, and audience.	● Revise my writing to revise with task, audience, and purpose in mind ● Review my writing with task, audience, and purpose in mind. ● Edit my writing with task, audience, and purpose in mind. ● Reword, add, delete, or reorder in my writing to revise	Apply	2
The student will introduce my topic in a clear and engaging way.	● introduce my topic in a compelling way	Apply	2
The student will maintain a clear focus in their writing.	● establish a strong focus in my writing. ● maintain my focus throughout the text.	Apply	2
The student will create a meaningful conclusion to their writing.	● I can end my writing in a meaningful way.	Apply	2
The student will revise their writing	● reword, add, delete, or reorder in my writing to revise	Apply	2

Priority Standard			
8.SL.1.C Collaborating Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will identify new information and multiple viewpoints from diverse media sources.	● Identify new information from diverse media sources ● Identify multiple viewpoints from diverse media sources.	Apply	2
The student will defend my views when new evidence is presented from other viewpoints.	● Defend views based off of new evidence presented from others	Evaluate	4

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

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

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

- *No Risk, No Reward Unit 3 - Informational Text (StudySync)

Engaging Scenario

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

Engaging Scenario (3-4 blocks)

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

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

Engaging Experience 1

Title: Citing Research	**Suggested Time Length:** 1-2 Blocks

Priority Standard(s):
- 8.W.1.A.a Approaching the Task as a Researcher Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will conduct research to answer a question, including a self-generated question, using relevant and credible sources and citing correctly.	- Write a self-generated research question - Gather relevant print and digital sources - Gather credible print and digital sources - Integrate information using a standard citation system.	Apply	2

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
Look at examples and/or non examples of citing sources and respond	Quick Write Prompt Example Prompt: Teacher plays an excerpt of two songs and students write their opinion if the song produced after the original is guilty of plagiarism, using reasoning to back up claim	Avoiding Plagiarism Using technology tools (MyBib, online resources)	Create a Works Cited page Practice quoting, paraphrasing, and using in-text citations correctly	Submit Works Cited page to instructor for review

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

Engaging Experience 2

Title: Analyze Expository Mentor Texts	Suggested Time Length: 2-3 Blocks

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

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will follow a writing process to develop expository writing.	- Follow a writing process to: - Develop claims - Support claims with evidence - Connect with reasoning - Look at expository writing mentors to: - Identify aspects such as organization, word choice, transitions, style, and voice - Analyze and evaluate the author's use of these skills - Make a plan for how to use these skills during the writing process	Analyze	3

Supporting Standard(s):

Read	Write	Study	Do	Share
Mentors: "Gallery Texts" from museums, infographics, other expository writing examples	Quick Writes to practice expository skills and write beside examples	Expository Genre Features	Mentor Analysis: Double-Column Notes, AVID Graphic Organizer, or One-Pager	Turn in mentor analysis

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

Engaging Experience 3

Title: Develop Expository Writing	**Suggested Time Length:** 4-5 Blocks

Priority Standard(s):
- 8.SL.1.C Collaborating Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- 8.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will follow a writing process to develop expository writing.	● Follow a writing process to: ○ Develop claims ○ Support claims with evidence ○ Connect with reasoning	Apply	2
The student will produce clear and understandable informative/explanatory writing with appropriate development, organization, style, and voice.	● Produce an informative/expository writing that: ○ makes sense ○ has appropriate development ○ Organization ○ Style ○ voice	Create	3
The student will develop informative/ explanatory writing with expository techniques.	● Choose appropriate text structure ● Remain unbiased ● Include transitions ● Write effective thesis	Create	3
The student will develop informative/ explanatory writing to examine a topic with relevant facts, examples, and details.	● Examine a topic with relevant facts ● Examine a topic with examples ● Examine a topic with details	Create	3
The student will develop informative/ explanatory writing that establishes relationships between ideas and supporting evidence.	● Produce informative/explanatory writing that establishes relationships between ideas and supporting evidence	Create	3

Supporting Standard(s):

Read	Write	Study	Do	Share
StudySync resources for developing expository writing located in the Core ELA 8 "No Risk, No Reward" Unit in "Extended Writing Project and Grammar"	Quick Writes to practice expository skills and write beside examples	Focused Notes, Interactive Notebook Work, Annotate text features on expository mentors Expository Features: ● CER ● -prewriting and planning ● style and voice ● writing an opening/ introduction ● developing a thesis ● organization and clarity ● choosing an appropriate text structure ● remaining unbiased ● using transitions ● connecting ideas to evidence from research ● writing an ending/ conclusion	Practice developing expository writing and using expository techniques Options: • Writing CER paragraphs on a variety of topics (Claim, Evidence, Reasoning) • See Blasts on StudySync: Search by theme/topic or by skill, such as "style"	Catch and Release during writer's workshop- Share student work and what students are doing that is working • Peer Editing and Peer Feedback • Elbow Partners • Whip Around Share

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

Engaging Experience 4

Title: Revise and Edit Expository Writing	**Suggested Time Length:** 1-2 Blocks

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

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will review, revise, and edit writing with consideration for task, purpose, and audience.	• Revise my writing to revise with task, audience, and purpose in mind • Review my writing with task, audience, and purpose in mind. • Edit my writing with task, audience, and purpose in mind. • Reword, add, delete, or reorder in my writing to revise	Apply	2

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
StudySync resources for developing expository writing located in the Core ELA 8 "No Risk, No Reward" Unit in "Extended Writing Project and Grammar" - Revision Section	Model revision and editing skills for students during Quick Writes each block, give students time to revise Quick Writes and come back to previous writing	Using Grammarly and technology to edit writing Revision techniques Using a rubric and/or writer's checklist to self assess	Grade examples with rubric • Revision/Writer's Checklists • Peer Evaluation • Self Assessment	Revision discussions during teacher-student conferences Opportunities for peer feedback

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

Summary of Engaging Learning Experiences & Scenario(s)

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

Unit 4: Art of Argument

Subject: ELA
Grade:8th
Name of Unit: Art of Argument
Length of Unit: 20 blocks
Overview of Unit: In this unit, students will learn about argumentative techniques, rhetorical devices, and using claims, evidence, and reasoning to create a strong argument. Students will prepare for and participate in a mock trial or debate to showcase their argumentative skills and what they have learned.

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

Unwrapped Priority Standards

Priority Standard			
8.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will gather relevant information from multiple print and digital sources.	● Gather relevant information from multiple print and digital sources. ● Use search terms effectively. ● Assess the credibility and accuracy of print and digital sources.	Apply	2
The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.	● I can quote the data and conclusions of others ● I can paraphrase the data and conclusions of others ● I can follow a standard format for citation	Apply	2

Priority Standard			
8.W.2.A.c Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**

The student will follow a writing process to develop argumentative writing.	● Follow a writing process to:
	   ○ Develop a claim
	   ○ Support claim with evidence
	   ○ Connect with reasoning
		Apply	2

The student will produce clear and coherent argumentative writing with development, organization, style, and voice.	● Produce an argument piece that makes sense and has appropriate:
	   ○ Development
	   ○ Organization
	   ○ Style
	   ○ voice
		Create	3

The student will produce informative/explanatory writing appropriate to the task, purpose, and audience.	● Identify task, audience, purpose ● Adjust writing to task, audience and purpose	Create	3

		Create	3
The student will produce argumentative writing appropriate to the task, purpose, and audience.	• Produce an argumentative that makes sense and has appropriate: development, organization, style and voice	Create	3

The student will develop writing using argumentative writing techniques.	• Use argumentative techniques
	  ○ claim/counter claim
	  ○ Rhetoric
	  ○ CER structure
	  ○ Support with reasoning
		Create	3

The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence and acknowledge counterclaims.	• Create claim • Identify counterclaim • Plan writing • Add supporting evidence	Create	3

Priority Standard			
8.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will review, revise, and edit writing with task, purpose, and audience of a text in mind.	• Reword, add, delete, or reorder in my writing to revise with task, audience, and purpose in mind.. • Review my writing with task, audience, and purpose in mind. • Edit my writing with task, audience, and purpose in mind.	Apply	2
The student will use appropriate transitions in my writing.	• Use appropriate transitions in writing	Apply	2

Priority Standard			
8.SL.1.B Collaborating Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will identify and describe the speaker's argument and claims.	● Identify claims the speaker makes ● Explain their argument	Apply	2
The student will judge the speaker's reasoning and evidence and use that judgment to create questions that connect ideas to multiple speakers.	● Evaluate the speaker's reasoning and evidence ● Use judgment of evidence to create questions ● Create questions that connect a speaker's ideas to other speakers	Evaluate	4
The student will respond to others' questions and comments with relevant evidence, observations, and ideas.	● Listen to others questions and comments ● Connect speakers ideas to your thinking ● Build your response by creating a claim ● Look for relevant evidence to support your claim	Evaluate	4

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

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

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

- See texts and resources in the StudySync Core ELA Unit "Hear Me Out"

Engaging Scenario

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

Engaging Scenario (8 blocks)

Students will use their preparation on argument analysis from reading class to participate in a mock trial. In preparation for the trial, students will:
- develop claims using evidence provided
- plan for potential rebuttals or questions from the opposing side
- evaluate the strength of both sides of an argument and identify any weaknesses
- practice writing, asking, and answering questions in order to reveal the sufficiency of evidence provided by the speaker

Engaging Experience 1

Title: Mentor Text Analysis	**Suggested Time Length:** 3-4 blocks 6-8 blocks

Priority Standard(s):
- 8.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will gather relevant information from multiple print and digital sources.	● Gather relevant information from multiple print and digital sources. ● Use search terms effectively. ● Assess the credibility and accuracy of print and digital sources.	Apply	2
The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.	● I can quote the data and conclusions of others ● I can paraphrase the data and conclusions of others ● I can follow a standard format for citation	Apply	2

Supporting Standard(s):
- None

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

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

Engaging Experience 2

Title: Writing Your Argument	**Suggested Time Length:** 4 Blocks 6 Blocks

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

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will follow a writing process to develop argumentative writing.	● Follow a writing process to: ○ Develop a claim ○ Support claim with evidence ○ Connect with reasoning	Apply	2
The student will produce clear and coherent argumentative writing with development, organization, style, and voice.	● Produce an argument piece that makes sense and has appropriate: ○ Development ○ Organization ○ Style ○ Voice	Create	3
The student will produce informative/explanatory writing appropriate to the task, purpose, and audience.	● Identify task, audience, purpose ● Adjust writing to task, audience and purpose	Create	3

The student will produce argumentative writing appropriate to the task, purpose, and audience.	● Produce an argumentative that makes sense and has appropriate: development, organization, style and voice	Create	3
The student will develop writing using argumentative writing techniques.	● Use argumentative techniques ○ claim/counterclaim ○ Rhetoric ○ CER structure ○ Support with reasoning	Create	3

The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence and acknowledge counterclaims.	● Create claim ● Identify counterclaim ● Plan writing ● Add supporting evidence	Create	3

Supporting Standard(s):
● None

Read	Write	Study	Do	Share
Case(s) for the upcoming mock trial Any supplemental research needed for evidence to support claims	Quick Write CERS (Claim, Evidence, Reasoning Paragraphs)	Writer's Craft (Argumentative Writing Techniques)	StudySync Extended Writing Project in the "Hear Me Out" Unit	Peer Feedback Conferences with teacher

Instructional Notes:
Students will reflect on the topic of the upcoming mock trial or debate. After reading mentor texts, discussing the topic of the mock trial/debate, and completing any supplemental research needed to support ideas, students will develop their own written argument. See StudySync Extended Writing Project in the "Hear Me Out" Unit.

Engaging Experience 3

Title: Prepare for Mock Trial or Debate	Suggested Time Length: 3-4 Blocks

Priority Standard(s):
- **8.W.3.A.d** Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will review, revise, and edit writing with task, purpose, and audience of a text in mind.	● Reword, add, delete, or reorder in my writing to revise with task, audience, and purpose in mind.. ● Review my writing with task, audience, and purpose in mind. ● Edit my writing with task, audience, and purpose in mind.	Apply	2
The student will use appropriate transitions in my writing.	● Use appropriate transitions in writing	Apply	2

Supporting Standard(s):
- None

Read	Write	Study	Do	Share
Mock Trial Case(s): Resource		Roles for Mock Trial/Debate Trial Vocabulary and Routines Questioning skills	Class analyzes mock trial case Teacher assigns students mock trial roles based on student preference and/or teacher discretion Students prep for their specific role in the mock trial	Class Discussion

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

Engaging Experience 4

Title: Practice Mock Trial (or Debate)	Suggested Time Length: 1-2 Blocks

Priority Standard(s):
- **8.SL.1.B** Collaborating Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will identify and describe the speaker's argument and claims.	● Identify claims the speaker makes ● Explain their argument	Apply	2
The student will judge the speaker's reasoning and evidence and use that judgment to create questions that connect ideas to multiple speakers.	● Evaluate the speaker's reasoning and evidence ● Use judgment of evidence to create questions ● Create questions that connect a speaker's ideas to other speakers	Evaluate	4
The student will respond to others' questions and comments with relevant evidence, observations, and ideas.	● Listen to others questions and comments ● Connect speakers ideas to your thinking ● Build your response by creating a claim ● Look for relevant evidence to support your claim	Evaluate	4

Supporting Standard(s):
- None

Read	Write	Study	Do	Share
Mock Trial Case(s): Resource		How and when to make an objection, when a judge sustains vs. overrules an objection Purpose of a jury and expectations of a jury vs. a judge	Participate in a mini mock trial: Students should work to meet the expectations of their role in the trial and practice listening and speaking skills Attorneys: Ask witnesses relevant follow-up questions based on their statements Witnesses: Know statement by heart and be able to respond accurately to questioning Jury/Judge: Listen to both sides' arguments and make a decision based on the strength of each argument	Jury deliberates and explains why the side they chose was more convincing - debrief as a class

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

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Mentor Text Analysis	Students read a variety of texts and learn about argumentative writing genre, techniques, and writer's craft.	4 Blocks 6-8 Blocks
Writing Your Argument	Students plan, write, edit, and revise an argumentative writing piece (StudySync).	4 Blocks 8-10 Blocks
Prepare for Mock Trial or Debate	Students prepare for a mock trial (or debate) by researching the topic and planning out statements and questioning.	3-4 Blocks
Practice Mock Trial or Debate	Students participate in a mini mock trial (or mini debate) with an emphasis on practicing their roles and listening/speaking skills, such as responding to witness statements with relevant follow-up questions.	1-2 Blocks
Engaging Scenario (Mock Trial or Debate)	Students participate in a mock trial (or debate). It is suggested that each class is split into two so each student can have a role in the trial and the other half of the class can participate as the jury.	2-3 Blocks

Suggestions for Accommodations/Modifications
- Instead of using the mock trial or debate for the engaging scenario, students could spend more time writing an argumentative piece on a topic of their choice.
- Alternate engaging Scenario:
    - Use argumentative writing piece to create a "campaign" or PSA for a topic.

Unit 5: Culminating Unit

Subject: ELA
Grade: 8th
Name of Unit: Culminating Unit
Length of Unit: 5-7 blocks
Overview of Unit: Students will curate a variety of resources regarding the topic of their multi-genre project (Time Capsule or Year in Review Magazine) and will present their culminating project to others.

Priority Standards for unit:
None for this unit

Supporting Standards for unit:
- 8.SL.2.A Presenting Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.
- 8.SL.2.B Presenting Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners.
- 8.SL.2.C Presenting Plan and deliver appropriate presentations based on the task, audience and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Essential Questions:

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

Enduring Understanding/Big Ideas:

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

Unit Vocabulary:

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

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

- Scope Magazines (Print/Online, available through Library Media Specialist)
- Opportunity to host book clubs in Reading class and use excerpts as mentors in ELA
- Excerpts from students' independent reading books as mentor texts for specific skills such as descriptive writing, engaging the audience, etc.

Engaging Scenario

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

Engaging Scenario (Concurrent with Engaging Experiences)

Students will curate a variety of resources regarding the topic of their multi-genre project (Time Capsule or Year in Review Magazine). Genres could include music, infographics, poems, speeches, podcasts, voice recordings, TED talks, obituaries, maps, etc. Students will present these multi-genre projects for a specified audience. (See Chapter 9 of _180 Days_ by Gallagher and Kittle.)

Engaging Experience 1

Title: Brainstorming for Multi-Genre Project	Suggested Time Length: 1 Block 2 Blocks

Priority Standard(s): None

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	● Identify main theme(s) for multi-genre project ● Brainstorm ideas appropriate for the task, purpose, and audience ● Discuss ideas for multi-genre project with others ● Prioritize and organize ideas to prepare to curate time capsule or magazine	Apply	2

Supporting Standard(s):

Read	Write	Study	Do	Share
Time Capsule - look at examples Magazine - Scope is a great example for this project	Whole class or small group Padlet brainstorm for genres/topics	Project Rubric General Research / Effective Search Terms	Create a visual brainstorm for the multigenre project: Padlet, One-Pager, Graphic Organizer, Web, etc.	Share brainstorm ideas with classmates -

Instructional Notes:

Students will brainstorm ideas for their multi-genre project by reading, discussing, and looking at mentors.

Students will brainstorm important events, themes, and topics from the past year or from their middle school experience and decide what genre and medium would best represent each topic.

Engaging Experience 2

Title: Curating Multi-Genre Project	**Suggested Time Length:** 3-4 Blocks, 5-6 Blocks

Priority Standard(s): None

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	Choose a genre to represent each theme, topic, or aspect of the project. Write/Create a piece for each theme, topic, or aspect of the project ● Magazine: Develop at least one informational, one argumentative, and one narrative text for magazine ● Time Capsule: Include a variety of artifacts paired with a journal entry in Capsule Notebook for each one Make revisions and edits appropriate for the task, purpose, and audience ● Magazine: Engage audience through formatting, graphics, and other visual details ● Time Capsule: Decorate outside of capsule with relevant reflections and takeaways from the year	Create	4

Supporting Standard(s):

Read	Write	Study	Do	Share
	Quick Writes may center around: ● current events ● personal milestones ● reflections about growth, change, or learning ● goals	Review genres of writing and skills specific to each genre Writing Process Revision Skills	Students will create their collection of items/texts and reflections for their multigenre projects	Students may keep and save their time capsules to open again later in their lives. Students may submit their magazines for "publishing," and teachers can select magazines to print and have available in classroom libraries for future students to read.

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

Engaging Experience 3

Title: Presenting Multi-Genre Project	**Suggested Time Length:** 1-2 Blocks

Priority Standard(s): None

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will plan and deliver a presentation appropriate for the task, purpose, and audience, using multimedia to clarify, strengthen ideas, and add interest.	● Develop a multimedia presentation to show other students multi-genre project (Time Capsule or Magazine)	Create	4
The student will present ideas by speaking audibly and clearly, making consistent eye contact, and using effective gestures.	● Practice presentation skills such as making eye contact with the audience and speaking clearly ● Deliver a clear and focused presentation that demonstrates effective public speaking skills	Apply	2

Supporting Standard(s):
- 8.SL.2.A Presenting Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.
- 8.SL.2.B Presenting Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners.
- 8.SL.2.C Presenting Plan and deliver appropriate presentations based on the task, audience and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Read	**Write**	**Study**	**Do**	**Share**
	Quick Writes describing or summarizing items/texts included in multi-genre project	Presentation and speaking skills	Develop presentation with multimedia to showcase multi-genre project	Video, Slideshow, or Speech to share multimedia with other students

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

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Brainstorming for Multi-Genre Project	Students will brainstorm ideas to showcase their middle school experience through a Time Capsule or Year in Review Magazine.	1 Block 2 Blocks
Curating Multi-Genre Project	Students will create, write, and find pieces from a variety of genres to include in their multi-genre project.	3-4 Blocks 5-6 Blocks
Presenting Multi-Genre Project	Students will share their Time Capsules or Year in Review Magazines with other students and/or their "future selves."	1-2 Blocks
Engaging Scenario	Students will curate a variety of resources regarding the topic of their multi-genre project (Time Capsule or Year in Review Magazine). Genres could include music, infographics, poems, speeches, podcasts, voice recordings, TED talks, obituaries, maps, etc. Students will present these multi-genre projects for a specified audience.	Concurrent with Engaging Experiences