

Mount Laurel Language Arts Curriculum
Grade 8

Writing Unit 2: Information

Stage 1: Determine the Desired Results

Enduring Understanding(s):

Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.

Informational text is organized by topic and supporting details.

When writing to explain or offer information, writers need to know the specific text patterns or forms of organization.

Researchers gather and critique information from different sources for specific purposes.

Essential Question(s):

How do writers express themselves?

How do writers organize informational text?

Where do writers go for valid facts to back up their ideas and how do they include this information in their writing?

Why conduct research?

New Jersey Student Learning Standards:

Progress Indicators for Writing

Text Types and Purposes

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal style.

E. Provide a concluding statement or section that follows from and supports the argument presented

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.

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).

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Mount Laurel Language Arts Curriculum
Grade 8

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.E. Establish and maintain a formal style/academic style, approach, and form.

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, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.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.

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.

Production and Distribution of Writing:

W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

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.

Research to Build and Present Knowledge:

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.

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.

W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mount Laurel Language Arts Curriculum
Grade 8

W.8.9.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").

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.

Progress Indicators for Reading Literature

Key Ideas and Details:

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.

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.

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:

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.

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.

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:

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.

RL.8.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

Progress Indicators for Informational Text

Key Ideas and Details:

RI.8.1

Mount Laurel Language Arts Curriculum
Grade 8

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.

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.

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:

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.

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.

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.

Integration of Knowledge and Ideas:

Range of Reading and Level of Text Complexity:

RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

8.1 Educational Technology: Interdisciplinary Connection

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Stage 2: Assessment Evidence

Performance Task:

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

Other Forms of Assessment:

Bend I:
Find theme and explain using details from the text
Analyze critical scenes in a text
Provide evidence of literary details to support theme
"Flash-draft" a literary essay
Mentor classmates' essays using annotation
Rewrite and reshape essays using a checklist
Use syllogism to revise writing for evidence and clarity

Mount Laurel Language Arts Curriculum
Grade 8

<p>exploration.</p> <p>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>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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>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>Incorporate counterarguments in an essay Edit work for content, grammar, and spelling</p> <p>Bend II: Examine and analyze author’s craft in writing Identify and incorporate symbolism Draft an outline of an essay Write a tight, thoughtful introduction for an essay Develop the tone of the essay by using word choice and varied sentence structure Properly use commas</p> <p>Bend III: Compare two texts by looking at theme and transitions Use multiple sources to rely on when writing on demand Determine best place(s) for publishing completed work(s) online</p>
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Stage 3: Learning Plan

Mount Laurel Language Arts Curriculum
Grade 8

The Components of a Minilesson

A writing minilesson is a short lesson focused on a specific principle or procedure (Calkins 1986, 1994). A minilesson's components are: Connection, Teaching, Active Engagement, and Link. Each minilesson follows the same architecture:

Connection: Children learn why today's instruction is important and how it relates to the prior work. They hear the teaching point that crystallizes the lesson.

Teaching: The teacher shows children how writers go about doing whatever is being taught. Usually this involves a demonstration, which the teacher sets up and explains.

Active Engagement: Children are given a chance to practice (for a minute) what has just been taught. The teacher scaffolds their work so they can be successful.

Link: The teacher crystallizes what has been taught, adding it to children's growing repertoire. Children are reminded that today's lesson pertains not only to today, but to every day. The teacher often summarizes the conditions under which a child is able to reach for this new knowledge.

The Architecture of a Conference

Each conference is unique; however, they nevertheless do have a predictable structure.

Research: Observe and interview to understand what the child is trying to do as a writer. Probe to glean more about the child's intentions. Name what the child has already accomplished as a writer and remind the child to do this in future writing.

Decide: Weigh whether you want to accept or alter the child's current plans and processes. Decide what you will teach and how you will teach it. Although there may be several teaching decisions, think about the one teaching point that is apt to make the biggest difference in the child's writing. Plan the way in which you will provide the student with guided practice.

Teach: Instruct the child on critical writing strategies, i.e., adding details, creating a more effective hook, removing information that does not support the topic, or selecting a topic that the child may not know.

Link: Name what the child has accomplished as a writer and remind the child to do this often in the future.

Grade 8

Calkin's Revised Units of Study: Grade 8, Unit 2, Argument

Bend I The Thematic Essay

Session 1: Looking for Themes All around Us (p. 2)

Session 2: Reading Closely to Develop Themes (p. 14)

Session 3: Fine-Tuning Themes by Studying Author's Craft (p. 25)

Session 4: Drafting Essays (p. 36)

Session 5: Finding the Courage to Revise Your Thinking (p. 46)

Mount Laurel Language Arts Curriculum
Grade 8

Session 6: Clarifying Relationships between Evidence and Ideas (p. 55)

Session 7: Counterargument within Literary Essay (p. 65)

Session 8: Editing Using All You Know (p. 75)

Bend II The Author's Craft Essay

Session 9: Noticing How an Author Tends to Write (p. 82)

Session 10: The Power of Symbolism (p. 92)

Session 11: Planning the Author's Craft Essay (p. 100)

Session 12: Framing Essays with Relevance and Context: Introductions and Conclusions (p. 107)

Session 13: Adopting an Essayist's Tone (p. 116)

Session 14: A Comma Inquiry (p. 124)

Bend III The Comparative Essay

Session 15: Writing Across Texts (p. 130)

Session 16: Writing Comparative Essays on Demand (p. 141)

Session 17: Publishing on the Internet (p. 149)

Modifications

Special Education:

- Use Research, Decide, Teach, Link methodology during conferring with students
- Teacher models own writing
- Show additional number of samples/examples
- Provide additional opportunities to practice
- Use individual teacher/student conferences to address student's needs
- Use small group table conferences to address needs
- Chunk mini-lessons over a number of days
- Develop target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Chunk reading material
- Use graphic organizers to develop key concepts/ideas
- Teach key aspects of a topic. Eliminate

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Encourage self-selection of topics
- Target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Scaffold content-literacy reading
- Allow products to demonstrate student's learning
- Provide on-going feedback

Mount Laurel Language Arts Curriculum
Grade 8

<p>nonessential information</p> <ul style="list-style-type: none"> ● Provide individual copies of the student's writing checklists ● Use sentence frames to promote student's thinking and writing (this is found in Lucy's Units) 	
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Utilize TIME Mentor Program ● Build a relationship ● Allow flexible due dates ● Employ strategies from Classroom Instruction that Works ● Create the Opportunity to Learn strategies ● Build lessons around student interests 	<p>Gifted Students:</p> <ul style="list-style-type: none"> ● Use Flexible grouping ● Give Independent projects ● Differentiate product assignments ● Offer student choice ● Use multiple intelligence options ● Provide opportunities to research (Individual/Group) ● Focus on Habits of Mind ● Focus on Webb's Depth of Knowledge - Emphasis on Level 4
<p>Core Instructional Materials:</p> <ul style="list-style-type: none"> ● <i>Calkins Units of Study in Writing</i> Program 2014 edition ● Newsela.com for leveled texts ● Technology/Equipment: ACTIV Board, LCD projector, sound system , CDs, DVDs, videos, internet, iPod 	