



**GRADE 8**

**ELA CCGPS UNIT PLAN: 1<sup>st</sup> 9 WEEKS**

**This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.**

**READING FOCUS : Informational**

**THEME: Ever-changing Adolescent Identities in Literature**

**EXTENDED TEXT: *Bad Boy: A Memoir* by Walter Dean Myers (African American 1940s-1950s)**

**SHORT TEXTS (mixture literary and informational):**

1. “Who are you” Caterpillar excerpt from *Alice in Wonderland* by Lewis Carroll
2. Excerpt from the *Hunger Games* by Suzanne Collins: Katniss explains her role as primary caregiver for Prim
3. “Raymond’s Run” short story by Toni Cade Bambara
4. “Identity” poem by Julio Noboa
5. Excerpt from anthology *Coming of Age in America: “The Jacket”*
6. *To Kill a Mockingbird*, excerpted, Harper Lee
7. *A Summer Life*, Gary Soto
8. Excerpt from *Something to Declare* by Julia Alvarez (Dominican Republic 1960s) pg. 302 in *McDougal Litell The Language of Literature Grade 8*
9. “The Great Rat Hunt” by Laurence Yep (Chinese 1950s)
10. “Flying” by Reeve Lindbergh(White middle/upper class 1950s)
11. Excerpts from *Knots in My Yo Yo String* by Jerry Spinelli “War”, “Ashes in the Grass” and “Good Boy” (Italian-American –Northeast 1950s)
12. Excerpts *Soul Surfer* by Bethany Hamilton (White 2000s)

13. “News Correspondent--Today” *What I Know Now: Letters to My Younger Self* a collection of letters from famous women (pgs. 27-32)

14. “Where I’m From” by George Ella Lyons

**SUPPLEMENTAL MATERIALS:**

Video clip moment of and immediately after the shark bite from *Soul Surfer* directed by Sean McNamara

1951 video clip “Who Are You?” Caterpillar speech from *Alice in Wonderland* directed by Clyde Geronimi

“Who are the Ninety-Nines?” Internet article about women aviators (McDougal Little 8<sup>th</sup> grade textbook)

Video clip from *Vantage Point* (for teaching point of view) <http://www.youtube.com/watch?feature=endscreen&NR=1&v=M-GukHTQuYQ>

Tide Commercial <http://www.popisms.com/TelevisionCommercial/24638/Tide-Commercial-for-Tide-with-Acti-Lift-2011.aspx>

VW Beetle Commercial <http://www.autoblog.com/2011/04/19/video-vw-updates-black-betty-beetle-commercial/>

**WRITING FOCUS: Argumentative**

**ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)**

*Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.*

**1. Argument:** Using the extended text *Bad Boy: A Memoir* by Walter Dean Myers, specifically the chapter entitled “Marks on Paper” answer the following question: Do you believe that reading and writing *must* co-exist in the English classroom? Cite examples from the novel as well as any of the literary, informational or visual and other texts we have discussed in class during this unit.

**2. Argument: (Can be constructed in teams/pairs as a multimedia presentation)** Determine and define a minimum of two of the societal expectations placed on boys and girls from your geographic location, and in your time period. Are these expectations fair? Are they in your best interest? Do you agree with them? Is there a logical reason for such expectations to be put on you? (i.e. “in middle Georgia in 2012, males and females are expected to go to college” or “in middle Georgia in 2012, males are expected to play some sort of school sponsored sport”.)

**3. Informative:** Research one of the locations and time periods from the informational texts provided (i.e. Spinelli’s 1950s Northeastern United States of America). Provide a detailed account of what daily life would have been like for a child your age from that local and time. Students should include examples from the text.

**4. Argument:** Using evidence from three of the provided informational texts, explain the idea of “ever-changing adolescent identities” as they have been presented in the literature. Analyze how the societal expectations vary between the three chosen texts and why/how do you believe the social expectations changed? Students must support all claims with evidence from each of the three texts chosen.

**(UP TO TWO ADDITIONAL ANALYSIS PROMPTS PER UNIT AT INSTRUCTOR DISCRETION)**

**5. Argument:** Using the informative texts in this unit, choose one and defend why you believe that time period, geographical location, and even gender to be the most constrictive. Students must support all claims with evidence cited directly from the text of their choosing.

**NOTE: AT LEAST 3 OF THE MINIMUM OF 4 ANALYSIS ESSAYS MUST BE WITH THE GENRE FOCUS IDENTIFIED FOR THE UNIT**

**NARRATIVE/RESEARCH/ROUTINE WRITING**

**NARRATIVE**

1. In the short story, "Raymond's Run" the main character Squeaky puts her brother's success ahead of her own personal goals. In a similar fashion, Katniss from the novel *Hunger Games*, puts her needs behind those of her sister. Think of a time in your life where you have put someone else's needs or wants, like a family member or friend, ahead of your own desires. Convey to an audience of your peers what the circumstances of that time were, who you sacrificed for and what lead you to that decision. Incorporate figurative language into your writing.

2. The article, "Who are the Ninety-Nines" details the experiences of women who dared to defy their traditional roles in society. Conduct an interview with a relative who has also dared to defy his or her traditional role. Generate meaningful and relevant questions to ask during this interview and bring their story to life with an oral narrative to share with your classmates. Be sure to include dialogue in your narrative. (Not all students will have a relative that has challenged traditional roles, you could open it up to family friends, coaches, teachers, or even characters in literature).

**RESEARCH CONNECTION(S)**

**Stereotypes**  
**Sharks/Shark Attacks**  
**History of Aviation**  
**Harlem**  
**The 1940s-1960s**

**ROUTINE WRITING** Notes, summaries, process journals, and short responses across **all genres**

- **Compare the shark attack scene from the movie to that in the text**
- **Annotate texts as they are read**
- **Make predictions (exit strategy)**
- **Compare and contrast characters across texts**
- **Write a letter to your future self**
- **Rewrite a passage from an alternative point of view**

**PLANS FOR ASSESSMENT 1: *integrating reading selections from the unit into a writing task***

PROMPT:

**ARGUMENTATIVE:**

Literary to Life connection, *Bad Boy: A Memoir* (206 pages, 20 chapters, average chapter length 10-15 pages)

Using the extended text, specifically the chapter entitled “Marks on Paper” answer the following question: Do you believe that reading and writing *must* co-exist in the English classroom? Cite examples from the novel as well as any of the literary, informational or visual and other texts we have discussed in class during this unit.

**SKILL BUILDING TASKS**

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION: How does the historical context of a text impact my reading/understanding of the content?**

**TASK: Pre-reading**

Standards:

ELACC8RI4-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.

ELACC8RL2-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.

Instruction:

- Have students create/begin a reading or literary notebook in the recommended academic style (Cornell, double entry journal, etc.)
- Share PowerPoint/Webquest/Prezi on SmartBoard providing background on Walter Dean Myers, and the historical context of the 1950s and Harlem, New York
- Activate background knowledge
- Have students perform mini-research projects on issues discussed in the novel (e.g., public schools in the 1950s, boroughs of New York, colleges mentioned, garment district, etc.)
- Class discussion of possible explanations for the title of the book and present research findings
- Conclude with a discussion making predictions about the text

Differentiation Option(s):

- Provide PowerPoint or Webquest notes up front, prepping students on new information they are inexperienced with
- Generate guided questions for mini-research projects
- Allow students to work in stations/pairs/teams

**ESSENTIAL QUESTION: Why is it important to ask questions/make annotations when reading a text? Particularly for the first time?**

**TASK: Annotating/note-taking**

Standards:

ELACC8RI10: 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.

ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Instruction:

- Provide explicit instruction in how to effectively take notes

- Model annotating and note taking in “my” literary notebook
- Provide a brief overview of the kinds of evidence students should be looking for (mentioning culminating task and what evidence will be used in final assessment)
- Conduct peer note-check for exit. Notes should focus on setting, point of view, author’s style and purpose.

*Homework: Read Chapter 1, annotate and be prepared to discuss theme or idea of family and family tree roots from the reading.*

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: What are the elements of autobiographical genre?**

**TASK: Define terms, invitation to imitate/mentor texts**

Standards:

ELACC8RI2: Determine the 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.

ELACC8RI3: Analyze how a texts makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, 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.

Instruction:

- Explore genre (autobiographical narrative/memoir).
- Wordsplash “big ideas” “key concepts”.
- Using the first chapter of *Bad Boy*, “Roots” have students analyze the author’s style and purpose
- Review definitions of *character* and *characteristics*, *plot structure*, *setting*, etc.
- As a class discuss the characters mentioned in “Roots” (e.g., How are these characters related to each other? What significance do they possess? What is the reason Myers begins here, with these people and with the idea of family?)
- Using the first chapter as a mentor text have students reflect on their own lives and how they have “come to be” in this world. What characters play a significant role in their circumstances (both current and past).

*Homework: Using reflection notes create a family tree to share with the class.*

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How is listening to a text different from reading it?**

**TASK: Read aloud of Chapters 2 and 3**

Standards:

ELACC8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

ELACC8L4: 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.

- 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.

Instruction:

- Conduct group read aloud, literary circles, discussion teams, etc.
- Read aloud, pausing for clarification, comprehension checks, and predicting
- Still modeling note taking instruction address historical contexts, colloquialisms, etc.
- Use reference materials (e.g., encyclopedia, Wikipedia, history textbooks, etc) to help clarify meanings/concepts of new words, ideas, or places

Differentiation Option(s):

- Guided reading questions
- Audio version of the text
- Frontloading new terms, historical contexts, colloquialisms, etc.

**ESSENTIAL QUESTION: How do I compare different authors writing in the same genre?**

**TASK: Read chapter 2 of *Soul Surfer* entitled “Roots” compare/contrast/evaluate the similarities in style and purpose**

Standards:

ELACC8RI6: 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.

ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, 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.
- c. Pose questions that connect the ideas of several speakers and elicit elaboration 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 and understanding in light of evidence presented.

Instruction:

- Have students read “Roots” from Bethany Hamilton’s memoir *Soul Surfer*
- Discuss commonalities in themes and/or ideas
- Using notes from reading of *Bad Boy* have students create a graphic organizer addressing the similarities/differences in author’s style (Double Bubble, Venn Diagram, T-chart, etc.)
- As a class discuss societal differences, expectations (e.g., male/female, Harlem/Kauai, 1950s/2000s, etc.)
- In class have students reflect on the different nuances in author style and purpose in their literary notebooks and respond to the prompt: *I feel that I have a deeper connection/understanding to the “roots” or family history of (Name of the author: Myers/Hamilton) because.....* (be sure to include evidence/examples from the text of your choosing)

*Homework: Read Chapter 4-5 and be prepared to discuss key concepts in class*

Differentiation Option(s):

- Provide audio text
- Provide graphic organizer
- Guided reading questions

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How do I master the use of verbals in my writing?**

**TASK: Analyze and imitate composition and function of verbals in mentor sentences**

Standards:

ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Instruction:

- Conduct independent in-class reading of Chapter 6 from *Bad Boy*, have students annotate sentences that demonstrate the use of verbals (gerunds, participles, infinitives) they wish to discuss.
- Using sentence strips have students place chosen sentences on the board.
- Examine a few of the chosen sentences, reviewing verbals with the students: gerund-verb acting as a noun, participle-verb acting as an adjective and infinitive-to + verb.
- What are the types of the sentences? (compound, complex, compound-complex, simple)
- How does the verbal impact the sentence?
- How do these sentences relate to your writing (analyze variety of student produced writing from Writer's Notebook)?
- Using the chosen sentences as models, have students create their own versions of the sentences. (Running into a wall, Sarah laughed and headed to class.= Jumping into the pool, Joey screamed his head off.)

*Homework: Create 5-10 new sentences*

*Read Chapter 7 of Bad Boy*

Differentiation Option(s):

- Have sentences already pulled out and dissected
- Review verbals beforehand

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How can I support my discussion and claims with textual evidence?**

**TASK: Review the previous day's reading assignment**

Standards:

ELACC8R11: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.

- 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.

- b. Use narrative techniques, such as dialogue, pacing, description and reflection to develop experiences, events and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Instruction:

- Group students into small teams (3 or 4) if possible try to have at least one male to every group
- Ask students to discuss their favorite teachers (from any time in their lives) and jot down notes about what they discuss
- Review the notes, what commonalities did these teachers have?
- What set(s) that/those teacher(s) apart?
- Ask students to write a short narrative detailing the experience they had with their favorite teachers. Have students consider the following in their writing:
  - What quality did this teacher have that proved to be so effectual?
  - Is there a commonality between what you have deemed and excellent teacher and what your peers have determined makes for an outstanding teacher?
  - What advice, from your experience, do you think would be helpful for a new teacher to consider or hear?

Homework: Read Chapters 8-9 of *Bad Boy*

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How is a film version of a text different from the print version?**

**TASK: View and analyze video clip from *Soul Surfer* (immediately after the shark attack) and dissect differences between film version and memoir**

Standards:

ELACC8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELACC8RL7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or the script, evaluating the choices made by the director or actors.

ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Instruction:

- Watch *Soul Surfer* video clip (moment after the shark attack)
- Ask students to compare and contrast the two different versions of the event
- Using chart paper/smartboard/whiteboard lead class discussion about the differences they have noticed
- Ask students if they can account for the differences they've found
- Have students write the film version of the scene for homework

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How does poetry enable us to give voice to our sense of self? What are poetic devices?**

**TASK: Read "Identity" by Julia Noboa and "Where I'm From" by George Ella Lyons**

Standards:

ELACC8RL2: 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.

ELACC8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.

ELACC8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 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 relationship among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information explained or presented.

ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Instruction:

- Provide direct instruction on elements of poetry (rhyme scheme, verse, stanzas, figurative language, etc.).
- Students will read two poems, "Identity" and "Where I'm From" by George Ella Lyons
- Students should compare and contrast the two poems (double bubble, Venn diagram, T-chart, etc.)
- What is the theme?
- Ask students to choose one poem and write an essay explaining how the poem relates to our extended text *Bad Boy: A Memoir*.

Day 2

- Using a bubble map have students brainstorm current social, gender, geographical, or economical restrictions they are frustrated with.
- Read Ann Curry's "News Correspondent-Today".
- Discuss Ann's quote "It's time to be bold about who you really are." Ask students what they think this means.
- Now have students write a letter to themselves in the future (at least 10 years) detailing how they plan/hope to overcome those restrictions.
- Seal the letters in individual envelopes and save to give to students at the end of the year.

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: What do I need to know, understand and do to pass the culminating assessment?**

**TASK: Creation and discussion of rubric (student led) understanding of assessment**

Standards:

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RI8: 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.

ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish 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 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.

ELACC8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or try a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate a command of Language standards 1-3 up to and including grade 8).

ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Spell correctly.

Instruction:

- Place the prompt for culminating task on chart paper/smartboard
- Ask students to discuss key concepts/skills and areas of importance in their learning
- Discuss key terms, vocabulary, etc.
- Provide copies of 8<sup>th</sup> grade standards addressed in this unit
- Provide students with Teacher/Student rubric and ask them to fill in or create their assessment tool. (All students will have the same finished rubric to use during their preparation of the final assessment. Students fill out their side of the rubric and turn it in with the assessment; Teachers fill out the teacher side once assessment has been turned in for a grade. The average of the two rubrics is the grade that should be recorded in the grade book).

*Homework: Have students take rubric home and have signed by the parent indicating parental awareness/involvement*

Differentiation Option(s):

- Assessment menus
- Premade rubric

*\*Assessment Opportunity*

**ESSENTIAL QUESTION: How can I effectively demonstrate what I have learned in this text study?**

**TASK: Using the rubric students will create in class essay for the culminating assessment.**

Standards:

ELACC8WRI2: Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.

ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of topic or text.
- Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Spell correctly.

Instruction:

- In class, provide students with final assessment prompt (see above) for the timed response to literature they will create in class.
- Thoroughly dissect the prompt with the class and allow for any last minute clarifications.
- Provide students with graphic organizer for idea gathering/brainstorming.
- Students will collect information/materials and support from the extended text *Bad Boy: A Memoir*. Students should pay particular attention to the chapter entitled "Marks on Paper."

- Consider the following question: Do you believe that reading and writing **must** co-exist in the English classroom? Analyze the text for evidence to support your opinions and claims in your writing. Cite examples from the novel as well as any of the literary, informational, or visual texts we have discussed in class during this unit.

**\*Assessment Opportunity**

**PLANS FOR ASSESSMENT 2: *integrating reading selections from the unit into a writing task***

PROMPT:

**Argumentative:**

(Can be constructed in teams/pairs as a multimedia presentation)

Determine and define a minimum of two of the societal expectations placed on your gender, in your geographical location, and your time period. Are these expectations fair? Are they in your best interest? Do you agree with them? Is there a logical reason for such expectations to be placed on you? (i.e., “in middle Georgia, 2012, females are expected to go to college” or “in middle Georgia, 2012, males are expected to participate in a school sponsored sport”)

**SKILL BUILDING TASKS**

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION: How do preconceived notions affect our reading/understanding of a text? How can I move past “what I thought I knew”?**

**TASK: Read “Who are the Ninety-Nines?”**

Standards:

ELACC8RI1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC8RI6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting points of view.

ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

ELACC8SL2: Analyze the purpose of information presented in diverse media formats and evaluate the motives behind its presentation.

Instruction:

Day 1

- Pre reading: Before giving students the article, write the article title on the board “Who are the Ninety-Nines?” and ask students to predict the answer.
- After acknowledging their answers ask students to describe a typical pilot; record their answers on the board.
- Pass out the article for students to read
- Ask students what they learned? Were their preconceived notions right or wrong?
- Have students respond to the following prompt-“What stereotypes (gender, cultural, social, economical, geographical, etc) have you experienced in your life? Have you ever been told you can’t play a sport because you are a girl? Have you ever been stereotyped as “slow” because you are from the south? Etc)
- Discuss students responses as a class
- Ask students to reflect upon, in their writer’s notebooks, journals, etc., the stereotypes they have seen in the readings so far
- Warm up activity: have students turn to their elbow partner and discuss/reflect what they learned about the Ninety-Nines.
- Introduce students the interview assignment. This would be a perfect time to create a graphic organizer/idea gathering sheet to use as a class.
- Allow students to work with their elbow partners to determine whom they will interview-Who has challenged the status quo? What types of questions they will ask? Where did you find the courage to do so?

**Narrative:** The article, “Who are the Ninety-Nines” detailed the experiences of women who dared to defy their traditional roles in society. Conduct an interview with a relative who has also dared to defy his or her traditional role. Generate meaningful and relevant questions to ask during this interview and bring their story to life with an oral narrative to share with your classmates. Be sure to include dialogue in your narrative. (Not all students will have a relative that has challenged traditional roles, you

could open it up to family friends, coaches, teachers, or even characters in literature)

Homework: Chapter 10 from *Bad Boy*

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How does point of view impact the way the reader understand and connects to the text?**

**TASK: Write about “Pap coming to live with the Deans” in Chapter 10 from Pap’s point of view**

Standards:

ELACC8RL6: Analyze how differences in the points of view of characters and the audience or reader create such effects as suspense or humor.

ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 reading standards to literature.
- b. Apply grade 8 reading standards to literary nonfiction.

Instruction:

Begin class by showing the short film clip from the movie *Vantage Point* <http://www.youtube.com/watch?feature=endscreen&NR=1&v=M-GukHTQuYQ>

- Ask students to think about what they saw, then turn and talk with their elbow partner
- Open discussion on Chapter 10 from *Bad Boy*, what is the point of view? How might the story be different if it were from another point of view? Mom’s? Dad’s? Pap’s?
- With their elbow partner have students sketch out how the Chapter would read/feel if Pap were telling the story of how he came to live with the Deans.
- Share writings with the class

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How does the historical context alter my understanding of text?**

**TASK: Recast (put into an alternate time period/place) the article “Flying” by Reeve Lindbergh**

Standards:

ELACC8RI10: 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.

ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

ELACC8W7: 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.

ELACC8SL4: 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.

Instruction:

- Review with the class the elements of setting (time/place).
- Ask the class to think of things they are allowed to do now that they may not have been able to do 20 years ago. For example, you can speak to a loved one half way across the globe via skype. Today we are able to pay bills online. In addition, ask the class to think of things they can’t do now that they could before 9/11-explore in small groups some of the possible reasons for these changes.
- Share with the whole class the small group responses (responses can be shared on chart paper).
- Give the class “Flying” by Reeve Lindbergh to read in their groups.
- Now assign each of the groups a different time period and geographical location to ‘recast’ the article in (2011, America; 1990 Japan; 1984, Russia; etc)

- Groups will then share their newly “recast” articles with the whole group and defend all the changes they made.
- **Heads Up!**- This assignment may take a couple of days and students should be allowed to use computers for mini-search explorations of the assigned time period and location.

Homework: Chapter 11 Bad Boy

Differentiation Option(s):

- Preview the elements of setting the day before assignment
- Have examples of changes already on the board
- Print necessary location and time period materials before hand

\*Assessment Opportunity

**ESSENTIAL QUESTION: How do different authors approach a similar concept?**

**TASK: Compare and Contrast author’s style**

Standards:

- ELACC8R11: Cite the textual evidence that most strongly supports an analysis of what they text says explicitly as well as inferences drawn from the text.  
 ELACC8R12: Determine the central idea of a text analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.  
 ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.  
 ELACC8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.
- 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.
  - Use narrative techniques, such as dialogue, pacing, description and reflection to develop experiences, events and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show the relationships among experiences and events.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.

Instruction:

Day 1

- Conduct small group readings (or whole class) of the excerpt from the *Hunger Games* and the short story “Raymond’s Run.”
- Students should annotate the texts and discuss their understandings of the texts within the groups.
- Compare the excerpt from the *Hunger Games* (Katniss explains her role as primary caregiver for Prim) to the short story “Raymond’s Run” by Toni Cade Bambara.
- Annotate or take active listening notes in Writer’s Notebook/Journal/Reading diary.
- How do the two different authors (Collins and Bambara) approach the tangled complexity of sibling love/connection?
- What points of view are considered?
- What literary techniques are employed? (figurative language, character, etc)

Day 2

- Ask students to consider the different sacrifices Katniss and Squeaky make for their siblings. Specifically consider what each sacrifice costs the eldest sibling.

- Post the following prompt on the board/smartboard/projector-  
**Narrative:** In the short story, “Raymond’s Run” the main character Squeaky puts her brother’s success ahead of her own personal goals. In a similar but also vastly different manner Katniss puts Prim’s needs and well-being ahead of her own desires. Think of a time in your life when you have put someone else’s needs or wants, like a family member or friend, ahead of your own desires. Consider your choice, did your situation mirror Katniss’s decision or was it more closely related to the Squeaky’s dilemma? Convey to an audience of your peers what the circumstances of that time were, who you sacrificed for and what lead you to that decision. Incorporate figurative language into your writing.
- Have students write a one page response, they may begin work in class and finish for homework.

Differentiation Option(s):

- Listen to texts
- Pre-annotate texts

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How are identities and experiences connected?**

**TASK: Students will receive a role of gender, culture, societal expectation, and historical time period and argue their understanding of the issues, concerns and hardships.**

Standards:

ELACC8RI8: 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 information is introduced.

ELACC8RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

ELACC8W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

ELACC8W8: 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.

ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on other’s 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 upon the 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 elicit elaboration 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 and understanding in light of the evidence presented.

Instruction:

- Prep: students will be assigned (can be a partnered activity) a specific identity from the class readings thus far.  
-For example: 13 year old girl, 2012, American/living in Hawaii, surfer; 15 year old boy, living in Harlem, 1950s, avid reader
- Students will be responsible for conducting in-depth exploration of their assigned identity (can be done outside of class for homework or in teacher supervised excursions to the library/computer labs)
- Have students prepare to explain why their “identity” has the most constraints (2 to 3 minutes)
- Each student (or pairs) will then present their findings and provide support for their claims (researched and properly cited materials)
- After everyone has had a turn allow 5 minutes for students to create rebuttals

- Allow students (or pairs) to present their rebuttals and as a group decide on a graduated scale and map the outcome on a sheet of bulletin board paper to place in the classroom

Differentiation Option(s):

- Identities can come from more than just the in class readings, popular TV series, children’s books, novels, etc.

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How does figurative language add depth to writing?**

**TASK: Exploring figurative language in “The Jacket” by Gary Soto from *Coming of Age in America***

Standards:

ELACC8RI4: 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.

ELACC8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations of words with similar denotations.

ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

Instruction:

- Provide direct instruction (or review) for figurative language:
  1. Simile
  2. Metaphor
  3. Personification
  4. Onomatopoeia
  5. Hyperbole
  6. Idioms
  7. Symbolism
- Conduct an in class read aloud of “The Jacket” ask students to annotate places in the text where they see an example of figurative language (“My clothes have failed me”-personification; “that ugly green brother that breathed over my shoulder that day”-metaphor and personification)
- As a class examine the ways in which figurative language creates a clearer picture of how the narrator feels about “The Jacket”
- Hand students an index card, each with a different noun on it, ask them to write the noun in a sentence using figurative language to add detail

*Homework: Ch. 15-16*

Differentiation Option(s):

- Point out examples of figurative language during the read aloud

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How can I use background knowledge and context to draw inferences from the text? Specifically to support my understanding of the text?**

**TASK: Students will read “The Great Rat Hunt” and drawn inferences from the text, using peer collaboration to support their claims**

Standards:

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  
ELACC8RI2: Determine the 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.  
ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Instruction:

- Pre-reading: Provide students with an overview of Chinese culture  
-[www.kwintessential.co.uk/articles/china/Chinese-culture-family-life/1781](http://www.kwintessential.co.uk/articles/china/Chinese-culture-family-life/1781)  
-[www.chinatown-online.com/cultureeye/common/common.htm](http://www.chinatown-online.com/cultureeye/common/common.htm)
- Review “inferences” give several examples on the whiteboard/smartboard-reading between the lines, inferring meaning from what the texts suggests, not says outright
- Tell students they will be reading an author’s recollection of a boyhood experience
- Have students read “The Great Rat Hunt” individually, reiterate that they are to annotate any inferences in the text as they read
- Ask students to share inferences they found in their reading (Resentment-“While my brother and father practiced, I could only sit in bed, propped up by a stack of pillows.”)
- Collect various student responses and transpose onto sentence strips and place around the room.

**ESSENTIAL QUESTION: How can I succeed on the assessment for this unit?**

**TASK: Students will be instructed on the elements of argumentative writing and will work collaboratively to create the final written assessment rubric**

Standards:

ELACC8WRI2: Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.

ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of topic or text.
- Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

ELACC8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or try a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate a command of Language standards 1-3 up to and including grade 8).

ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Recognize and correct inappropriate shifts in verb voice and mood

ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Spell correctly.

Instruction:

- Provide students with a copy of grade level standards and culminating assessment prompt
- Lead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment
- Examine key concepts (content vocabulary, figurative language, specific grammar conventions you have covered (hyphen, dash, ellipsis, etc) and share models of good work
- Provide rubric worksheet and as a group determine what expectations should be met and how you will determine if those expectations have been met.

- Have students work in pairs or teams to determine a peer review checklist they will use before turning in their final copy

Homework: Chapter 14 from *Bad Boy*

Differentiation Option(s):

- Have a partially filled in rubric, allowing students some input but more controlled
- Each class (gifted, honors, collaborative) could have a unique rubric

**ESSENTIAL QUESTION: How can I effectively demonstrate what I have learned in this text study?**

**TASK: Using the collaborative rubric students will create in class essay to the culminating assessment prompt**

Standards:

ELACC8WRI2: Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.

ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of topic or text.
- Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Recognize and correct inappropriate shifts in verb voice and mood

ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Spell correctly.

Instruction:

- In class, provide students with the final assessment prompt (see above) for the timed response to literature they will create in class.
- Thoroughly dissect the prompt with the class and allow for any last minute clarifications.
- Provide students with graphic organizer for idea gathering/brainstorming.
- Students will collect information/materials and support from three texts (for example: excerpt from the *Hunger Games*, “The Great Rat Hunt” and “Flying”. They will then analyze and explain the thematic link of “ever-changing adolescent identities” as it has been presented in the literature read and discussed in the unit. How do the societal expectations vary between the three chosen texts and why/how do you believe the societal expectations have changed? Students must support all claims with evidence from each of the three texts chosen.
- It is paramount students have the flexibility to choose between any of the texts read in this unit.

Differentiation Option(s):

- Students could choose from a menu of texts explored
- Extended time
- Information could be presented in a media format

**\*Assessment Opportunity**

**PLANS FOR ASSESSMENT 3: integrating reading selections from the unit into a writing task**

PROMPT:

**INFORMATIVE:** Research one of the locations and time periods from the informational texts provided (e.g., Spinelli's 1950s Northeastern United States of America). Provide a detailed account of what daily life would have been like for a child your age from that locale and time. Research should include proper citations, works cited page/bibliography and should include visual aids or digital media representations.

**SKILL BUILDING TASKS**

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION: How do the meanings, connotative, figurative and technical, of words effect my understanding of a text?**

**TASK: Read excerpt "War" from *Knots in My Yo Yo String* and analyze the impact of specific words or phrases from the text**

Standards:

ELACC8RI4: 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.

ELACC8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

ELACC8SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Instruction:

- Have excerpt (one paragraph in length) from *Knots in My Yo Yo String* written out on the whiteboard/smartboard/overhead as students enter class. "Then I feel the pliers grip the end of the nail on my right index finger, and cold sweat pours from me, and I feel the tug of the pliers and then the pain begins—and I sing. I sing like the Vienna Boys' Choir. I empty my head like a box of cornflakes. I tell them everything from our deepest military secrets to my shoe size."
- As a warm up activity ask students to write down what they notice, like, or have questions about from the passage in their Writer's Notebook/Journal/Reading Diary.
- Ask for volunteers (about three) to share their thoughts on the chosen excerpt (I like.....)
- Answers will include such thoughts as vivid verbs, unique sentence structure, word choice, figurative language, etc.
- Show students the same paragraph but now altered to include less vivid verbs, simple sentence structure, trite word choice and no figurative language—ask them their thoughts on the new paragraph?
- Have students spend the last 15 minutes of class pulling "special" paragraphs from their reading

*Homework: Chapter 17 from Bad Boy*

**ESSENTIAL QUESTION: Where does our sense of identity come from?**

**TASK: Using the text "Who are you?" from *Alice in Wonderland* and the 1951 film version compare and contrast the Caterpillar's questioning rant of young Alice's identity**

Standards:

ELACC8RL7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

ELACC8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital texts, video, multimedia) to present a particular topic or idea.

ELACC8SL2: Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social,

commercial, political) behind its presentation.

Instruction:

- Remind students this unit is about “ever changing adolescent identities”. Ask them to think of the selections they have read so far.
- Ask students what they think of when they hear the title of the unit.
- Why do people their age (adolescents) struggle with understanding who they truly are? (they are still maturing, they haven’t had enough experiences, they still live with their parents—are all possible answers)
- Give students a text copy of “Who are you” and allow them to read it in class.
- Ask students what they believe the Caterpillar wants from Alice.
- How does the text apply to them?
- Watch the video clip from the 1951 animated version of the film.
- Ask students what differences they notice
- Which version has the deeper impact? Why? (Discuss the music from the film version, the colors chosen by the illustrators/artists, how is hearing the exchange different than reading it?)

Differentiation Option(s):

- Read the “Who are you” excerpt to the class
- Watch the film version first
- Prep students on color choices, dramatic music, etc

**ESSENTIAL QUESTION: How can I incorporate poetic devices into my writing? How does writing about my life’s experiences help me to shape my sense of self?**

**TASK: Using the previous task as a springboard, students create a poem about their identities (including specific references to the time period)**

Standards:

ELACC8W4: Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose and audience.

ELACC8W5: 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.

Instruction:

- Ask students to brainstorm “signs of the times” (e.g., facebook status updates, # (hashtags) brb (text language) going to dinner and seeing a family of four not speaking to each other but playing on their phones instead, etc.)
- Review the elements of poetry
  - stanzas
  - verse
  - rhyme scheme
- Allow students to create a response to the Caterpillar’s musings “who are you?”

*Homework: Chapter 18 from Bad Boy*

Differentiation Option(s):

- Create an outline for students to fill in
- ABC poem (first letter of each line must follow the order of the alphabet 1<sup>st</sup> line A, 2<sup>nd</sup> B, 3<sup>rd</sup> C and so on)
- Advanced students could take it a step further and answer “who do you want to be?”

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How can I master and use the conditional and subjunctive moods in my writing?**

**TASK: Using the text “Something to Declare” by Julia Alvarez identify, understand and create conditional and subjunctive moods in writing**

Standards:

ELACC8L3: 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 in action; expressing uncertainty or describing a state contrary to the fact).

ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

Instruction:

- Provide direct instruction on subjunctive and conditional moods

-The subjunctive mood is the verb form used to express a command, a wish, a suggestion or a condition that is contrary to fact. A verb in the subjunctive mood may have a different form to one with the same subject which is not in the subjunctive mood.

-“There were exceptions—my grandparents went to New York regularly because my grandfather had a post in the United Nations.”

-A conditional sentence shows that an action is reliant on something else (there's a condition).

-“We didn’t want to go someplace if all the cousins and aunts couldn’t come along.”

- Using “mentor sentences” from “Something to Declare” have students practice identifying and understanding conditional and subjunctive moods
- In class, students should begin writing subjunctive and conditional sentences. They can finish for homework or identify subjunctive and conditional sentences in their reading.

Differentiation Option(s):

- Have conditional and subjunctive mood sentences already pulled from the texts and written on sentence strips, have students practice identifying them by placing them into categories.

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: What is the purpose of information presented in diverse media formats?**

**TASK: Using radio ads, television ads and print ads (from various time periods 1920s-2010s) determine the purpose of the content**

Standards:

ELACC8SL2: 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.

ELACC8L6: 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.

ELACC8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELACC8RI7: 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 information is introduced.

Instruction:

- Pre-reading/viewing: prep students with PowerPoint on different advertising and propaganda techniques

- bandwagon
- faulty cause and effect
- transfer
- testimonial
- celebrity endorsement

- Show students the famous James Montgomery Flagg’s “I Want You” poster of Uncle Sam
- Ask students to explain in their own words what the purpose of the poster is....How do they know? What clues, words, visuals let them know?
- Call students attention to the different advertising and propaganda techniques used in the poster
- Walk students through two more ads (I like the Tide commercial for the too short white skirt and Volkswagen’s 2012 Black Betty commercial)
- Tide Commercial <http://www.popisms.com/TelevisionCommercial/24638/Tide-Commercial-for-Tide-with-Acti-Lift-2011.aspx>
- VW Beetle Commercial <http://www.autoblog.com/2011/04/19/video-vw-updates-black-betty-beetle-commercial/>

*Homework: Students will analyze a radio, television or print advertisement and share their conclusions with the class the next day.*

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How do I recognize and correct inappropriate verb shifts in my writing?**

**TASK: Using student generated writing and peer response identify and correct inappropriate shifts in verbs**

Standards:  
 ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 d. Recognize and correct inappropriate shifts in verb voice and mood.

Instruction:

- Provide direct/explicit instruction on subject verb agreement
- Using *Mechanically Inclined* by Jeff Anderson pg. 117-120  
 - <http://www.proteacher.com/070049.shtml> has some really easy review stuff
- Have students review peer writings in Writer’s Notebooks/Journal/etc.

*Homework: Students should pull five correct examples of subject verb agreement from Ch. 18 of Bad Boy*

**ESSENTIAL QUESTION: How can I determine the central idea or theme in a text?**

**TASK: Read Chapter 19 from *Bad Boy* and discuss the evolution of theme/motif in the novel**

Standards:  
 ELACC8RL2: 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.  
 ELACC8RI2: Determine the 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.  
 ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Instruction:

- Chapter 19 “The Typist” concludes the novel. In it, Myers moves from recalling his boyhood experiences to fast forwarding through adulthood (war, odd jobs) to his current position in time.
- As a class discuss the theme(s) and motif(s) that occurs in the novel

- Why do you think Myers would choose to write about his boyhood?
- Where do you think he was guiding you? Was he guiding you?
- How does Myers' work stack up against the other authors, and their writing, you have explored during this unit?

*Homework: Create a table of contents for the memoir of your life as it stands right now.*

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How do I determine the meaning of unknown and multiple meaning words or phrases in a reading?**

**TASK: Using "Ashes in the Grass" from *Knots in My Yo Yo String* by Jerry Spinelli analyze new vocabulary and content**

Standards:

ELACC8L4: 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.

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

Instruction:

- Pre-reading: As students enter the room have them copy the words and phrases (below) from the whiteboard/smartboard/projector
- There should be chart paper/bulletin board paper stationed around the room with each word or phrase written on it
- Ask students to write down what they think each word or phrase means in their Writer's Notebooks/Journals/Reading Diary
- During the reading: as students encounter the word or phrase during the reading ask them to annotate the text and mark any "clues" they find that help them determine the meaning
- Post-reading: Have students write on a post-it note their determined meaning of the words and phrases. Students should place post-it notes on coordinating chart paper around the room
- Discuss with the class the student responses and have them work together to clarify any confusion or discrepancies in understanding
  - elusive
  - gorge
  - "If Jerry Fox were a letter of the alphabet, he would have been an S. He was untouchable."
  - header
  - dump
  - "snag a liner"
  - donned

**ESSENTIAL QUESTION: How does the structure of a specific paragraph, including particular sentences, develop and refine key concepts in a text or writing?**

**TASK: Pull a paragraph from "Good Boy" a chapter in Spinelli's *Knots in My Yo Yo String* and analyze style, diction, sentence choice and their effects on the audience**

Standards:

ELACC8RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

ELACC8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character or provoke a decision.

Instruction:

- Pre-reading: ask students to think of their favorite scene in their favorite movie. Have 2 to 3 volunteers describe those scenes to the class
- Tell students to consider what makes those scenes memorable
- Provide students with a copy of the following paragraph (they need a copy so they can write on it)  
“A mother cow and her calf were hanging around just inside the fence, close enough for some of us to reach out and touch. Then as we watched in amazement, the mother—who, you must understand, was a lot taller than her offspring—backed up to the calf and pooped on its head. Until Mrs. Care finally wiped it off, the poop just stayed there, like a brown beret. Was it my imagination, or did the calf really have an expression on its face, as if to say, “Hey Ma—wha’d I do?”
- After reading the text to the students have them go back and mark on their papers what makes the recounting of the story special (the personification of the calf, the physical details-height, the simile)
- Ask student how this paragraph enforces the author’s assertion that he is a “good boy”

*Homework: Have students continue reading chapter and pull an additional memorable paragraph*

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How do I create a narrative that successfully develops my real experiences or life events-using descriptive details?**

**TASK: Using the chapter “Good Boy” from Spinelli’s *Knots in My Yo Yo String* as a mentor text students will write a narrative about a memorable moment that helped define them**

Standards:

ELACC8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.

- 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.
- Use narrative techniques, such as dialogue, pacing, description and reflection to develop experiences, events and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Instruction:

Day 1

- Students will brainstorm life altering, defining moments in their lives (moving, birth of a sibling, death of a parent, etc).
- Have students choose one moment and reflect on it in their Writer’s Notebook/Journal.

Day 2

- Elbow partner share-students should share their reflections from the previous day with their elbow partners.
- Ask listening elbow partners to think of what information (questions they need answered) they need to have a clear understanding of the moment the writer is trying to create.
- Students will now take critiques from elbow partner and correct writing.

Day 3

- Publish final draft of writing onto 11x13 colored construction paper and place on bulletin boards.

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How can I succeed on the assessment for this unit?**

**TASK: Students review elements of informational writing (at this point it should take all of 5 minutes) and work collaboratively with the teacher to create final assessment rubric/presentation standards**

**Standards:**

ELACC8RI4: 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.

ELACC8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 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 relationship among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information explained or presented.

ELACC8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or try a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate a command of Language standards 1-3 up to and including grade 8).

ELACC8W6: Use technology, including the Internet, to produce and publish writing and present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.

ELACC8W7: 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.

ELACC8W8: 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.

ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- d. Recognize and correct inappropriate shifts in verb voice and mood

ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. Spell correctly.

**Instruction:**

- Provide students with a copy of grade level standards and final assessment prompt:  
INFORMATIVE: Research one of the locations and time periods from the informational texts provided (e.g., Spinelli's 1950s Northeastern United States of America). Provide a detailed account of what daily life would have been like for a child your age from that locale and time. Research should include proper citations, works cited page/bibliography and should include visual aids or digital media representations.
- Lead students in a thorough deconstruction of all parts of the prompt so that they thoroughly understand what they will be asked to do in the assessment
- Determine medium for final assessment, this would be a great one to do in pairs and with digital media (a Prezi would be ideal!!)
- Students can choose to create a PowerPoint presentation, a life-size diorama, a skit, a Prezi, a video, etc.
- Examine key concepts (content vocabulary, figurative language, specific grammar conventions you have covered (verbs, advertising techniques and propaganda, etc) and share models of good work
- Provide rubric worksheet and as a group determine what expectations should be met and how you will determine if those expectations have been met.
- Have students work in pairs or teams to determine a peer review checklist they will use before turning in their final assessment

**ESSENTIAL QUESTION: How can I effectively demonstrate what I have learned in this text study?**

**TASK: Using the collaborative rubric students will create in class essay to the culminating assessment prompt**

Standards:

ELACC8W4: 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.)

ELACC8W6: use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas effectively as well as to interact and collaborate with others.

ELACC8W7: 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.

ELACC8W8: 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.

ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 reading standards to literature.
- b. Apply grade 8 reading standards to literary nonfiction.

ELACC8SL4: 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.

ELACC8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Instruction:

- Provide students with a copy of the rubric and a copy of the culminating assessment (see above) for this unit.
- Thoroughly dissect the prompt and the rubric so that students fully understand and comprehend what they must do for this assessment.
- Set due date.

**PLANS FOR ASSESSMENT 4: *integrating reading selections from the unit into a writing task***

PROMPT:

**ARGUMENT:** Using evidence from three of the provided informational texts, explain the idea of “ever-changing adolescent identities” as they have been presented in the literature. Analyze how the societal expectations vary between the three chosen texts and why/how do you believe the social expectations changed? Students must support all claims with evidence from each of the three texts chosen.

**SKILL BUILDING TASKS**

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION: How do word choice and connotation work to assist the reader in making inferences (specifically the analogy of baseball) and more clearly comprehend the author’s purpose?**

**TASK: Read selected excerpts from *To Kill a Mockingbird* by Harper Lee (selected text or film clip)**

Standards:

ELACC8RI2: Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.

ELACC8RI6: 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.

ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Instruction:

- As students enter the room ask them to pull out a sheet of paper and write down everything that comes to mind when they think “summer”

- Chances are the responses will vary; each response a different perspective or point of view.
- Ask students to consider why their responses are what they are. The responses are logical conclusions based on their experiences.
- Have students consider what it means to enjoy a summer vacation and the freedom it brings.
- Ask students to reflect on their own personal experiences of life lessons learned over summer vacations. They should write their reflections in their writer's notebook, journal, or literary diary.

**ESSENTIAL QUESTION: How does the use of active and passive voice affect the writer's purpose?**

**TASK: Examine active and passive voice in texts**

Standards:

ELACC8L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

ELACC8RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Instruction:

- Review active and passive voice with students.
- Active voice = subject is doing the verb (Joey is returning the movie)
- Passive voice = subject is being acted upon by the verb (The movie was returned by Joey)
- Have students examine the excerpts from *To Kill a Mockingbird* for examples of active or passive voice.
- Have students write examples of active and passive voice on sentence strips and post on the bulletin board.

\*Assessment Opportunity

**ESSENTIAL QUESTION: What are the reasons for different viewpoints within the same genre?**

**TASK: Students will read and analyze a selected short story from "A Summer Life" by Gary Soto**

Standards:

ELACC8RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

ELACC8RI6: 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.

ELACC8RL5: 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.

Instruction:

- Have students read a short story of the teacher or class's choice from the collection
- Students should annotate the text as they read/ keep notes on points of interest or points for discussion.
- After students have finished their reading call on a student to summarize the short story - write key concepts/timeline on the board.
- Have a second student summarize the excerpt from *To Kill a Mockingbird*. Determine and analyze the two different ideas of social acceptance within the texts.
- Compare and contrast the two in a double bubble thinking map or a Venn diagram.
- 

*Homework: Read a second selection from the Gary Soto collection*

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How do I make a text-to-self connection?**

**TASK: Students will read and analyze a selected short story from “A Summer Life” by Gary Soto**

Standards:

ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the texts says explicitly as well as inferences drawn from the text.

ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the texts says explicitly as well as inferences drawn from the text.

Instruction:

- As a warm up activity ask students to look up the term **relevancy** in a dictionary. My favorite is “connected to the matter at hand” (Have sets of dictionaries already out on the desk to minimize movement).
- Using a bubble map or brain tree have students write about what is relevant in their lives (food, death, friends, love, parents, sports, etc.).
- Direct students to pair up with elbow partners.
- Discuss any connections to the homework assignment.
- Consider the following: What similarities do I see between myself and the narrator?
- At the end of class ask students to share their conclusions with the class.

*Homework: Read a third selection from the Gary Soto collection.*

**ESSENTIAL QUESTION: How do I use punctuation to indicate a pause or break in thought?**

**TASK: Read a third selection from the Gary Soto collection and examine the texts for examples of punctuation indicating pauses or breaks in thought.**

Standards:

ELACC8L2: Demonstrate the command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or a break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

ELACC8W4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

Instruction:

- Before students enter the classroom create 6-8 different stations around the room, using chart paper, bulletin paper, or even worksheets) with different sentences from the texts using a comma, ellipsis or dash.
- Review use uses of comma, ellipsis and dash. <http://www.nationalpunctuationday.com/dash.html>
- Ask students to pull examples of these uses from their previous night’s reading.
- These examples will be their only guide to completing the next activity.
- Using the stations have students identify first what piece of punctuation is being use (this is pretty easy) and what the punctuation is being used for (e.g., omission, pause, indicating an abrupt change, series within a phrase, list, or attribution).
- Turn in the answers before leaving for the day.

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How do I incorporate newly acquired knowledge into an organized and structured narrative response?**

**TASK: Write a narrative using punctuation to indicate pauses or breaks in thought.**

Standards:

ELACC8W4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

ELACC8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.

- 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.
- b. Use narrative techniques, such as dialogue, pacing, description and reflection to develop experiences, events and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Instruction:

- Using those examples as mentor texts, have students create their own short narrative writing in which they use
  - Students should use one ellipsis for omission.
  - Students should use one dash for a series within a phrase.
  - Students should use one comma for a pause or a break
- Students can use any mentor text from this unit module as a mentor text (“Little League”, “Popularity”, “A Short Life”, “My Tutor”, etc.)

\*Assessment Opportunity

\*Fun Fact: National Punctuation Day is September 24

**ESSENTIAL QUESTION: What are the ways in which subjects and verbs must agree?**

**TASK: Review subject and verb agreement.**

Standards:

ELACC8L1: Demonstrate the command of the conventions of Standard English grammar and usage when writing or speaking.

- d. Recognize and correct inappropriate shift in verb voice and mood.

ELACC8L2: 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 omission.
- c. Spell correctly.

ELACC8L3: 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 the fact.

Instruction:

Learning stations:

- Place standards on sentence strips
- There are 8 total standards (main standards and sub standards) so you will have a total of 8 groups.
- Each group begins at a number station. (e.g., Group 1 at Station 1, Group 2 at Station 2, and so on.)
- Place a sentence strip at each station and ask students to find and record examples of the standard, either from a text read during this unit or creating one on the spot, on their graphic organizer.
- After 5-10 minutes (length depends on class time and number of examples you expect them to find) students should rotate to the next station and so

on until all students have been to all stations.

- At the end of the activity period students can turn in their work or share out with the group.

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How do I draw evidence from my readings to support my understandings, ideas, and claims in a text?**

**TASK: Draw evidence from the Lee and Soto texts to prepare text analysis.**

Standards:

ELACC8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ELACC8SL4: 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.

ELACC8RL2: 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.

ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 reading standards to literature.

Instruction:

Day 1

- Students will gather all notes/materials from the short stories read during this module.
- Assign students to groups of 4 and assign each group a short story.
- Each group will be responsible for reviewing the short story again and determining the theme or central idea the author is trying to express or convey.
- The group will work to create a 5 minute presentation, using the jigsaw approach, (including multi-media component) in which they will “teach” the class about the theme or central idea.
  - The multi-media component can be a student made video clip, a Powerpoint, a movie trailer for the short story, artwork, etc.
- Each group should also include some type of interactive student activity.

Day 2

- Allow students class time to work on their presentations.
- You may need to schedule a trip to the computer lab so that students can create the multi-media.

Day 3

- Presentation day.
- Students should distribute and collect, possibly even grade, their interactive student activity.

**\*Assessment Opportunity**

**ESSENTIAL QUESTION: How can I succeed on the assessment for this unit?**

**TASK: Students review elements of argumentative writing and work collaboratively with the teacher to create final assessment rubric/presentation standards**

Standards:

ELACC8RI4: 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.

ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish 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 and understanding of 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.

ELACC8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or try a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate a command of Language standards 1-3 up to and including grade 8).

ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Spell correctly.

Instruction:

- Place the prompt for this culminating writing task (see above) on chart paper or smart board.
- Lead students in a thorough deconstruction of all parts of the prompt so that they have a detailed understanding of what they will be asked to do in the assessment.
- Examine the vocabulary of the prompt and share student models of good work.
- Provide worksheets and copies of the 8<sup>th</sup> grade standards to students and engage them (in teams, pairs, or whole groups) in determining what they expect to see on a rubric for this assignment.
- Provide students with the actual rubric you will use, or modify it in class based on the feedback from discussion.
- Review the grammatical concepts included in this study and make sure they are meaningfully included in the rubric.
- Have students brainstorm a check-list of peer review items: that is, what should you check your paper for before the final edit to make sure it meets the requirements of the rubric (for example, check sentence fluency to be sure you have employed diverse and interesting sentence construction; check that all items are supported with evidence from the text and that evidence is properly cited, etc.)

\*Assessment Opportunity

**ESSENTIAL QUESTION: How can I effectively demonstrate what I have learned in this text study?**

**TASK: Using the collaborative rubric students will create in class essay to the culminating assessment prompt**

Standards:

ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of topic or text.
- Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

ELACC8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Spell correctly.

Instruction:

- Assign and clarify purpose of persuasive essay (understanding the foundations of expectations and why they are placed on certain people).
- Model and discuss the concept of a strong thesis statement.
- Model and discuss paragraph organization—main idea, primary supporting sentences, secondary supporting sentences.
- Distribute and explain use of graphic organizers for pre-writing (idea gathering) and paragraph planning.
- Allow class time for planning and draft writing in response to the assessment prompt.

