

Exploratories 8- Writing

Course Description

Writing Exploratories 8 is a quarterly class that examines the structure and content of the four main domains of writing (Sensory, Imaginative/Narrative, Analytical/ Expository/Persuasive, and Practical/ Informative) in more depth than in Exploratories 7. The class will continue to expose students to grammar and organization skills to help improve their writing. Students will participate in a variety of activities individually, as well as in groups. Google Docs will be utilized to revise, edit, evaluate, and publish assignments.

Suggested Course Sequence:

Unit 1: Writing Foundations- Review of Rules and Grammar	(2 weeks)
Unit 2: Sensory Descriptive Writing	(1 week)
Unit 3: Imaginative and Narrative Writing	(1 week)
Unit 4: Analytical/Expository /Persuasive Writing	(2 weeks)
Unit 5: Practical and Informative Writing	(2 weeks)

Unit # 1 Overview

Content Area: Writing

Unit Title: Writing Foundations- Rules and Grammar Review

Grade Level: 8

Unit Summary: Writing effectively involves not only content, but organization, word choice, fluency, and grammar.

Interdisciplinary

Connections:

Students must be aware of the purpose, topic, and audience of each piece of writing. This is accomplished with organization, fluency, as well as sophisticated word choice and correct grammar usage. These skills are necessary for all content areas.

21st Century

Themes and 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.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- 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.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

- CCCS
- W 8. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - 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.
 - 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.
 - W 8. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - 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.
 - SL 8.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - SL. 8.1 c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - SL 8.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.
 - 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.
 - L 8.1.a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - L 8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L 8.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - L 8.2.b. Use an ellipsis to indicate an omission.

- L 8.2.c. Spell correctly.
- L 8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.

NJCCS- Technology

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Unit Essential Question(s):

- What is the difference between formal and informal writing?
- Why is knowing your audience important?
- How can simple sentences become more complex and sophisticated?
- How can you move from one idea to another in language and writing?
- How do you use quotes in writing while crediting the source?

Unit Enduring Understandings:

- Develop an understanding of their audience and write to that audience.
- Revise writing to create complex, compound, and compound-complex sentences.
- Develop a list of transition words and phrases to be used internally and between paragraphs.
- Develop skills of supporting evidence, by punctuating, incorporating, and beginning to embed quotes from various sources.

Unit Learning Targets/Objectives:

Students will...

- Identify the difference (types) and rules associated with formal and informal writing
- Create a variety of sentences (simple, compound, complex, compound-complex) by combining and editing writing.
- Create a list of the most common transitions.
- Apply knowledge of transitions by transitioning from one idea to the next.
- Apply knowledge of quotation marks by using and crediting quotes in writing.
- Create a correctly punctuated paragraph.

Evidence of Learning

Formative Assessments:

Presentation of group/partnership findings
Self-Analysis
Notes

Summative/Benchmark Assessment(s):

Grammar Quizzes/ Tests
Quotation Usage Paragraph

Resources/Materials:

Google Docs
Teacher Rubric
Newsela-
<http://newsela.com>

Modifications:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Special Education Students - Allow errors | <ul style="list-style-type: none"> • At-Risk Students - Provide extended time to complete tasks |
|---|--|

- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students' intrinsic motivations
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Formal v. Informal	Identify types of formal and informal communication. Create a list of characteristics of each in pairs or groups.. Review rules of writing for each.	1 day
Punctuation Practice	Review the rules for commas, semicolons, etc. Have students practice using them correctly in activities.	2 days
Sentence Structure	Identify the four types of sentences. Students will create their own. Then they will practice combining ideas to create more sophisticated sentences.	2 days
Transitions	Discuss the importance of transitions. Review a list of transitions. Create a personal list of transitions to use. Practice using them to transition from two ideas.	1 day
Using Quotation Marks	Discuss the rules for using quotation marks. Review using them with dialogue and quoting a source. Correctly punctuate a paragraph from literature.	2 day
Non-fiction Quote Embedding	Using a non-fiction article, students will pick three quotes and practice embedding them in different ways.	2 day

Teacher Notes:

All work will be completed in Google Docs.

Additional Resources

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth: First Hand, 2013. Print.

MLA Handbook for Writers of Research Papers. 7th ed. New York: MLA, 2009. Print.

Noden, Harry R. *Image Grammar: Teaching Grammar as Part of the Writing Process*. 2nd ed. Portsmouth: Heinemann, 2011. Print.

"The Online Writing Lab at Purdue (OWL)." Purdue Online Writing Lab (OWL). Purdue University. 2015. Web. 15 July 2015.

<<https://owl.english.purdue.edu/owl/>>

Unit # 2 Overview**Content Area:** Writing**Unit Title:** Sensory Descriptions**Grade Level:** 8**Unit Summary:** Writing involves engaging a reader with precise language that allows the reader to experience the writer's observations and emotions.**Interdisciplinary****Connections:**

Students must be precise in their use of language. Effectively describing a scenario helps the reader to understand the writer's experience. Concrete descriptions/observations can be used in all content areas.

21st Century**Themes and 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.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- 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.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets**Standards (Content and Technology):**

CCCS

- W 8. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- W 8. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.
- SL 8.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL. 8.1 c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL 8.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- 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.
- L 8.1.a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L 8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 8.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L 8.2.b. Use an ellipsis to indicate an omission.

- L 8.2.c. Spell correctly.
- L 8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L 8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L 8.5. a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- L 8.5. b. Use the relationship between particular words to better understand each of the words.
- 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.

NJCCS- Technology

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Unit Essential Question(s):

- How do you express what you feel in writing?
- What words can be used to create vivid descriptions?
- What is the function of figurative language?

Unit Enduring Understandings:

- Develop sentences that reflect the emotions and observations of the writer.
- Create sentences with vivid description in a concise and effective manner.

Unit Learning Targets/Objectives:

Students will...

- Create a poem about a picture or memory
- Evaluate the effectiveness of word choice and description with a partner/group
- Identify weak word choice and incorporate figurative language
- Apply suggestions by revising and editing.
- Compose a final draft of the poem

Evidence of Learning

Formative Assessments:

Draft of Descriptive Poem
Peer Discussions/Notes
Editing and Revisions

Summative/Benchmark Assessment(s):

Final Descriptive Poem
Figurative language quiz

Resources/Materials :

Teacher Rubric
Google Docs

Modifications:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Special Education Students <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP | <ul style="list-style-type: none"> • At-Risk Students <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary |
|--|---|

accommodations/modifications

- **English Language Learners**

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word

- **Gifted and Talented Students**

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Descriptive Activities	Discuss how to be descriptive. Make students describe an object to a partner. Evaluate the description in comparison to the original. What description was the most effective?	1 day
Figurative Language	Review and define figurative language. Provide examples as a class.	1 day
Descriptive Poem	Using photo or memory of choice, students will describe it in detail based on the skills discussed previously.	1 day
Group discussion	Evaluate each member's Descriptive Poem in a group. Discuss strengths and weaknesses of description. Make a list of alternative word choice and figurative language to use.	1 day
Revision and Editing	Using suggestions from group, revise and edit poem as needed. Share final draft of poem.	1 day

Teacher Notes:

All work will be completed in Google Docs

Additional Resources

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth: First Hand, 2013. Print.

Unit # 3 Overview

Content Area: Writing

Unit Title: Narrative/Imaginative Writing

Grade Level: 8

Unit Summary: Creative writing tells a story, actual or fictional, using sequencing skills to build the plot structure.

Interdisciplinary

Connections:

Creative writing consists of organized, sequential ideas that rely on word choice and correct grammar usage in their presentation. These skills are necessary for all content areas.

21st Century

Themes and 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.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- 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.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CCCS

- 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. 3. 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.
- W 8. 3. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W 8. 3. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W 8. 3. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W 8. 3. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W 8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- W 8. 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W 8. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W 8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.
- SL 8. 1. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- SL 8. 1.c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL 8. 1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- L 8. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 8. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 8. 2. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L 8. 2. c. Spell correctly.
- L 8. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.

NJCCS- Technology

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Unit Essential Question(s):

- What makes a great story?
- What elements make up a story?
- How can you move from one idea to another in language and writing?
- How can simple sentences become more complex and more sophisticated?

Unit Enduring Understandings:

- Plot the structure of a story
- Incorporate elements of fictional writing
- Utilize a list of transition words and phrases to be used internally and between paragraphs.
- Revise writing to create complex, compound, and compound-complex sentences.

Unit Learning Targets/Objectives:

Students will...

- Identify the plot structure of a story
- Apply the use of a graphic organizer that organizes the plot, characters, setting, etc. of their creative story
- Create a narrative story using the perspective of an eyewitness from a fictional story
- Evaluate peer writing for strengths and areas for improvement.
- Apply language skills to writing to improve clarity and fluency.
- Apply revising and editing skills.
- Create a final draft of a narrative story

Evidence of Learning

Formative Assessments:

Rough draft of narrative story
 Participation in group revising and editing work
 Independent revisions and editing of draft

Summative/Benchmark Assessment(s):

Final draft of narrative story

Resources/Materials:

Writing Checklist
 Teacher Rubric

Google Docs
Fictional short story

Modifications:

- **Special Education Students**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
- **At-Risk Students**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students' intrinsic motivations
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Organizing Ideas	Discuss and determine the elements of a good story and the structure involved. Students will read a fictional short story and highlight literary elements (characters, setting, themes, etc.)	1 day
Drafting (Eyewitness Perspective)	Using Google Docs, students will create a draft of their story (eyewitness perspective) incorporating descriptive language, effective word choice, complex sentence structure, and quotations.	2 days
Evaluation of Work	In writing groups, students will evaluate each story by judging the effectiveness using a writing checklist	1 days
Revising, Editing, & Publishing	Revise and edit stories based on checklist results and group discussion. Share final document.	1 days

Teacher Notes:

All work will be completed in Google Docs

Additional Resources

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth: First Hand, 2013. Print..

Hillocks, George. *Narrative Writing: Learning a New Model of Teaching*. Portsmouth: Heinemann, 2007. Print.

"The Online Writing Lab at Purdue (OWL)." Purdue Online Writing Lab (OWL). Purdue University. 2015. Web. 15 July 2015.
<<https://owl.english.purdue.edu/owl/>>

Unit # 4 Overview**Content Area:** Writing**Unit Title:** Analytical/ Expository/Persuasive Writing**Grade Level:** 8**Unit Summary:** Expository/Persuasive writing's purpose is to explain and analyze information as well as influence and persuade the reader.**Interdisciplinary****Connections:**

Writing in this domain involves careful organization and development of ideas. These skills are necessary for all content areas.

21st Century**Themes and 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.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- 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.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets**Standards (Content and Technology):**

CCCS

- W 8. 1. Write arguments to support claims with clear reasons and relevant evidence.
- W 8.1.a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W 8.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W 8.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W 8. 1.d. Establish and maintain a formal style.
- W 8.1.e. Provide a concluding statement or section that follows from and supports the argument presented.
- W 8. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- W 8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W 8.9.a. 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").
- W 8. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.

- SL 8. 1. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL 8. 1.c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL 8. 1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- L. 8. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 8.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L 8.2.b. Use an ellipsis to indicate an omission.
- L 8.2.c. Spell correctly.
- L 8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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 8.4.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.
- L. 8.4.c. Consult general and specialized 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.
- 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.

NJCCS- Technology

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Unit Essential Question(s):

- How does one identify the claim of an article?
- How does organization impact the point of a piece?
- How can revisions strengthen a piece of writing?
- How do language skills help communicate points clearly?

Unit Enduring Understandings:

- Identify the main claim of an article and the supporting evidence used.
- Utilize the list of transition words and phrases internally and between paragraphs.
- Organize ideas to effectively present ideas in a strong, concise, and supported manner.
- Revise writing to create complex, compound, and compound-complex sentences.

Unit Learning Targets/Objectives:

Students will...

- Read and comprehend the author's claim and evidence in a non-fiction article
- Develop a thesis statement that reflects all aspects of the topic.
- Apply use of formulaic writing structure (PARCC paragraph)
- Create a review that is supported with evidence and uses a variety of sentences patterns, usage of phrases and clauses, etc.
- Apply self-monitoring of revision and editing process

Evidence of Learning

Formative Assessments:

Highlighted/annotated article
 Completed formulaic writing structure
 Rough draft of review

Summative/Benchmark Assessment(s):

PARCC paragraph
 Completed draft of movie/book review

Resources/Materials:

Writing Checklist
 Teacher Rubric
 Google Docs
 Newsela <http://newela.com>

Modifications:

- **Special Education Students**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
- **At-Risk Students**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students’ intrinsic motivations
 - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Reading Non-fiction articles	Discuss effective arguments. Introduce idea of counterargument. Read non-fiction article. Highlight (claim, evidence, counter argument, etc.).	2 days
PARCC Paragraph	Discuss the PARCC paragraph format. Complete the format by incorporating the points highlighted from the article. Share document.	2 day
Writing a Review	Discuss the elements of an effective book or movie review. Create a graphic organizer to organize and support opinion about topic.	1 day
Drafting	Draft book/movie review using the outline as a guide. Incorporate varied sentence structure.	3 days
Revising, Editing, & Sharing	Evaluate essay with writer's checklist. Revise and edit as needed. Share final draft.	2 days

Teacher Notes:

All work will be completed in Google Docs

Additional Resources:

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth: First Hand, 2013. Print.

Gallagher, Chris W. and Amy Lee. *Teaching Writing that Matters*. New York: Scholastic, 2008. Print.

"The Online Writing Lab at Purdue (OWL)." Purdue Online Writing Lab (OWL). Purdue University. 2015. Web. 15 July 2015.

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Unit # 5 Overview

Content Area: Writing

Unit Title: Practical/Informative Writing

Grade Level: 8

Unit Summary: Writing practical/informative pieces involves providing clear information by paying close attention to details and accuracy.

Interdisciplinary

Connections:

Writing in this domain translates to most content areas. Accuracy and clarity of detail are essential to writing a practical/informative piece of writing.

21st Century

Themes and 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.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- 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.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

- CCCS
- 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. 2. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W 8. 2. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W 8. 2. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W 8. 2. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W 8. 2. e. Establish and maintain a formal style.
- W 8. 2. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W 8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- W 8. 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W 8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.

- SL 8. 1. 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.
- SL 8. 1. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL 8. 1.c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL 8. 1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- L 8. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L. 8. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 8.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L 8.2.c. Spell correctly.
- L 8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.

NJCCS- Technology

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 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.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Unit Essential Question(s):

- How do language skills help communicate points clearly?
- How does one list steps that are clear to their audience?
- How does organization of ideas impact instructions?
-

Unit Enduring Understandings:

- Identify an area of weakness that should be reviewed
- Determine what has to be included in instructions for players to understand.
- Utilize the list of transition words and phrases internally and between instructions.
- Organize ideas to effectively present ideas in a strong, concise, and supported manner.
- Present information is a clear, logical, and entertaining way.

Unit Learning Targets/Objectives:

Students will...

- Determine a content area to be reviewed
- Create a review game proposal
- Create a list of detailed instructions
- Evaluate if steps are clearly expressed and organized
- Present information in class
- Evaluate peer projects

Evidence of Learning

Formative Assessments:

- Game proposal
- Draft of instructions

Summative/Benchmark Assessment(s):

Final draft of review game proposal and instructions
 Presentation of review game

Resources/Materials :

Teacher Rubrics
 Google Docs

Modifications:

- **Special Education Students**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
- **At-Risk Students**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- **Gifted and Talented Students**
 - Provide extension activities
 - Build on students’ intrinsic motivations
 - Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Communicating Topics	Discuss the use of instructions in daily life (YouTube videos, Games, Recipes, Cooking Shows, etc.) Determine a content area in need of review.	1 day
Create a Proposal	In groups, create a review game for instructing others in a content area. Develop a group proposal for the objective and outline of the proposed review game. Share document.	2 days
Listing Steps	List items needed and organize into detailed, logical steps	1 day
Review Game Creation	In groups, the students will create a review game for the content area of choice (from proposal). They must determine layout, instructions, pieces, questions, etc.	4 days
Evaluate Review Games	Using created review games, students will move in groups to evaluate each review game. They will determine the clarity of directions, the attention to detail, and creativity of information presented.	2 days

Teacher Notes:

All work will be completed in Google Docs

Additional Resources

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