

Woodland Park School District

Writing Curriculum Grade 8

Curriculum Team

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Eighth Grade Course Description:

Eighth 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, text structures, and informational/expository and argument writing. The ultimate goal is to produce life-long writers who can be successful in future endeavors.

Pacing Guide**Content Area: English Language Arts****Grade Level: 8**

Unit 1: Narrative Realistic Fiction: Using Story Elements to Convey Ideas	September- October (4 weeks)
Unit 2: Literary Essay: Analyzing Texts for Character Perspective, Craft, and Tone	October-December (7-8 weeks)
Unit 3: Argument Writing	January-February (8 weeks)
Unit 4: Informational Writing - Historical Perspective	March-April (6 weeks)
Unit 5: Read and Write On Demand	April (2-3 weeks)
Unit 6: Memoir - Sharing our Story	May (4 weeks)
Unit 7: Poetry - The Art of Writing Lyrics	June (3 weeks)

Unit Title: Narrative - Realistic Fiction: Using Story Elements to Convey Ideas	Grade Level: 8	Time Frame: September – October (4 weeks)
<p>Unit Overview: In this unit students will learn how to write effective narratives that contain depth created by thoughtful structure, story elements, symbolism, and figures of speech (irony, puns, word nuances, etc.)</p>		
<p>Standards:</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>		

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

B. Form and use verbs in the active and passive voice.

C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

B. Use an ellipsis to indicate an omission.

C. Spell correctly.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g. verbal irony, puns) in context.

B. Use the relationship between particular words to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards:

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

2.2..8.A.1-Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. The students will develop routines during this unit and by doing so, will learn effective communication strategies.

2.2.1.A.3- Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

The students will review, discuss, and become accustomed to the appropriate use of technology.

Essential Questions:

In what ways can we relate to realistic fiction?

What elements are unique to writing realistic fiction?

Vocabulary and Key Concepts:

realistic fiction, realism, time flexibility, personification, satire, irony, relevant, sequence, transitions, analyze, narrative point of view, dialogue, characterization, sensory language, figurative language, word nuances, figures of speech, verbal irony, pun, connotation, denotation, setting, character

Unit Goals/Enduring Understandings

- Writers independently generate and plan for realistic fiction by considering story elements.
- Writers draft and revise developing story elements with the audience in mind.
- Writers develop a theme by adding text support for the idea.
- Writers use transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another.
- Writers use grammar and conventions to convey ideas precisely and powerfully.

Skills:

- Take the point of view of one character by seeing the situation the situation through his or her eyes.
- Show characters' motivations and feelings by how they look, what they do, say, and think and what others say about them.
- Compose a narrative with setting, dialogue, plot or conflict, main characters, specific details, and satisfying ending.
- Write a believable and satisfying ending to a story.

Demonstration of Learning/Assessment:

TC Reading Assessments
Conference Notes
Teacher Created Assessments
Small Group Observations

Resources:

Chart paper/Post-its

Read-aloud texts (for modeling)

Sadlier Oxford Grammar for Writing

Units of Study of Argument, Information, and Narrative Writing for Middle School

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit 1: Narrative - Realistic Fiction: Using Story Elements to Convey Ideas		Grade Level: 8	Time Frame: September - October
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Points	
Writers independently generate and plan for realistic fiction by considering story elements.	<ul style="list-style-type: none"> ● Writers generate a list of realistic fiction ideas by considering real life conflicts as a basis for a realistic fiction piece. ● Writers generate a list of realistic fiction ideas by considering real life people as a basis for a realistic fiction piece. ● Writers generate a list of realistic fiction ideas by considering real life events as a basis for a realistic fiction piece. ● Writers plan for realistic fiction by considering how to characterize their characters. ● Writers plan for realistic fiction by considering what complications will arise and how to illustrate those complications. ● Writers plan for realistic fiction by considering how the character will overcome complications in order to get what he/she wants. ● Writers plan for realistic fiction by considering the climax of the story and how the conflict is resolved. 		
Writers draft and revise developing story elements with the audience in mind.	<ul style="list-style-type: none"> ● Writers will establish a point of view in their draft by using the appropriate nouns/pronouns that fit their point of view. ● Writers will comprehend sensory language by pulling examples of sensory language from a mentor text. ● Writers will use sensory language in their draft by focusing on key events and describing the events using some sensory details and precise details. ● Writers revise their drafts by rereading and ensuring all story elements are utilized. ● Writers revise their drafts by rereading to check for a consistent point of view. ● Writers establish mood, convey meaning, and/or build tension by using punctuation. 		
Writers develop a theme by adding text support for the idea.	<ul style="list-style-type: none"> ● Writers develop a theme by providing a sense of closure by showing a new realization or insight or a change in character. ● Writers develop a theme by including details about a character's realization or change in character. 		

<p>Writers use transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another.</p>	<ul style="list-style-type: none"> ● Writers use transitional words/phrases by connecting what happened to why it happened. ● Writers will use mentor texts to learn how to show a shift from one time frame to another. ● Writers signal a time shift by changing the setting. ● Writers show a change in scene by introducing a new character. 	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> ● Writers spell words correctly by using resources. ● Writers use grammar appropriately by studying mentor texts 	

Literary Essay: Analyzing Texts for Character Perspective, Craft, and Tone	Grade Level: 8	Time Frame: October-December (7-8 weeks)
<p>Unit Overview: Students will review the basic elements of an argument- literary essay, zooming in on character perspective, craft and tone. Then they will compose strong arguments with solid organization, claims, reasons, and evidence at a deeper level than in seventh grade. Students learn that writers use stories and distinctive characters to teach us lessons. Students will explore how the choices of characters affect the plot and build the theme of a story.</p>		
<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>		

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Technology Standards:

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Social Studies:

6.2.12.D.3- Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. Students will conduct a Charles Dickens webquest and, using the information gathered, will draw conclusions about why Dickens chose particular traits for his characters, etc.

Health:**2.4.8.A.1- Predict how changes within a family can impact family members**

Students will evaluate how the loss of a family member (Tiny Tim, Fan-Scrooge's sister) or distancing oneself from family (Scrooge) can impact family members.

Essential Questions:

- How can I make a claim and support my thinking in a convincing way?
- How can I express my ideas about theme?
- How does writing about the themes and craft of different texts help us make connections, refine ideas, and write coherently?

Unit Goals/Enduring Understandings

- Readers write about the thinking work they are doing as readers.
- Writers craft claims that set-up a clear essay structure.
- Writers craft literary essays that explore theme(s) or character in a single text.
- Writers develop convincing argument essays supported with text evidence.
- Writers craft literary essays that explore how theme appears in multiple texts by writing comparison essays.
- Writers critically look at their drafts and revise them to make them more precise, convincing and coherent.
- Writers use grammar and conventions to convey ideas precisely and powerfully.

Skills:

- Character perspective
- Theme
- Craft
- Tone or Mood
- Synthesis across texts

Vocabulary and Key Concepts:

argument, theme, claim, thesis, support, evidence, convince, pivotal, counter argument, angled retelling, introduction, conclusion, credible source, relevant, support, voice, formal style, writing process

Demonstration of Learning/Assessment:

- TC Progressions Assessments
- Conference Notes
- Teacher Created Assessments
- TC Writing Pre and Post Assessments
- On Demand Writing
- Strategy Group Observations
- Active Engagement Observations

Resources:

Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades

Teachers College Reading and Writing Project Writing Curricular Calendar, Eighth Grade, 2013-2014 Unit Four – Literary Essay: Analyzing Texts for Meaning, Craft, and Tone http://misschamouns201.weebly.com/uploads/1/7/0/9/17095986/eighth_grade_pg_14_to_15_-_literary_essay.pdf

Sadlier Grammar for Writing

“Safe and Sound” by Taylor Swift

“Lamb to the Slaughter” by Roald Dahl

“The Tell Tale Heart” by Edgar Allen Poe

“The Wilderness of Childhood,” by Michael Chabon

<http://www.nybooks.com/articles/archives/2009/jul/16/manhoodGforGamateursGtheGwildernessGofGchildhood/>)

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: The Literary Essay		Grade Level: 8	Time Frame: October- December
Goals	Possible Teaching Points: Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		
Readers write about the thinking work they are doing as readers.	<ul style="list-style-type: none"> Writers deepen their ideas by returning to pivotal points in the story and ask, <i>What is this moment really about? What is the character learning or how are they growing? What am I learning?</i> We return to our notebooks and write additional insights. Writers revisit common themes (Anchor Chart) we have encountered in our reading. We might ask, <i>What does this story have to say about that?</i> We write these ideas in our notebooks, pushing our thinking. Writers of literary essay can also explore character-based ideas by naming a big thought or belief about a character and gathering text evidence to support that idea (this is a teaching point for students struggling with thematic interpretations). We write these ideas in our notebooks, pushing our thinking. 		
Writers craft claims that set-up a clear essay structure	<ul style="list-style-type: none"> Writers consider themes by thinking about the big ideas the story deals with. They choose one and ask, <i>What is the author saying about this topic? Does this apply to mankind or life in general?</i> We then write a generic statement that can be applied to other texts, humans, or life. When crafting a claim we consider a statement that holds the whole of our thinking. It is a statement that once expanded becomes your essay. We write an idea about the theme with supports from the text <ul style="list-style-type: none"> We write a two-part idea (beginning and ending of the story): <i>At first, it seemed that _____ was _____, but by the end of the story, we learn that, in fact, _____.</i> We write character interpretation across a text with evidence. <i>The character _____ grew across the text from _____ to _____.</i> Idea with examples across text, <i>The book _____ teaches us that _____.</i> 		
Writers craft literary essays that explore	<ul style="list-style-type: none"> Writers of literary essay plan using boxes and bullets. We put our claim in the box and our big reasons or supports in bullets. Our bullets are general and will have supports of their own from the text, our lives, and mankind. 		

<p>theme(s) or character in a single text</p>	<ul style="list-style-type: none"> • When planning supports for our claim, writers use many examples from across the book, but also from their own lives (i.e. a time when the theme, idea, or change has emerged in their own life). We organize these supports under each of our bullets. • Essayist review their plan for their writing. They ask, <i>Which parts feel strong? Where might I need more supports to be convincing?</i> • Partners rehearse for drafting. Partners ask, <i>Which parts feel strong? Where might I need more supports?</i> • Essayists sit with their plan and write a quick first draft. We include on the spot thinking that may not be in our plan. • Essayist consider what the rebuttal to our thesis would be. We ask, <i>What is the counter argument?</i> We plan to address this boldly in our writing. We acknowledge it head on. 	
<p>Essayists develop convincing argument essays supported with text evidence</p>	<ul style="list-style-type: none"> • Writers develop their draft by bringing evidence from the text, in the form of angled retellings of select scenes, paraphrased sections, and direct citations from the text. • Writers try out different pieces of textual evidence, asking themselves, <i>Does this really get at the idea that I'm writing about?</i> • Partners work together to try out their ideas and evidence on each other, and give each other feedback on how the evidence fits. • Essayists tend to gather evidence from the most significant moments in the text (signposts). We go to those places and ask, <i>How does what's happening here support my thesis?</i> • Essayists develop our paragraphs with topic sentences that remind us to stay connected to the thesis statement. We keep in mind, these are just placeholders that will be revised later. • Essayists include evidence by connecting back to the topic sentence (and thereby the thesis). This often sounds like: <ul style="list-style-type: none"> ○ This shows that... ○ This demonstrates... ○ From this scene, we can infer that... ○ The reader of this scene understands that... • Writers often use a compare/contrast structure when using text evidence and life stories by thinking, <i>What story from the character's life best demonstrates this idea? And which moment from my own life shows this?</i> Each answer will be in separate paragraphs (this might be small group if there are few students using this structure). • When writing stories to support a thesis, writers use all they know to write strong narrative including dialogue, inner thinking, and small actions. 	

	<ul style="list-style-type: none"> ● Essayist don't just write one essay. They make decisions on when to move onto a new essay draft. We dive back into our notebooks to grow our thinking and ideas. 	
Writers craft literary essays that explore how theme appears in multiple texts by writing comparison essays	<ul style="list-style-type: none"> ● One way essayists write their thesis for comparison essays by including how the authors deals with theme in multiple texts. <i>(Title) teachers us _____, by _____.</i> And <i>(Other title) teachers us _____, by _____.</i> ● Essayists write their thesis in multiple ways and choosing one for their draft. ● Writers develop their body paragraphs by <ul style="list-style-type: none"> ○ Writers may gather all the relevant evidence from one text into one paragraph, then the evidence from a second text into another paragraph. ○ Writers may try grouping similar elements from both texts into one paragraph, and contrasting elements into a second paragraph. ● When finding evidence, we pay close attention when what we choose does not seem to fit just right. We dig back into the texts trusting that there will be a better match-up in there. ● When evaluating our evidence, we compare ways the theme has been addressed through moments within each text. ● When connecting evidence, it is important to include quotes directly from the text. When citing evidence we use the phrases that set up the text clearly. We name the author and text before, in between, or after the citation. 	
Writers critically look at their drafts and revise them to make them more precise, convincing and coherent.	<ul style="list-style-type: none"> ● Writers begin the revision process by reflecting on their drafts and think <i>What's missing? Where is there a hole in my argument? Do all the pieces of evidence that fit?</i> And then they revise to fill the holes and to get rid of the irrelevant passages. ● When analyzing evidence, writers not only share what was said, but how the author crafted the text. Some craft considerations include: the author's use of a narrator's point of view to draw the reader in; the author's pacing of a scene to build suspense; the word choice of an author to pack a punch. ● Essayists use the inclusive "we" instead of using the singular first-person pronoun "I" in academic writing. We study mentor texts in which the author has done this work to gain insight. ● Writers stay consistent with the use of verb tense in their essays, often using the present tense. When a citation is in a different tense, we are sure to remain consistent within the rest of the essay. We study mentor text where the author has done this to gain insight. ● Writers revise the counterclaim or rebuttal to their thesis, often add a paragraph in which we give some thought to the possibility that the claim is not, in fact, a justified interpretation. Writers might begin with: <i>Others might claim that...</i> or <i>Some people</i> 	

	<p><i>might argue that ... or Another possible interpretation could be...</i> Writers allow the reader to consider this alternate argument in a paragraph, but in a last sentence, turn back to their driving interpretation/thesis.</p> <ul style="list-style-type: none"> ● Introductions are meant to reach out to the reader and have an impact. Writers often begin with diving right into an idea or theme that is compelling or starting with a vivid retelling from the story to set the scene. ● Writers consider introducing the idea of the counterclaim in their introduction. <i>Some might argue... but...</i> ● Writers study introductions of mentor texts and ask, <i>How has this author crafted their introduction? What purpose has this craft served?</i> We then consider our purpose and try on some of these styles. ● Essayists conclude in ways that impact their reader. We reflect on why the theme of this text is important in the ways in which people could live differently because of it. We write long in our notebooks and then craft a couple ways it could go, ultimately choosing one. ● Essayists study mentor texts asking, <i>What moves did this author make to end their essay? What was the purpose?</i> We can then craft our own conclusion in similar ways. 	
Writers use grammar and conventions to convey ideas precisely and powerfully.	<ul style="list-style-type: none"> ● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing. ● When writers are faced with a <i>How does ____ work? Or What are the rules for ____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i> ● Writers are sure to cite their work. Some important rules are: <ul style="list-style-type: none"> ○ We indent a longer passage (3 or more lines) to set it off from the rest of the text (if students are writing by hand, they can still get used to practicing this); ○ Writers embed a citation within a sentence, using ellipses to indicate text that has been left out; ○ Writers preserve the tense of a passage; ○ Punctuation comes inside the quotation marks ● Essayists make publishing decisions. We decide which draft(s) to publish. We ask, <i>Which one contains something that the world needs to hear? Which one do I want the world to hear?</i> 	

Unit 3: Argument Writing	Grade Level: 8	Time Frame: January – February (8 weeks)
Unit Overview: Students will review the basic elements of an argument then compose strong arguments with solid organization, claims, reasons, and evidence at a deeper level than in seventh grade. In this unit students also will learn how to research effectively using multiple types of sources, determine credibility, and provide accurate citations to support informational/expository writing.		
<p>Standards:</p> <p>W8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W8.6 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.</p> <p>W8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W8.8 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.</p> <p>W8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p>W8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>B. Form and use verbs in the active and passive voice.</p>		

C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

B. Use an ellipsis to indicate an omission.

C. Spell correctly.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Technology Standards:

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. Telecollaborative project, blog, school web)

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content

8.1.8.D.4 Assess the credibility and accuracy of digital content

21 Century Skills:

CRP4 Communicate clearly and effectively and with reason.

CRP7 Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Use technology to enhance productivity.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Social Studies: 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. Students will research independently chosen topics in order to write their argumentative essays.

Health: 2.2.8.B.1 Predict social situations that may require the use of decision-making skills. Students will use the information they read and incorporate it into their daily lives, knowing that gathering information about any topic/issue that arises in their personal life can help them make educated decisions.

Essential Questions:

What challenges could one face when voicing an opinion that is different than that of their peers?

Why is it important to support an opinion with evidence?

How can an audience affect the way one presents an opinion?

Vocabulary and Key Concepts:

stance, claim, bold, paraphrasing, acknowledge, credit, respectfully disagree, debate, informational/expository, plagiarism credible, citations, reliable, relevant, research, analysis, reflection, evaluate, search terms, quote, paraphrase, transitions thesis argument, support, claim counterclaim, citation, evidence

Unit Goals/Enduring Understandings

- Writers research many sides of the same topic using different media types.
- Writers use debate to develop ideas and positions.
- Writers design a claim and support it with clear evidence while addressing other viewpoints.
- Writers argue as experts by using precise language and multiple/varied pieces of evidence.
- Writers use grammar and conventions to convey ideas precisely and powerfully.

Skills:

- Understand that an essay is a short literary composition used to clearly state the author's point of view
- Understand that the purpose of an essay can be to persuade readers to think like the authors on an issue
- Start with a title or opening that tell the reader what is being argued or explained-Clearly stated thesis
- Provide details, examples and images that develop and support the thesis
- Use opinion supported by facts

Demonstration of Learning/Assessment:

TC Reading Assessments
Conference Notes
Teacher Created Assessments
Small Group Observations

Resources:

Independently chosen and researched nonfiction articles based on their individual topics

Grade 8: TCWRP Nonfiction Reading and Research-Based Argument Essay Writing

https://www.weteachnyc.org/media2016/filer_public/32/42/32426000-e511-4a73-8cf1-4df3ea7c201c/g8_literacy_tcrwp.pdf

Sadlier Oxford Grammar for Writing

Units of Study of Argument, Information, and Narrative Writing for Middle School

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit 3: Argument Writing	Grade Level: 8	Time Frame: Jan.- Feb.
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teachers Notes
Writers research many sides of the same topic using different media types.	<ul style="list-style-type: none"> • Writers preview all of the different materials and make a plan on how to tackle these for deep understanding of the many points of view. • Writers consider whether a resource is valid and trustworthy by asking questions. • Writers consult both primary and secondary sources and compare them. 	
Writers use debate to develop ideas and positions.	<ul style="list-style-type: none"> • Writers debate their claims by presenting claims and findings with relevant evidence and valid reasoning. • Writers jot and revise their argument, addressing possible counterclaims, by debating. 	
Writers design a claim and support it with clear evidence while addressing other viewpoints.	<ul style="list-style-type: none"> • Writers angle their evidence to convince that their argument is valid by explaining how their evidence is significant, showing how it illustrates each point. • Writers strengthen their argument by addressing counterclaims clearly and explaining to the reader what each position is saying. • Writers read with an objective eye, suspending judgment by jotting important information, thoughts, and ideas the author is teaching. • Writers think deeply about the bigger ideas the information implies and use their jots to help the writer do so. 	
Writers argue as experts by using precise language and multiple/varied pieces of evidence.	<ul style="list-style-type: none"> • Writers use a variety of evidence by reading with a critical eye from various sources and highlighting evidence that supports their claim. • Writers support their claims by using logical reasoning and relevant evidence that is taken from credible sources. • Writers will comprehend precise, domain specific language by using a variety of resources and/or by using context as a clue to the meaning of a word or phrase. • Writers will become experts in their arguments by using precise, domain specific language to support their claim. 	

<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> • Writers will spell words correctly by using the resources available. • Writers will indicate an omission by using an ellipsis. • Writers will indicate a pause or break by using punctuation such a comma, an ellipsis, and/or a dash. 	
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Unit 4: Informational Writing - Historical Perspective	Grade Level: 8	Time Frame: March- April (6 weeks)
<p>Unit Overview: In this unit, students will review the elements of structures and learn the function of paragraphs within those text structures. They will apply this knowledge to structure of information presented in multiple mediums and be able to create various text structures to achieve a specific purpose and reach an intended audience.</p>		
<p>Standards:</p> <p>RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6 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.</p> <p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8 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.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>B. Form and use verbs in the active and passive voice.</p> <p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>		

D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

B. Use an ellipsis to indicate an omission.

C. Spell correctly.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Technology Standards:

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.1.A.1 Demonstrate knowledge of a real world problem using digital tools.

21st Century Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Health: 2.2.8.B.1 Predict social situations that may require the use of decision-making skills. Students will evaluate the choices Anne made in dealing with the other occupants of the Secret Annex (play “Diary of Anne Frank”).

2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. Students will evaluate how Otto Frank assists Anne in overcoming conflict and “building her own character.”

2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. Students will understand the importance of standing up for one’s personal beliefs via the various World War II texts read throughout the unit.

Social Studies:

6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. Students will read various perspectives from the Holocaust and compare their experiences.

Essential Questions:

How did history help shape society today?
Why is it important to keep an open mind when learning about a new topic?

Unit Goals/Enduring Understandings

- Writers generate focused ideas for writing.
- Writers structure informational writing to match purpose.
- Writers support the ideas presented with unbiased evidence.
- Writers use grammar and conventions to convey ideas precisely and powerfully.

Skills:

- Include text features
- Use headings and subheadings
- Inform the reader about the topic in an entertaining way
- Use narrative structure to help readers understand information and interest them in a topic

Vocabulary: compare/contrast, task, purpose, audience, problem/solution, sequence, multimedia, claim, evidence, outline illustrate, analyze cause/effect, text structures



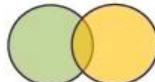
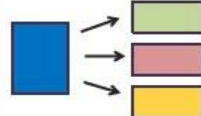



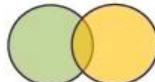
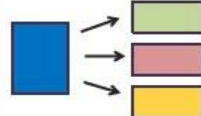



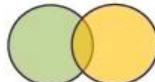
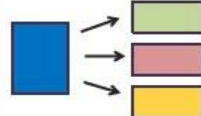

Demonstration of Learning/Assessment:

TC Progressions Assessments
Conference Notes
Teacher Created Assessments
TC Writing Pre and Post Assessments
Strategy Group Observations
Active Engagement Observations

Resources:

Sadlier Oxford Grammar for Writing
Units of Study of Argument, Information, and Narrative Writing for Middle School

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Informational Writing - Historical Perspective		Grade Level: 8	Time Frame: March- April (6-8 weeks)																		
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary																				
Writers generate focused ideas for writing.	<ul style="list-style-type: none">Writers generate ideas by asking a question or wondering and conduct research to see where that leads them.Writers generate ideas by organizing their thinking and making a plan for research.Writers conduct research projects by asking questions and drawing upon several sources and generating additional, related, focused questions that allow for multiple avenues of exploration.																				
Writers structure informational writing to match purpose.	<ul style="list-style-type: none">Writers will introduce the topic clearly by previewing the information that is to follow, organize ideas, concepts, and information into broader categories and use a variety of text features.Writers plan their writing based on the structure. <p>Non-Fiction Text Structures</p> <table><tr><th>Text Structure</th><th>Signal Words</th><th>Visual</th></tr><tr><td>Description</td><td>for example, for instance, characteristics include, specifically, in addition</td><td></td></tr><tr><td>Sequence & Order</td><td>before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end</td><td></td></tr><tr><td>Compare & Contrast</td><td>similar, alike, same, just like, both, different, unlike, in contrast, on the other hand</td><td></td></tr><tr><td>Cause & Effect</td><td>since, because, if, due to, as a result of, so, then, leads to, consequently</td><td></td></tr><tr><td>Problem & Solution</td><td>problem, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then</td><td></td></tr></table> <p>Jordan © 2012</p>			Text Structure	Signal Words	Visual	Description	for example, for instance, characteristics include, specifically, in addition		Sequence & Order	before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end		Compare & Contrast	similar, alike, same, just like, both, different, unlike, in contrast, on the other hand		Cause & Effect	since, because, if, due to, as a result of, so, then, leads to, consequently		Problem & Solution	problem, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then	
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<p>Writers support the ideas presented with unbiased evidence.</p>	<ul style="list-style-type: none"> ● Writers will develop their topic by choosing appropriate facts, definitions, concrete details, quotations, and other information, and examples. ● Writers notice when the information in multiple texts conflicts by analyzing what is fact and what is interpretation. 	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> ● Writers will create cohesion and clarify relationships among ideas and concepts by using appropriate and varied transitions. ● Writers will indicate a pause or break by using punctuation such as a comma, an ellipsis, and/or a dash. ● Writers indicate an omission by using an ellipsis. ● Writers spell words correctly by using various resources. 	

Unit Title: Read and Write On Demand	Grade: 8	Time Frame: March- April (3-4 weeks)
Unit Overview: In order to have students read, think about, and write about complex texts, students will engage in a reading/writing/short text literacy unit to prepare students for the format and experience of test taking. In this unit, the emphasis is on helping students realize and remember all they know, while familiarizing students with how to transfer this knowledge to a more time-specific, formal setting. Students will also continue to build their reading and writing stamina and volume.		
<p>NJSLS:</p> <p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. Craft and Structure</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. Integration of Knowledge and Ideas</p> <p>RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Craft and Structure</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p> <p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p>		

- W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
- L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Technology Standards:

- 8.1.8.1.A.1** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.2.8.A.1** Research a product that was designed for a specific demand and identify how the product has changed to meet new demands.
- 8.2.8.B.1** Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
- 8.2.8.B.2** Identify the desired and undesired consequences from the use of a product or system.

CRP and Standard 9:

- CRP2.** Apply appropriate academic and technical skills.
- CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Use technology to enhance productivity.
- 9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Technology

- 8.2.8.A.1** Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2.8.B.1** Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
- 8.2.8.B.2** Identify the desired and undesired consequences from the use of a product or system.

https://parcc-assessment.org/content/uploads/released_materials/06/grade08_RST_itemset_01.16.pdf

Students will research the topic of sound and the invention of the phonograph. Students will read “The Incredible Talking Machine,” “History of the Phonograph,” and the article “Psst...Hey, You.” Students will gather information and answer questions about sounds and the invention to write an essay.

Other articles to support technology research:
<https://www.smithsonianmag.com/arts-culture/phonograph-changed-music-forever-180957677/>
<https://www.historyhit.com/1877-thomas-edison-invents-phonograph/>

Social Studies 6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
https://parcc-assessment.org/wp-content/uploads/2018/01/ELAResultsItems/EOY-Mixed-Fields_FINAL.pdf

Students read a poem “Fields of Flashing Light” and a passage to learn about the “Dust Bowl,” experienced in the central part of the United States during the 1930s when dry conditions caused large clouds of dust to form.

Unit Goals/Enduring Understandings:

- Readers remember & use known strategies when they read narrative and non-narrative texts passages.
- Readers will use close reading strategies to refer to text and answer two part, multiple choice questions.
- Readers/writers answer open ended questions with a topic sentence and citing text evidence.
- Readers/writers refer back to the text as much as needed to help them feel successful.
- Readers/writers persevere and maintain their reading stamina.
- Readers/writers work with partners to reflect, celebrate, and strengthen their skills together.

Essential Questions:

- How do readers use reading strategies to read and answer questions across texts on demand?
- How do good readers gather information efficiently?

Skills:

- Synthesizing and Analysis
- Close reading and citing textual evidence
- Compare and Contrast
- Questioning and predicting
- Testing skills
- Integrating two or more passages to draw conclusions
- Recognizing text structure to skim effectively

Academic Vocabulary: *determine, recount, explain, build on, refer, ask, answer locate, main idea, supporting details, distinguish, describe, stanza, line, central message/idea, theme, literal, nonliteral, figurative language (simile, metaphor, onomatopoeia, personification, alliteration), cite, evaluate, assess, develop, identify, describe, summarize, infer, compare, contrast, examine, analyze, story, text, explicit, infer, demonstrate, claim, back/forward arrow, review button,*

	<p><i>pointer tool, notepad, answer eliminator, text highlight, line reader, zoom/magnification, scrollbar, drag and drop</i></p> <p>Format for Responses: <i>adventure, autobiography, biography, book review, brochures, character sketches, descriptions, diaries, speeches, endings, essays, explanations, fables, fantasy stories, fiction, reports, humorous, magazine articles, letters, pamphlets, news articles, sequels, reviews</i></p>
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> ● Teacher Created Assessments ● Conferring notes ● Reading responses ● Practice assessments 	<p>Resources:</p> <ul style="list-style-type: none"> ● Websites like: Edulastic, Readworks, and Reading A-Z are also helpful resources ● NJSLA Practice https://nj.mypearsonsupport.com/practice-tests/ ● Shared Reading/Read Alouds: an assortment of short texts, both print and digital are ideal ● Text sets with test questions ● Chart paper and post-its

Differentiation/Accommodations/Modifications			
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At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
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Unit 6: Read and Write On Demand		Grade Level: 8	Time Frame: April-May (3-4 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
Students will use strategies to read and answer narrative and non-narrative texts/test passages.	<ul style="list-style-type: none"> • Readers distinguish between narrative and non-narrative texts: <ul style="list-style-type: none"> ○ Read to see if there are characters doing things. If so, it's narrative. ○ Read to see if the piece is teaching the reader something. If so, it's non-narrative. • Readers will read with particular thoughts in mind in each part of the text. <ul style="list-style-type: none"> ○ After deciding if the passage is narrative or non-narrative, divide the passage into beginning, middle, and end. ○ Use the "Work of Readers" charts from previous units to guide thinking. • Readers prepare to read the texts in each section of the test. <ul style="list-style-type: none"> ○ Read the title of the first text, determine if it is narrative/non-narrative and determine the topic. ○ Read the titles of the subsequent passages and determine what the topics have in common. ○ Read the writing prompts that are coming at the end of the section and ask, "What will I think about as I read through these tasks (and watch videos in RST)?" • Readers manage their time during a test. <ul style="list-style-type: none"> ○ Prepare for the passage by reading the question before reading the passage, and ask "What do I expect to think about in this passage?" ○ After pre-reading the questions, mark key words while reading the passage. ○ When answering questions, skip questions that seem difficult and return to them later. ○ Pre-read the passage and mark key words that are noticed in the margin. • Readers understand what Part A of each question is asking them to think about: <ul style="list-style-type: none"> ○ Create "flipped questions" by restating, using the words from the question in a different order to make a statement. ○ Look for text citation and reread that part of the text with a "flipped question" type of answer. ○ Look for bold words in the question and reread, looking for that word, and deciding on the best definition. • Readers understand what Part B of each question is asking them to think about: 		

	<ul style="list-style-type: none"> ○ State, “I know that (answer from part A) is true because the author said, (answer from Part B).” ○ Choose the best of the right answers by saying, “This choice is better because...” ● Readers reflect on strategies with partners: <ul style="list-style-type: none"> ○ Discuss the use of the B-M-E charts. ○ Discuss and rate student writing samples. ○ Name a question that seemed easy or difficult to answer and talk about why. ○ Share thinking in solving problems/citing evidence. 	
Students will answer open ended questions with a topic sentence and text evidence.	<ul style="list-style-type: none"> ● Readers answer literary analysis prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Elaborate on constructed response using “essay stretcher” words. This means; this makes me think; This is important because; etc). ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. ● Readers answer narrative task prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Integrate thought, action, dialogue, setting, and other narrative elements. ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. ● Readers write thorough prompts constructed responses: <ul style="list-style-type: none"> ○ Identify the question being asked, and open with a flipped question and an answer to the question. ○ Chunk the prompt into parts, and makes sure students are addressing each part in the body of the writing. ○ Make a plan with bullets on planning paper. ○ Check to make sure that each part of the prompts is addressed I the writing with detail and text evidence and/or narrative elements. 	

<p>Students will use test taking strategies to manage themselves during a test.</p>	<ul style="list-style-type: none"> • Readers use the text of the questions and choices to answer as carefully as possible: <ul style="list-style-type: none"> ○ Read every word from the question carefully and think about it. ○ Read every word from every choice carefully and think about it. • Readers write thorough essays in response to the research simulation task: <ul style="list-style-type: none"> ○ Take notes on relevant information while viewing the video. ○ Reread notes once the video is complete and ask yourself, “What do I expect the next text to be about?” ○ Read the next text with the lens of expectations based on the video. ○ Take notes on the texts. • Readers will read chapter books with stamina and volume. <ul style="list-style-type: none"> ○ Read chapter books with increasing amounts of time. • Students will refer to the scoring rubric when monitoring their progress/checking their work. 	
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Reading and Writing Across Complex Texts (Structures)

Mini lesson	10 minutes model a testing strategy
Test Prep Activity	15-20 minutes- students work on a sample passage and questions (Partner and/or independent while teacher confers)
Small group instruction	15 minutes- students read just right books, while teacher pulls small groups to target weaknesses
Teaching Share	5 minutes- teacher shares something that was noticed while students are working
Shared Reading	10-15 minutes, three days per week
Closure	5-10 Review, Discuss, Share

For every 3-4 test prep days, you should have one practice test day using the following resources:

- <https://nj.mypearsonsupport.com/practice-tests/>
- Released sample testing items

Unit 6: Memoir - Sharing our Story	Grade Level: 8	Time Frame: May (4 weeks)
Unit Overview: Writers present the challenges that adolescents face as they grow up. Students will learn about the importance of memoirs and “coming of age” literature. Students will learn about the craft of writing memoirs and explore their own voice and style as a writer, observing firsthand the connection between reading and writing.		
<p>Standards:</p> <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6 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.</p> <p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>B. Form and use verbs in the active and passive voice.</p> <p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>B. Use an ellipsis to indicate an omission.</p> <p>C. Spell correctly.</p>		

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Technology Standards:

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Health: 2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

Students will use the information they read and incorporate it into their daily lives, knowing that gathering information about any topic/issue that arises in their personal life can help them make educated decisions.

Essential Questions:

What does a memoir say about the author?

Unit Goals/Enduring Understandings

- Writers generate and plan for memoir writing.
- Writers study craft of mentors to elaborate using both story elements and

	<p>expository details.</p> <ul style="list-style-type: none"> • Writers use structure to convey meaning in memoir. • Writers revise using multiple strategies to convey meaning to the audience. • Writers use grammar and conventions to convey ideas precisely and powerfully.
<p>Skills:</p> <ul style="list-style-type: none"> • Memoirs can be written in first, second or third person • Understand that a memoir can be comprised of a series of vignettes • Understand memoir as a brief, often intense, memory of an event or a person with reflection • Select small moments or experiences and share thinking about them in a way that communicates a larger meaning • Describe self and others by how they look, say and do and what others say about them <p>Vocabulary and Key Concepts: memoir, significance, fictionalized, small moments, vignettes</p>	<p>Demonstration of Learning/Assessment:</p> <p>TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations</p>
<p>Resources: Sadlier Oxford Grammar for Writing Mentor texts: “Eleven,” Sandra Cisneros “Oranges,” Gary Soto (poem) “Thank You Ma’am,” Langston Hughes “Short Memoirs: Six Little Words Can be Revealing,” Doug Mason https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/ela-grade-7---how-to-write-a-memoir-1-0-unit.pdf?sfvrsn=2</p>	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit 6: Memoir - Sharing our Story		Grade Level: 8	Time Frame: May
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
Writers generate and plan for memoir writing.	<ul style="list-style-type: none"> Writers uncover possible topics for writing memoirs by writing dual entries. One side of the entry will be a significant story and the other side will be a commentary reflecting on the question, "What does this say about me?" Writers write about significant moment or turning points in their lives and write about what it shows about the writer and the relationships. Writers begin their memoirs by thinking about strong feelings and/or issues about people or places, and then reflecting on what theme emerges. Writers begin their memoirs by thinking about recurring themes or issues in their lives, and stories that fit into that theme. Writers write about all of the sides of feelings by considering that memoirs often emerge from mysteries, questions, or feelings of angst in a personal topic. Writers develop their ideas by questioning and writing long about these concepts and deliberately writing in ways to highlight the answers. 		
Writers study craft of mentors to elaborate using both story elements and expository details	<ul style="list-style-type: none"> Writers will choose a structure that best fits what they are trying to say in their memoir by trying out a few structure before choosing one. Examples include: a snapshot structure (a collection of small moments all around one theme), a series of events (a collection of chronological events culminating in bigger idea), or a circle structure (a journey brought you "home" again). Writers include a reflection by choosing when and where to include the reflection; woven in between stories throughout the memoir or bookending the memoir at the beginning and end. 		
Writers use structure to convey meaning in memoir	<ul style="list-style-type: none"> Memoirists plan their writing using a timeline for each vignette or story that is strung together with reflection. We often rehearse orally with our partners off the plan. We then revise our plan. Memoirists draft each vignette quickly, using our timeline as a guide. Writers intentionally choose the most impactful dialogue by considering the bigger theme of the memoir and choosing wording that fits with that theme. Writers of memoir often follow dialogue with quick narration, by summarizing what came next. By doing so, this keeps the pace moving. 		

Writers revise using multiple strategies to convey meaning to the audience	<ul style="list-style-type: none"> • Writers highlight the theme by including symbolism, which often shows up in the weather or in nature. • Writers are able to highlight an important line by figuring out where and how that line could be repeated again in the piece to make the most essential ideas stand out. • Writers add beauty and craft to their writing by using metaphors or comparisons by comparing a feeling, moment, or object to something often unrelated. • Writers revise and elaborate on their memoir by incorporating more than one story, or to try the same story from a different angle, working even harder to highlight the theme. • Writers begin and end their memoirs in many ways by studying how other authors have begun their memoir and mimic their techniques, choosing just the right one for their memoir. • Writers use flashbacks or memory moments by choosing one part of the story to recall a past moment that influenced that moment. • Writers incorporate the bigger meaning of the memoir by sharing thoughts, feelings, comparisons, and explanations in order to write moments of reflection. • Writers reflect on the experiences and revise their conclusion to indicate this reflection. 	
Writers use grammar and conventions to convey ideas precisely and powerfully.	<ul style="list-style-type: none"> • Writers influence the distance a reader feels by changing their pronouns (I to we or we to I) in order to develop the tone of the writing. • Writers create tone by rereading for active and passive voice. • Writers indicate a pause or break in the sentence by reading out loud and add commas when necessary. • Writers often leave out an ending to a thought or story, allowing the reader to pause or reflect, by using an ellipsis. 	

Unit 7: Poetry - The Art of Writing Lyrics	Grade Level: 8	Time Frame: June (3 weeks)
Unit Overview: Students will gain a deep understanding of what is required when analyzing and how an analysis of poetry and language yields deep understanding and the ability to influence audiences through purposeful use of what is learned. Students will use this deep understanding to develop their own lyrics and poetry.		
<p>Standards:</p> <p>W.8.2, Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>L.8.1b, Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Form and use verbs in the active and passive voice.</p> <p>L.8.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>B. Use an ellipsis to indicate an omission.</p> <p>C. Spell correctly.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		

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

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g. verbal irony, puns) in context.

B. Use the relationship between particular words to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards:

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Health: 2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

Students will use the information they read and incorporate it into their daily lives, knowing that gathering information about any topic/issue that arises in their personal life can help them make educated decisions.

Essential Questions:

How can I convey ideas in a way that evokes emotions?

How can I use poetry to communicate?

Unit Goals/Enduring Understandings

- **Writers convey ideas and feeling using poetry and lyrics.**
- **Writers revise in various ways to convey ideas and emotions in poetry.**
- **Writers use grammar and conventions to convey ideas precisely and powerfully.**
- **Writers make publishing decisions for their writing.**

<p>Skills:</p> <ul style="list-style-type: none"> • Include symbolism and sensory images • Learn to write variety of poems by studying mentor texts • Use poetry to communicate about and describe feelings, ideas or stories • Use words to evoke imagery and feelings • Write a poetic text in response to another poem, reflecting the same style, topic, mood or voice • Use repetition, refrain, rhythm and other poetic techniques • Use words to show not tell <p>Vocabulary and Key Concepts: lyric, alliteration, cacophony, hyperbole, imagery, metaphor, personification, tone, repetition, rhyme, meter, connotation, second person, first person plural, chapbook</p>	<p>Demonstration of Learning/Assessment: TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations</p>
<p>Mentor Texts: In the weeks prior to this unit, gather suggestions from your students...other suggested poems include: Me and Bobby McGee by Janis Joplin Higher Ground by Stevie Wonder <i>Pride</i> by U2 <i>The Rose that Grew from Concrete</i> by Tupac Shakur (2009) <i>Tears for Water: Songbook of Poems and Lyrics</i> by Alicia Keys (2004) <i>In my Life</i> by John Lennon (draft and final) <i>Youth</i> by Troye Sivan <i>Life of the Party</i> by Shawn Mendes <i>Suburbia</i> by Troye Sivan <i>Harlem</i> by Langston Hughes</p> <p>Resources: Poetry; Immersion and Innovation in If... Then... Curriculum by Lucy Calkins and Colleagues Sadlier Oxford Grammar for Writing</p>	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play