ELA

Grade 8

Sacramento City Unified School District

Curriculum Map

Sacramento City Unified School District

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Unit #1: Launching the Year - Reading and Writing
(Approximately 3 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

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

Reading Standards for Informational Text:

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

Writing Standards:

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

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

8.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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

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

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

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

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

Language Standards:

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

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

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

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

College and Career Descriptors:
- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:
- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways
- 1—Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- 3—Negotiate with or persuade others in conversations using an appropriate register using a variety of learned phrases, indirect reported speech and open responses.
- 4—Adjust language choices according to task, purpose, and audience.
- 5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
- 6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
- 11—Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.

Part 2: Learning About How English Works
- 1—Apply understanding of the organizational structure of different text types to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	**Assessments for Learning**	**Sequence of Learning Outcomes** *WHAT students will be able to do and WHY*	**Strategies for Teaching and Learning** *HOW to do this work, one possible way…*	**Differentiation** e.g., EL, SpEd, GATE	**Resources**

• How do we create a motivating, engaging, and respectful environment that conveys the delight and empowerment that accompanies literacy development?
 	
Reading:
 	
• How do we become strong readers?
• How do we help each other become strong readers?
 	
Writing:
 	
• How do we become strong writers?
• How do we
	Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform *immediate* teaching and learning:
	
	• **Observations** of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)
	• **Inventories**, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests
	• **Checklists,** completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" or "I checked for capitalization at the beginning of sentences)
		Rituals and Routines
		1. Learn and internalize routines to create a safe and productive learning community.
		
		2. Develop and follow agreed-upon rules for discussion to make collaboration productive and effective.
		
		3. Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback.
		
		4. Come to discussions prepared to make collaboration productive.
			Rituals and Routines:
			1. Introduce and practice protocols daily to internalize effective use of:
			  • Student access to and management of supplies (e.g., classroom library books, digital tools, paper and writing tools, etc.)
			  • Seating arrangements, i.e. partner and group configurations
			  • Student independent work time (location, transition to location, time frame, working with peers, and respectful use of learning supplies).
			2. Introduce discussion protocols for partner, small group, and whole class discussions using a looks like/sounds like/feels like chart.
			  • Reading & writing partners (how to physically turn and talk).
			  • Conversation expectations (e.g., eye contact, body language, volume/tone of voice).
			3. Introduce and practice academic language stems categorized by purpose (see Zwiers' Constructive Conversation Skills) using student friendly topics (e.g., taking turns, listening vs. speaking, repeating for clarification, ways to agree/disagree, building on responses, etc.)
			4. Set and define clear expectations for "being prepared" and provide opportunities for practice.
				• Know IEPs, 504s, CELDT level and history, GATE identification, where applicable
				
				• Student choice
				
				• Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest
				
				• Frequent monitoring of progress and checking of understanding
				
				• Compacting, i.e. accelerating students past known proficiencies
				
				• Independent learning contracts
				
				• Prompts for depth and complexity
				
				• Tiered assignments
					Suggested **Professional Books/Links:**
					
					Re: Differentiation: Universal Design for Learning
					
					The Reading Zone by Nancie Atwell
					
					Best Books for Boys by Pam Allyn
					
					A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher
					
					Text Complexity: Raising Rigor in Reading by Fisher, Frey, & Lapp
					
					Time for Meaning: crafting literate lives in middle and high school by Randy Bomer

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help each other become strong writers?
 	
Speaking and Listening:
 	
• What do we gain from collaborating with others?
	• **Conferences** in which the student and the teacher discuss a single work, a collection of works, progress, and goals
	• **Rubrics** constructed by the teacher and/or the students and completed by either or both
	• **Portfolios** which include a large collection of artifacts selected by the student in consultation with the teacher
	
	Medium Cycle Assessments- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.
	
	• Pre-unit, on-demand
	• End-of-unit/project/culminating task
	• Interim
	• Quarterly
	• Portfolio
	• Benchmarks
		Reading:
		1. Self- reflect to establish their reading identity and set goals.
		
		2. Develop the habit of mind of reading daily to become life-long readers.
		3. Build stamina to sustain independent reading.
		
		4. Read daily with purpose and understanding to build strong reading habits and stamina.
		
		5. Use self-assessment and self-management toward managing their independent reading time.
		
		6. Write in a Reading Response Journal to record responses to the text.
		
		7. Learn and internalize reading habits to manage independent reading time.
			Reading:
			1. Give a reading interest survey that allows for student reflection and results in written goals. Revisit and update goals periodically.
			2. Co-create a class chart of Strategies for Stamina they want to try during daily reads.
			3. Track progress of stamina on a personal line graph during independent reading time (reflect on why class/students made gains or losses).
			4. Introduce/Review " Reading with Stamina Strategies" daily:
			  • How to select books/texts of personal interest (Co-create a chart of how to select a book).
			  • Reread to extend independent reading time and comprehension.
			  • Identify and read just right books (Co-create a chart of How to Select a Just Right book).
			  • Purposefully abandon books (Co-create a "Why We Abandon Books" chart).
			  • Etc.
			5. Have students create a personal "Looks Like/Sounds Like/Feels Like" chart of strategies toward reading daily with stamina. Revisit chart adding and modifying strategies as noted during daily personal reflection.
			6. Model and share creative ways to record thinking about reading in a Reading Response Journal (e.g. Comparing/contrasting characters using icons/ drawings) Model how to share written or drawn responses with partner or small group.
			7. Co-create a chart of "Strategies to Figure out the Meaning of Unfamiliar Words":
			  • Context Clues
			  • Root Word, Prefix, Suffix
				• Visuals, e.g graphic organizers, written instructions, etc.
				
				• Movement
				
				• Multiple means of representation and expression
				
				• Alternate output and input options, e.g. audio and/or video text, technology
				
				• Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc.
				
				• Support for Executive Functioning, e.g. organization of work materials and time management, etc.
					Literature Circles: voice and choice in book clubs & reading groups by Harvey Daniels
					
					Socratic Circles and Literature Circles for Middle & High School English by Moeller & Moeller
					
					In the Middle by Nancie Atwell
					
					Teaching Middle School Writers: What Every English Teacher Needs to Know by Laura Robb

- Post-unit, on-demand

Long Cycle – Summative

Annual, e.g. CAASPP

- Apposition
- Using opposites
- Etc.

8. Understand that readers read for different purposes for a variety of conditions and circumstances and reasons
9. Read, listen, and talk with peers/ partners about text to build comprehension and negotiate meaning.

8. Co-create a chart of "What We Read & Why?" (e.g., social media, novel series, blogs, magazines, procedural writing).
9. Co-create a chart of ways to read, listen, and talk with their peers about texts.
    - Read and annotate before coming to discuss with partner.
    - Creating questions together before reading, then reading to answer.
    - Etc.
    (Use fish bowl technique to chart behaviors, "catching" students engaging in active partner reading, listening, and discussing).

10. Make language choices that are appropriate to academic setting when expressing ideas and requesting information or clarification.

10. Model how to share written and/or sketched responses from journals with partner or small group.

Writing:
1. Self-reflect to establish their writing identity.

2. Write Daily with purpose and understanding to build strong writing habits.

3. Establish the use of a writer's notebook to write daily and record a variety of meaningful, student-chosen entries.

Writing:
1. Give a writing interest survey that allows student reflection.
2. Watch video of author's maintaining writing stamina to gather strategy ideas of good writing habits. Co-create a personal chart of strategies to use to establish good writing habits. Insert in writer's notebooks for reference.
3. Reinforce procedures while teaching a new idea for writing entries in your Writer's Notebook.
    - Observations
    - Worries
    - Free-write

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		4. Engage in writing for increasingly longer stretches of time to sustain their work and get a lot done. 5. Use self-assessment and self-management toward managing their independent writing time. 6. Learn and internalize strategies to manage independent writing time. 7. Understand the value of rereading for many reasons including checking to see if their writing makes sense and to elaborate where needed. 8. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits. 9. Select, plan a structure for writing that suites the audience, task, and purpose, and draft a piece of writing to take through the writing process to learn the procedures of each step. 10. Read, listen, and talk with peers/partners about their writing to strengthen writing ideas and learn from others.	• Lists • Memories • Sketches • Descriptions (Sensory) • Ideas sparked from reading 4. Track progress of stamina on a personal line graph during independent writing time. 5. Reflect on stamina progress by revisiting personal strategies created in writing outcome 2 to add or delete strategies to increase independence. 6. Start a Personal "Writing Habit" T-Chart: Record behaviors observing students who demonstrate What Good Writers Do & Why Good Writers Do That. 7. Model rereading writing to revise and elaborate. 8. Co-create a chart of how and why "Writer's Confer with the Teacher" while others keep writing. 9. Model and chart procedures for future units of how to: • Selecting a piece from your writer's notebook • Plan • Draft 10. Read your piece aloud and model the procedure for peer responding. Give students something to listen for (e.g., a part of the piece where they want the writer to elaborate). Establish and chart		

		11. Revise a piece of writing for meaning and clarity and to learn the classroom revision procedures. 12. Edit their writing to learn the classroom editing procedures. 13. Publish their piece to share with a bigger audience. 14. Reflect orally and in writing to articulate their learning and develop their identities as writers. 15. Celebrate and share finished pieces so others can enjoy/connect with their writing. **Speaking and Listening:** 　Embedded above.	procedures to set up the routine for the year. 11. Model how to revise your piece by rereading for clarity and needed elaboration. Record procedures and revision protocols for future units. 12. Model procedure for editing one thing at a time by creating an "Editing Checklist" chart. (e.g., read the entire piece checking for only punctuation. Read it again checking for capitalization, etc.) 13. Model classroom procedures for publishing. Create a procedure chart/list for future units. 14. Brainstorm a list of the students remembered learning during the launch. Teach reflection and goal setting procedures by writing a student-generated "Dear Reader" letter. 15. Allow time for students to share their finished pieces (e.g., gallery walk, authors chair, group share, etc.) **Speaking and Listening:** 　Embedded above.		

Unit #2: Narrative - Reading and Writing Imagined Fiction (A Focus on Dystopian Fiction)
(Approximately 6 weeks)

ELA Common Core State Standards:

Note to teacher: *Additional standards not included below are TBD by text selection and site collaboration.*

Reading Standards for Literature:

- 8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- 8.3—Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- 8.4—Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA**
- 8.5—Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- 8.6—Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- 8.10—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.

Writing Standards:

- 8.3- 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 or setting 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.
- 8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 8.5—With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
- 8.6—Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- 8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

8.10—Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards:

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

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

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

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

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

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

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

8.4—Present claims and findings **(e.g., argument, narrative, response to literature presentations)**, 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. **CA**

a. **Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA**

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

8.6—Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Language Standards:

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

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

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

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

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

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

College and Career Descriptors:
- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:
- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:
Part 1: Interacting in Meaningful Ways
1—Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
3—Negotiate with or persuade others in conversations using an appropriate register using a variety of learned phrases, indirect reported speech and open responses.
4—Adjust language choices according to task, purpose, and audience.
5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
8—Explain how phrasing or different words with similar meaning or figurative language produce shades of meaning, nuances, and different effects on the audience.
11—Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.
12—Use and expanded set of general academic words, domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Part 2: Learning About How English Works
1—Apply understanding of the organizational structure of different text types to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.
3—Use a variety of verbs and different tenses, aspects, voices, and moods appropriate for the task, text type and discipline on a variety of topics.

Unit #2: Dystopian Fiction					
Essential Questions	**Assessments for Learning**	**Sequence of Learning Outcomes** ***What Students will be able to do and why***	**Strategies for Teaching and Learning** ***How to do this work, one possible way…***	**Differentiation** **e.g., EL, SpEd, GATE**	**Resources**
Reading: Unit focus is Dystopian Fiction. fiction, unit can also be shifted to focus on classic fiction, historical fiction, mystery, science fiction) • What do readers gain from reading dystopian fiction? • What are the characteristics of dystopian fiction? • How is dystopian fiction structured and crafted? Why? How should we read them as a result? • What language features are used in dystopian	Types of assessment practices: **Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform *immediate* teaching and learning:** • **Observations** of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) • **Inventories,** such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests • **Checklists,** completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion"	**Reading:** *Begin with short stories and advance towards longer pieces. The short selections become mentor texts for the writing of a dystopian fiction short story.* • Notice features of the selected fiction genre (I.e. dystopian). • Examine the various elements of a setting (time (future) and place) to understand the context of a story. • Analyze characterization (direct and indirect) to understand how the author develops characters over the course of the text. • Consider internal and external conflicts or how characters struggle with a problem to understand plot. • Study characters' dialogue and actions to analyze differences between the point of view of characters and that of the reader and the effects the differences create (e.g. suspense, humor, etc.) • Examine resolution to gain insight into how authors use story resolution to leave a lasting impression on the reader. • Notice significant words, sentences, phrases sections of the text and ask, "Does this piece of the story have greater meaning?" to introduce literary devices (e.g. symbolism, irony, imagery). • Reflect on and evaluate the meaning of a text to understand the theme.	**Reading:** • Co-create a noticing chart specific to selected genre using a variety of samples (e.g. book covers, movie trailers, images, audio, etc.) • Use a "Setting, Descriptive Evidence" T-chart. • Use a "Direct/Indirect Character Evidence" grid. • Use an "Internal/External conflict" grid. • Use the story arc process. • Use a double entry journal • Ask thoughtful questions of and about the character and respond to the questions from the character perspective. Support your response with evidence from the text | Question	Character's response	Evidence from Text | • Facilitate a collaborative discussion in which students explore the resolution through examining their feelings and the textual evidence. Capture ideas on a chart. • Use close reading strategies to illuminate literary devices. • Teacher chooses appropriate passage. Students work together to analyze the word choice and	• Know IEPs, 504s, CELDT level and history, GATE identification, where applicable • Student choice • Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest • Frequent monitoring of progress and checking of understanding • Compacting, i.e. accelerating students past known proficiencies • Independent learning contracts • Prompts for depth and complexity • Tiered assignments	**Related Texts** Short Stories • *Harrison Bergeron* by Kurt Vonnegut, Jr • *The Lottery* by Shirley Jackson • *The Pedestrian* by Ray Bradbury • *August 2026: There Will Come Soft Rains* by Ray Bradbury • *The Fun They Had* by Isaac Asimov • *If I Forget Thee, Oh Earth…* by Arthur C. Clarke • *The Ones Who Walk Away from Omelas* by Ursula Le Guin • *Robot Dreams* by Ray Bradbury • *The Veldt* by Ray Bradbury Novels

Unit #2: Dystopian Fiction					
Essential Questions	**Assessments for Learning**	**Sequence of Learning Outcomes** *What Students will be able to do and why*	**Strategies for Teaching and Learning** *How to do this work, one possible way…*	**Differentiation** **e.g., EL, SpEd, GATE**	**Resources**
fiction? Why? **Writing:** • How do writers of dystopian fiction structure and craft their stories? Why? • How do writers of dystopian fiction use language features? Why? **Speaking and Listening:** • What do we gain from collaborating with others about dystopian fiction?	or "I checked for capitalization at the beginning of sentences) • **Conferences** in which the student and the teacher discuss a single work, a collection of works, progress, and goals • **Rubrics** constructed by the teacher and/or the students and completed by either or both • **Portfolios** which include a large collection of artifacts selected by the student in consultation with the teacher **Medium Cycle - Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.** • Pre-unit, on-demand	• Examine excerpts from the text (to develop understanding of themes that emerge in dystopian fiction. • Explain how precise vocabulary and figurative language create an effect on the audience. (Language Feature 1) • Study text elements (characters, setting, plot) and how they relate to themes to understand how the author develops the theme. • Compare the treatment of theme, character type, or events in two or more dystopian fiction pieces to understand characteristics, features and purpose of the genre. • Analyze similarities and differences in other versions of a story (e.g. film, graphic novel, etc.) to understand artistic choices of the director/actors and their impact • Prepare for group discussions focused on themes, ideas, concepts, that emerge from selected excerpts to develop and share thinking about the text. • Reflect on the Essential Questions to articulate their own learning and develop their identities as readers and writers **Writing (Dystopian Fiction Short story):** • Notice features, craft and structure of mentor texts to prepare for writing a dystopian fiction narrative. • Generate ideas to produce their own dystopian fiction narrative (i.e. focus on and warn against	figurative language and the effect it has on them as readers. (Language Feature 1) • Use close reading strategies focused on theme. • Create structured independent reading of additional dystopian novels through independent reading or literature circles. Have students complete assignments with their text and then present information to the class or discuss with group. • Use a Feature Analysis/Comparison Chart to analyze the differences between film and print version of a story (To increase rigor, have students identify the features to analyze) • Use discussion protocols to discuss ideas about text. • Write a response to one of the Essential Questions **Writing:** • Analyze several exemplar personal or imaginative narratives and co-create a noticing chart. • Model Freewrite through think aloud • Revisit our "Setting/ Descriptive Evidence T-Chart and craft a setting.	• Visuals, e.g graphic organizers, written instructions, etc. • Movement • Multiple means of representation and expression • Alternate output and input options, e.g. audio and/or video text, technology • Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. • Support for Executive Functioning, e.g. organization of work materials and time management, etc.	(Can be used as the core text for the unit, and also independent reading or literature circles. Note: *Reading level and interest level should be considered when selecting text*) • *A Clockwork Orange* by Anthony Burgess (RL – 10) • *Fahrenheit 451* by Ray Bradbury (RL – 10) • *Divergent*, Veronica Roth (RL-9) • *Brave New World* by Aldous Huxley (RL – 9) • *Fever Crumb* (*Fever* Crumb series) by Philip Reeve (RL 8.5) • *1984* by George Orwell (RL - 8.2) • *Hunger Games*, Suzanne Collins (RL-7) • *The Giver* by Lois Lowry (RL – 6.8) • *Feed* by M. T. Anderson (RL – 6.7) • *Star Split* by Kathryn Lasky (RL – 6.1)

Unit #2: Dystopian Fiction				
Essential Questions	**Assessments for Learning**	**Sequence of Learning Outcomes** *What Students will be able to do and why*	**Strategies for Teaching and Learning** *How to do this work, one possible way…*	**Differentiation** e.g., EL, SpEd, GATE	**Resources**
	• End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand **Long Cycle – Summative** Annual, e.g. CAASPP	issues or challenges that arise due to scientific and technological advancements or changes in government; explores a moral, ethical, or philosophical question arising from these changes) • Establish and describe a setting to establish the context of the story. (a future society) • Center characters in a particular situation or event to develop characters motivation • Study the characteristics of "believable" characters to create unique complex characters (*Note: in dystopian fiction the main character has some special quality that may not be revealed until crisis; character grows as a result of their experiences*.) • Define the conflict (narrowly) and consider it from the characters point of view to further develop the conflict for the story • Create a series of events which include conflict, rising action, turning point (climax) and resolution to develop a plot. (Language Feature 2) • Create exchanges of dialogue, internal thoughts, description, and/or actions to express point of view and move the plot forward • Create a powerful beginning to engage the audience using foreshadowing, and other literary devices to create meaning • Create a powerful ending that reflects themes and important messages to leave a lasting impression on the reader. • Revise a story to improve writing.	• Model using a "Character / Event / Motivation" three column chart. • Generate a list of the characteristics of a "believable" character and create a set of questions to consider to develop characters. • Analyze short stories of dystopian fiction and create a chart of the features of conflicts successfully used in dystopian fiction short stories to generate ideas for the stories conflict • Use the Story Arc as a pre-write (Language Feature 2) • Revisit "Resolution" chart and craft ending. • Use a "T.A.G" strategy and graphic organizer • Use features of the rubric to seek and provide suggestions for revision • Revisit mentor text to discuss word choice and use of figurative language. Ask students to return to draft narrative to revise word choices and/or use of figurative language to achieve a desired effect on audience. (Language Feature 1) • Use a co-created editing checklist o Use peer editing focused on verb forms. (Language Feature 3) • Do a Voluntary Share using a Gallery Walk • Use a web-based publishing platform like fanfiction (www.fanfiction.net) or non-web based software (ibooks Author) to publish		• *The House of the Scorpion* by Nancy Farmer (RL 6.1) • *Matched (Matched Series)* by Ally Condie (RL 6) • *Gathering Blue* by Lois Lowry (RL – 5.9) • *REM World* by Rodman Philbrick (RL – 5.9) • *Among the Hidden* (*Shadow Children* series) by Margaret Peterson Haddix (5.9) • *Uglies*, Scott Westerfeld (RL-5.6) • *The Green Book* by Jill P. Walsh (RL 5.5) • *The Last Book in the Universe* by Rodman Philbrick (RL 5.3) • *City of Ember (Books of Ember* series) by Jeanne DuPrau (RL 5.1) • *Maze Runner*, (James Dashner (RL-5) • *Ship Breaker* by Paolo Bacigalupi (RL

Unit #2: Dystopian Fiction					
Essential Questions	**Assessments for Learning**	**Sequence of Learning Outcomes** *What Students will be able to do and why*	**Strategies for Teaching and Learning** *How to do this work, one possible way…*	**Differentiation** e.g., EL, SpEd, GATE	**Resources**
	5)	• Use precise vocabulary and figurative language to create an effect on the audience. (Language Feature 1) • Edit a story to improve writing. ○ Edit writing to ensure consistent and intentional choices in verb forms (e.g., tense, aspect, mood) (Language Feature 3) • Share their personal or imaginative narrative with an audience to celebrate their learning. • Construct a short written or multimedia piece to reflect on their writing. **Speaking and Listening:** • Prepare notes on the development of key literary elements or devices to fully participate/ contribute in collaborative discussions with peers	**Speaking and Listening:** Embedded above.		5) • *Unwind*, Neal Shusterman (RL-5) • *The Limit* by Kristen Landon (4.4) • *Life as We Knew It* (*Life as We Knew It* series) by Susan Beth Pfeffer (RL 4.3) Movie / Videos • The Village • Early Star Trek episodes • *The Truman Show*, Peter Weir (Film) • *2081*, Chandler Tuttle Professional Literature Lattimer, Heather: *Thinking Through Genre: Units of Study in Reading and Writing Workshops Grades 4-12* Foster, Thomas C.: *How to Read Literature Like*

Unit #2: Dystopian Fiction					
Essential Questions	**Assessments for Learning**	**Sequence of Learning Outcomes** *What Students will be able to do and why*	**Strategies for Teaching and Learning** *How to do this work, one possible way…*	**Differentiation** e.g., EL, SpEd, GATE	**Resources**
					a Professor Graff, Gerald and Birkenstein, Cathy: *They Say I Say* Calkins, Lucy, Ehrenworth, Mary, Lehman, Christopher: *Pathways to the Common Core* Larry Ferlazzo, *Helping Students Motivate Themselves: Practical Answers To Classroom Challenges* Larry Ferlazzo, *NEW Self-Driven Learning: Teaching Strategies for Student Motivation* Katie Hull Sypnieski, Larry Ferlazzo *NEW The ESL / ELL Teacher's Survival*

Unit #3: Informative/Explanatory - Reading and Writing Research Project
(Approximately 6 weeks)

ELA Common Core State Standards:

Reading Standards for Informational Text:

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

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

8.3—Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8.4—Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA**

8.5—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.

    a. **Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA**

8.6—Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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

8.8—Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.9—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.

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

Writing Standards:

8.2 - Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications),** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**

    a. Introduce a topic **or thesis statement** 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. **CA**

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

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

    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 or explanation presented.

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

standards 1–3 above.)

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

8.7— Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8.8—Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

  a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

  b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Speaking and Listening Standards:

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

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

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

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

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

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

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

8.4—Present claims and findings **(e.g., argument, narrative, response to literature presentations)**, 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. **CA**

  a. **Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA**

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

8.6—Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Language Standards:

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

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

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

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

College and Career Descriptors:
- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:
- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:
Part 1: Interacting in Meaningful Ways
1—Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

3—Negotiate with or persuade others in conversations using an appropriate register using a variety of learned phrases, indirect reported speech and open responses.

4—Adjust language choices according to task, purpose, and audience.

5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.

6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.

11—Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.

Part 2: Learning About How English Works
1—Apply understanding of the organizational structure of different text types to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.

3—Use a variety of verbs and different tenses, aspects, voices, and moods appropriate for the task, text type and discipline on a variety of topics.

6—Combine clauses in a wide variety of ways to make connections between and join ideas, for example, to show the relationship between multiple events or ideas.

Unit #3: Informational					
Essential Questions	**Assessments for Learning**	**Sequence of Learning Outcomes** *What Students will be able to do and why*	**Strategies for Teaching and Learning** *How to do this work, one possible way…*	**Differentiation** e.g., EL, SpEd, GATE	**Resources**
Reading: • What do readers gain from reading informational text? • What are the characteristics of informational texts? • How are (Research Projects, Feature Articles, Informational, Articles) texts structured and crafted? Why? How should we read them as a result? • What language features are used in informational text (Research	Types of assessment practices: **Short Cycle Assessments -** (minute-by-minute, daily, weekly) Formative assessment to inform *immediate* teaching and learning: • **Observations** of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) • **Inventories**, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests • **Checklists,** completed by the teacher or the writer, in which targeted objectives are highlighted ("I	Students will be able to… **Reading:** • Compare and contrast the overall structures of sources to orient themselves to informational text to determine how to read the text • Gather multiple relevant print or digital sources to develop and address research questions • Use various text features to determine if there are multiple main ideas within a text and identify each one with relevant supporting details from the text • Synthesize the important ideas from smaller sections of the whole to determine the overall main idea • Identify and analyze the relationship between key ideas, people, and events in informational text to begin to organize information • Determine the meaning of new vocabulary in their reading to expand their vocabulary • Analyze the author's word choices and their impact to understand how word choice impacts the meaning of the text. • Understand how elements from different text types can be used within a single text to achieve a particular purpose (e.g., capture and maintain the interest of an audience) (Language Feature 1) • Revisit key paragraphs in the texts to determine	One way to do the work is to… **Reading:** • Co-create "Structures in Informational Texts" chart • Begin a t-chart with "Thick and Thin Questions" to research and gather print or digital sources • Model thinking and add ideas to the "Main Ideas, Supporting Details, and My Thinking" graphic organizer • Refer to "Main Ideas, Supporting Details" graphic organizer and model thinking about how the main ideas go together • Model thinking using a "Key Ideas, People, and Events" graphic organizer • Co-create a "Strategies for Finding the Meaning of New Words" chart • Use Semantic Gradients to create word continuums and analyze the shades of meaning in words and their impact in the text. • Analyze mentor texts for their use of narrative, informational, and argument. Discuss the role each plays and how the author transitions from one to another in order to achieve the author's purpose. (Language Feature 1) • Use Syntax Surgery strategy to show how the author connects ideas in a paragraph (Kylene Beers)	• Know IEPs, 504s, CELDT level and history, GATE identification, where applicable • Student choice • Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest • Frequent monitoring of progress and checking of understanding • Compacting, i.e. accelerating students past known proficiencies • Independent learning contracts • Prompts for depth and complexity	*Expository Reading and Writing Course-*Module selections: • The Construction of a College Experience **Holt Selections:** *"Road Warriors, Listen Up: Some Rules for Streetwise Biking"* *"Memory, a Matter of Brains and Brawn"* *"Home, Sweet Soddie"* *"Fast, Strong, and Friendly Too"* *"Destination: Mars"* *"Cesar Chavez: He*

Projects, Feature Articles, or Informational Articles)? Why? **Writing:** • How do informational writers research? • How do informational writers structure and craft informational text? Why? • How do informational writers apply language features? Why? **Speaking and Listening:** • What do we gain from collaborating with others about informational text?	included a conclusion" or "I checked for capitalization at the beginning of sentences) • **Conferences** in which the student and the teacher discuss a single work, a collection of works, progress, and goals • **Rubrics** constructed by the teacher and/or the students and completed by either or both • **Portfolios** which include a large collection of artifacts selected by the student in consultation with the teacher **Medium Cycle Assessments-** Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned. • Pre-unit, on-demand • End-of-unit/project/culminating task • Interim	how the author develops ideas and concepts. • Integrate information from multiple sources to create a more complete answer to their question • Consider an author's point of view and analyze multiple accounts or texts on the same topic in order to distinguish among the points of view • Understand how writers use passive voice in order to draw attention to or away from people, events, ideas, etc. (e.g., The oil **was spilled** off the coast of Alaska.) (Language Feature 2) • Ask questions of the author to evaluate the validity of the arguments and claims an author is making. • Focus on, read, and select visuals to support their presentation of information on a given topic • Reflect on the Essential Questions to articulate their own learning and develop their identities as readers and writers **Writing:** • Conduct research to select high interest topics. • Take organized notes and craft clear and organized responses to their reading to record their thinking and learning. • Synthesize information from multiple sources including students' reading responses to integrate evidence into their writing • Understand when and how to objectively summarize, paraphrase, and quote accurately when taking notes on a text to utilize the work of other people effectively and respectively • Introduce their topic clearly by providing a thesis or focus statement to engage the reader and reflect an objective point of view and preview	• Skim notes gathered from various resources and use the "5 Ws, 1H" graphic organizer • Use a Venn Diagram to compare point of view from two sources • Use the "Questioning the Author" strategy • Notice use of passive voice in teacher chosen passages and identify the participants and process when disguised or emphasized by passive voice. Discuss effective and ineffective use of passive voice. (Language Feature 2) • Use a co-created T-Chart "Visuals That Support Our Work" • Write a response to one of the Essential Questions **Writing:** • Model finding inspiration for a topic to study using the ""Inspiration, Wondering, Search Terms, Sources " graphic organizer • Record main ideas of selected topic and notes using a "Source ,Main Idea and My Thinking" Three column-chart • Use a three-column chart "Summarizing, Paraphrasing, or Direct Quote?" • Model using reader response journal to craft a written response that identifies main idea, supporting details, and explain how the details support the main idea • Model writing four introductions to your topic • Craft a written response to the question "Explain	• Tiered assignments • Visuals, e.g graphic organizers, written instructions, etc. • Movement • Multiple means of representation and expression • Alternate output and input options, e.g. audio and/or video text, technology • Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. • Support for Executive Functioning, e.g. organization of work materials and time management, etc.	*Made a Difference"* *"Picking Strawberries: Could You Do It?"* *"A Tragedy Revealed: A Heroine's Last Days"* *"Olympic Games"* *"Getting to The Pointe"* *"Little Walter"* *"Blasting Through Bedrock: The Central Pacific Railroad Workers"* *"The City Beat"* *Suggested:* **Trade Books: TBD** *Suggested:* **Professional Books for further study:**

• Quarterly • Portfolio • Benchmarks • Post-unit, on-demand **Long Cycle – Summative** Annual, e.g. CAASPP	what is to follow • Provide relevant facts, definitions, concrete details, quotations, or other information or examples to develop their topic • Combine clauses to show contrast or agreement between ideas from multiple sources (e.g., Although Exxon attributes the oil spill to weather conditions, the U.S. Coast guards cites operator error.) (Language Feature 3) • Organize ideas, concepts and information in order to establish and maintain a formal style. • Revise and consider a new approach when appropriate to clarify content for the reader. • Edit for conventions of Standard English to convey ideas and concepts clearly. • Provide a list of sources to give credit to any and all resources utilized during the research process. • Publish and share research with others to celebrate efforts and reflect on the work. **Speaking and Listening:** Embedded above.	the relationship or interactions between two or more key individuals, events, or ideas in your topic." • Notice the ways authors show contrast or agreement between information from multiple sources. Students collect sentence structures and signal words that show contrast or agreement based on mentor text. Students use the sentence structures and signal words from the reading lesson to use in their drafts. (Language Feature 3) • Use the "Analysis of Informational Article" graphic organizer. • Use a "T.A.G" strategy and graphic organizer • Use a co-created editing checklist • Use an online bibliography generator • Share final project with the class. Classmates respond thoughtfully to one another **Speaking and Listening:** Embedded above.		Lattimer, Heather: *Thinking Through Genre: Units of Study in Reading and Writing Workshops Grades 4-12* Beers, Kyleen, *When Kids Camt Read, What Teachers Can Do* Graff, Gerald and Birkenstein, Cathy: *They Say I Say* Calkins, Lucy, Ehrenworth, Mary, Lehman, Christopher: *Pathways to the Common Core* Hillocks, George Jr., *Teaching Argument Writing* Larry Ferlazzo, *Helping Students Motivate Themselves:*

				Practical Answers To Classroom Challenges Larry Ferlazzo, *NEW Self-Driven Learning: Teaching Strategies for Student Motivation* Katie Hull Sypnieski, Larry Ferlazzo *NEW The ESL / ELL Teacher's Survival*

Unit #4: Argument – Reading Informational and Argument Text and Writing the Position Paper
(Approximately 6 weeks)

ELA Common Core Content Standards:

Reading Standards for Informational Text:

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

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

8.4—Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA**

8.5—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.

    a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA

8.6—Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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

8.8—Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.9—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.

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

Writing Standards:

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

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

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

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

    d.   Establish and maintain a formal style.

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

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

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

8.6—Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8.7— Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple

avenues of exploration.

8.8—Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

    a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

    b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

8.10—Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards:

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

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

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

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

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

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

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

8.4—Present claims and findings **(e.g., argument, narrative, response to literature presentations),** 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. **CA**

    a. **Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA**

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

8.6—Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Language Standards:

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

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

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

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

College and Career Descriptors:
- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:
- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:
Part 1: Interacting in Meaningful Ways

1—Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

3—Negotiate with or persuade others in conversations using an appropriate register using a variety of learned phrases, indirect reported speech and open responses.

4—Adjust language choices according to task, purpose, and audience.

5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.

6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.

11—Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.

Part 2: Learning About How English Works

Unit #4: Positon Paper					
Essential Questions	**Assessments for Learning**	**Sequence of Learning Outcomes** *What Students will be able to do and why*	**Strategies for Teaching and Learning** *How to do this work, one possible way…*	**Differentiation** e.g., EL, SpEd, GATE	**Resources**
Reading: • What do readers gain from reading argument texts? • What are the characteristics of argument texts? • How are argument texts structured and crafted? Why? How should we read them as a result? • What language features are used in argument texts? Why? **Writing:** • How do writers of position papers structure and craft their pieces? Why? • How do writers of position papers use	Types of assessment practices: **Short Cycle Assessments -** (minute-by-minute, daily, weekly) Formative assessment to inform *immediate* teaching and learning: • **Observations** of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) • **Inventories**, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests	**Reading:** • Argue a position and effectively refute a counter claim to understand how to develop and communicate arguments. • Notice the structure and features of position papers to deepen understanding of the genre and apply that knowledge to our work • Identify the purpose and audience of a position paper to deepen understanding of the genre. • Choose a topic which they are interested in and gather related research materials to formulate a position based on authentic concerns. • Research credible sources and take notes on a topic about which they are interested to find and organize evidence to support their claim • Compare and contrast multiple accounts of the same topic or event to effectively acknowledge and address alternative or opposing claims. • Revisit mentor texts to analyze how writers craft an introduction. • Revisit mentor texts to analyze how writers build and support an argument. • Revisit mentor text to analyze how writers address and refute counter arguments with logical reasoning and relevant evidence. • Revisit mentor texts to analyze how writers craft strong conclusions which follow from	**Reading:** • Use the "Argument Talk Protocol." LINK • Co-create a "What We Noticed about Position Papers" chart • Discuss the purposes of position papers and record them on a "Purposes of Position Papers" chart • Select a topic using the "What Inspires Me to Make My Voice Heard" chart (created during Writing Lesson 1), use your topic to generate a list of key words to use in a library search • Use Jigsaw groups and a variety of sources for students to determine what constitutes a credible source and co-create a checklist • Consider opposing positions by co-creating a T-chart with "Point of View" and "Opposing Position" • Study mentor texts and record noticings on an "Elements of a Strong Introduction" chart • Revisit mentor texts and complete an "Analysis of Evidence" graphic organizer • Use a "Gallery Walk" of excerpted counter claims from mentor texts to co-create a "Refuting Counter Claims" chart • Study mentor texts and record noticings on an "Elements of a Strong Conclusion" chart • Respond to one of the essential questions	• Know IEPs, 504s, CELDT level and history, GATE identification, where applicable • Student choice • Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest • Frequent monitoring of progress and checking of understanding • Compacting, i.e. accelerating students past known proficiencies • Independent learning contracts • Prompts for depth and complexity • Tiered assignments • Visuals, e.g graphic organizers, written	*Expository Reading and Writing Course-* Module selections: • When is Lying Okay? • Robots in School? Time for Kids National Geographic Time for Kids Teen Ink *Suggested:* **Trade Books: TBD** *Suggested:* **Professional Books for further study:** Lattimer, Heather: *Thinking Through Genre: Units of Study*

language features to persuade their readers? **Speaking and Listening:** • What do we gain from collaborating with others about position papers?	• **Checklists,** completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" or "I checked for capitalization at the beginning of sentences) • **Conferences** in which the student and the teacher discuss a single work, a collection of works, progress, and goals • **Rubrics** constructed by the teacher and/or the students and completed by either or both • **Portfolios** which include a large collection of artifacts selected by the student in consultation with the teacher	and support the argument presented. • Reflect on the core questions to articulate their own learning and develop their identities as readers and writers. **Writing:** • Think about and select an issue that inspires them to make their voices heard to foster higher-quality writing that makes a logical argument. • Consider their audience to guide construction of the argument, the tone, word choice, and content. • Use an increasing variety of words/phrases to connect evidence, reasons, and claim. (Language Feature 1) • Craft strong claim statements about an issue to express the position clearly and powerfully. • Plan how their argument will unfold to organize their writing in a logical way that establishes a formal style so the reader can follow the reasoning. • Use the conditional or subjunctive mood to present hypothetical situations that support an argument (e.g., conditional: If we act now, the effects of global warming will be surmountable. Subjunctive: Unless we were to act now, to effects of global warming will be insurmountable.) (Language Feature2) • Craft powerful, engaging, and clear introductions to make a first impression and to provide background information about the argument. • Draft organized and logical arguments using	**Writing:** • Co-create a "What Inspires Me to Make My Voice Heard" chart • Provide sample scenarios for students to determine audience • (Ongoing) Collect a variety of connecting words and phrases that connect evidence, reasons, and claim. Students use words and phrases to improve clarity of writing. (Language Feature 1) • Use a "Developing a Claim Statement" graphic organizer and refer back to "Elements of a Strong Introduction" chart. • Use the "Planning for Your Argument" graphic organizer. • Revisit "Elements of a Strong Introduction" chart. • Notice how writers present hypothetical (e.g., conditional or subjunctive mood) situations using to support their argument. Students collect sentence structures from mentor text that can be used in their own argument pieces. (Language Feature2) • Use the co-created "credible Source" checklist and revisit the "Planning Your Argument" graphic organizer. • Refer back to "Refuting Counter Claims" chart • Notice use of modal expressions in mentor texts and discuss how they are used to express attitudes, opinions, and to temper statements. Co-create a list	instructions, etc. • Movement • Multiple means of representation and expression • Alternate output and input options, e.g. audio and/or video text, technology • Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. • Support for Executive Functioning, e.g. organization of work materials and time management, etc.	*in Reading and Writing Workshops Grades 4-12* Foster, Thomas C.: *How to Read Literature Like a Professor* Graff, Gerald and Birkenstein, Cathy: *They Say I Say* Calkins, Lucy, Ehrenworth, Mary, Lehman, Christopher: *Pathways to the Common Core* Hillocks, George Jr., *Teaching Argument Writing* Larry Ferlazzo, *Helping Students Motivate Themselves: Practical Answers To Classroom Challenges* Larry Ferlazzo, *NEW Self-Driven Learning: Teaching Strategies for Student*

		relevant evidence from credible sources to effectively support their claims. • Acknowledge and address counter arguments to strengthen their position. • Express attitude and opinions or temper statements with nuanced modal expressions (e.g., potentially/certainly/absolutely) when addressing counterclaims (e.g., While Exxon's claims about weather conditions are *certainly* plausible, they *must* be considered in light of the repercussions Exxon would face if operator error caused the oil spill.) (Language Feature 3) • Craft strong, relevant conclusions which follow from and support the argument to create a lasting impression in the minds of the readers. • Revise and consider a new approach when appropriate to clarify content for the reader. • Edit for conventions of Standard English to convey ideas and concepts clearly. • Provide a list of sources to give credit to any and all resources utilized during the research process. • Publish and share research with others to celebrate efforts and reflect on the work. **Speaking and Listening:** Embedded above.	of modal expressions found in text to be referenced for student writing. (Language Feature 3) • Demonstrate think aloud to select the best type of conclusion/call to action for an intended audience • Use a "T.A.G" strategy and graphic organizer • Use an co-created editing checklist • Use an online bibliography generator • Use Mac Book "Screen Record" for student reflection		*Motivation* Katie Hull Sypnieski, Larry Ferlazzo *NEW The ESL / ELL Teacher's Survival*

Medium Cycle Assessments (left column):

Medium Cycle Assessments - Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.

• Pre-unit, on-demand
• End-of-unit/project/culminating task
• Interim
• Quarterly
• Portfolio
• Benchmarks
• Post-unit, on-demand

Long Cycle – Summative

Annual, e.g. CAASPP

			Speaking and Listening: Embedded above.		

Unit #5: Argument – Reading Literature and Writing the Literary Analysis Essay
(Approximately 4 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

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

8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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

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

8.5—Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.6—Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

8.9—Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

8.10—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.

Writing Standards:

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

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

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

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

    d. Establish and maintain a formal style.

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

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

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

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

    a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

    b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

8.10—Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards:

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

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

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

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

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

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

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

8.4—Present claims and findings **(e.g., argument, narrative, response to literature presentations)**, 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. **CA**

a. **Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA**

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

8.6—Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Language Standards:

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

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

Language Standards as demanded by formative assessment: L1, L2

College and Career Descriptors:
- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.

SEL Competencies:
- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills

- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

- Social Awareness

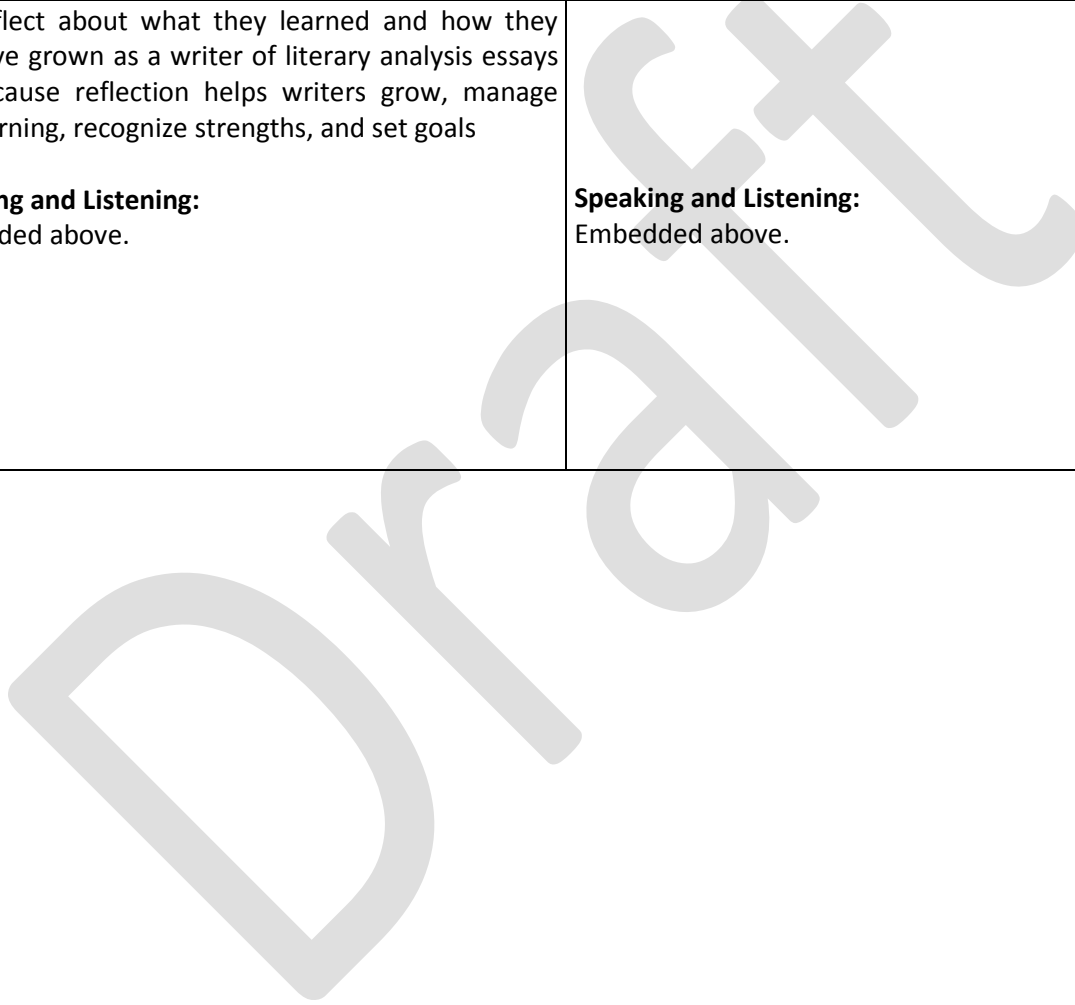**ELD Standards:**
Part 1: Interacting in Meaningful Ways
   1—Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
   3—Negotiate with or persuade others in conversations using an appropriate register using a variety of learned phrases, indirect reported speech and open responses.
   4—Adjust language choices according to task, purpose, and audience.
   5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.
   6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.
   11—Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.

Part 2: Learning About How English Works

Unit #5: Literary Analysis					
Essential Questions	**Assessments for Learning**	**Sequence of Learning Outcomes** *What Students will be able to do and why*	**Strategies for Teaching and Learning** *How to do this work, one possible way…*	**Differentiation** e.g., EL, SpEd, GATE	**Resources**
Reading: • What do readers gain from reading and analyzing literature? • What are the characteristics of literary analysis essays? • How are literary analysis essays structured and crafted? Why? How should we read them as a result? • What language features are used in literary analysis essays? Why? **Writing:** • How do literary analysis essay writers' structure and craft their	Types of assessment practices: **Short Cycle Assessments -** (minute-by-minute, daily, weekly) Formative assessment to inform *immediate* teaching and learning: • **Observations** of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) • **Inventories**, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests • **Checklists,** completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion"	**Reading:** • Consider the difference between a subject and a theme to understand that subject applies to the reading, but the theme is a generalization or insight about life. • Determine themes by making connections between events across the text to understand the broader meanings of the text. • Identify how characters change and develop over the course of a text to uncover themes in a text. • Ask and answer questions to discuss literary elements e.g. plot, setting, characters, themes. • Readers identify the most important parts of the text to determine how themes are illuminated. • Analyze how an author develops and contrasts the points of view of different characters or narrators in a text to understand how authors shape their stories. • Analyze authors use of literary devices e.g. symbolism, irony, figurative language, etc. to understand how the devices contribute to the meaning of the text. • Readers consider how a writer's background and views influence the content and theme of his or her writing to better understand the content and theme. • Readers compare and contrast themes across short texts to explore various recurring and universal themes. • Readers analyze how visual and multimedia	**Reading:** • Define the difference between subject and theme using a "Subject vs. Theme" chart • Engage in class discussion based on key questions to identify the subject and themes • Co-create a "Character Analysis Progression " chart which includes direct and indirect characterization • Engage in close reading and collaboration to answer guiding questions to uncover literary elements e.g. plot, setting, characters, themes. • Model identifying most important parts of a song and its elements to uncover theme • Engage in class discussion based on close reading to uncover points of view of different characters or narrators. • Students engage in a gallery walk where they analyze sections of the text for literary devices e.g. symbolism, irony, figurative language, etc • Research a writer's background to discover its influence on the work. • Use a Venn Diagram (Core Ready Lesson 8) • Read song lyrics, listen to the song, and view a video clip to answer key questions about theme (Core Ready Lesson 9) • Answer Essential Questions and record student thinking using a "Mind Map"	• Know IEPs, 504s, CELDT level and history, GATE identification, where applicable • Student choice • Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest • Frequent monitoring of progress and checking of understanding • Compacting, i.e. accelerating students past known proficiencies • Independent learning contracts • Prompts for depth and complexity • Tiered assignments • Visuals, e.g graphic	Response to Literature Unit of Study by SCUSD Stories: From Appendix B: (hyperlink) Poetry: From Appendix B: (hyperlink) Mentor Texts • Literary Analysis Essay exemplars (hyperlink) Professional Reading Texts: Lattimer, Heather: *Thinking Through Genre: Units of Study in Reading and Writing Workshops Grades 4-12* Foster, Thomas C.: *How to Read Literature Like a*

Unit #5: Literary Analysis					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes *What Students will be able to do and why*	Strategies for Teaching and Learning *How to do this work, one possible way…*	Differentiation e.g., EL, SpEd, GATE	Resources
writing? Why? • How do literary analysis essay writers use language features to convey clear arguments to their readers? **Speaking and Listening:** • What do we gain from collaborating with others when responding to literature?	or "I checked for capitalization at the beginning of sentences) • **Conferences** in which the student and the teacher discuss a single work, a collection of works, progress, and goals • **Rubrics** constructed by the teacher and/or the students and completed by either or both • **Portfolios** which include a large collection of artifacts selected by the student in consultation with the teacher **Medium Cycle Assessments** - Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.	elements contribute to the theme of a text to consider how their understanding is affected by multimedia (if applicable). • Readers reflect on the Essential Questions to articulate their own learning and develop their identities as readers and writers. **Writing:** (From Response to Literature Unit of Study by SCUSD) • Study exemplar literary analysis essays to understand the structure and craft of the genre • Reread response journals in order to choose a compelling piece of literature to respond to in a more developed way • Develop their ideas for their literary analysis essays before drafting so they have well-developed thoughts • Write their best first draft to have something to work with and revise • Revisit their writing with a partner to make choices about how to revise and strengthen their work • Make revisions considering audience, task, and purpose to deliver meaning to the reader in a clear and engaging way • Edit their literary analysis essays for language use and conventions to make the writing easy for their reader to read • Prepare their essays for publication so they can share their literary analysis essays in real and meaningful ways	**Writing:** (See the Materials section of the Response to Literature Unit of Study by SCUSD) • Study literary analysis essay exemplars and co – create a "What We Notice" chart • Review Response Journals and mark three choices to further analyze using sticky notes • Record ideas about literary elements e.g. plot, setting, characters, theme in a Reading Response Journal • Record ideas about literary devices e.g. symbolism, irony, figurative language in a Reading Response Journal • Refer back to "What We Notice" chart, draft by making choices about the craft and structure. • Refer back to "What We Notice" chart as a way to self-evaluate stylistic choices. • Co- create an "Editing Checklist" • Review edits and revisions before publishing • Provide a variety of opportunities for students to reflect.	organizers, written instructions, etc. • Movement • Multiple means of representation and expression • Alternate output and input options, e.g. audio and/or video text, technology • Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. • Support for Executive Functioning, e.g. organization of work materials and time management, etc.	*Professor* Graff, Gerald and Birkenstein, Cathy: *They Say I Say* Calkins, Lucy, Ehrenworth, Mary, Lehman, Christopher: *Pathways to the Common Core* Hillocks, George Jr., *Teaching Argument Writing* Larry Ferlazzo, *Helping Students Motivate Themselves: Practical Answers To Classroom Challenges* Larry Ferlazzo, *NEW Self-Driven Learning: Teaching Strategies for Student Motivation* Katie Hull Sypnieski, Larry Ferlazzo *NEW*

Unit #5: Literary Analysis					
Essential Questions	**Assessments for Learning**	**Sequence of Learning Outcomes** *What Students will be able to do and why*	**Strategies for Teaching and Learning** *How to do this work, one possible way…*	**Differentiation** e.g., EL, SpEd, GATE	**Resources**
	• Pre-unit, on-demand • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand **Long Cycle – Summative** Annual, e.g. CAASPP	• Reflect about what they learned and how they have grown as a writer of literary analysis essays because reflection helps writers grow, manage learning, recognize strengths, and set goals **Speaking and Listening:** Embedded above.	**Speaking and Listening:** Embedded above.		*The ESL / ELL Teacher's Survival*

Unit #6: Critical Media Literacy
(Approximately 4 weeks)

ELA Common Core State Standards:

 Reading Standards for Literature:

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

8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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

8.5—Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.6—Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

8.9—Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

8.10—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.

Reading Standards for Informational Text:

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

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

8.3—Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8.4—Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA**

8.5—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.

   a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA

8.6—Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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

8.8—Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.9—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.

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

 Writing Standards:

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

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

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

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

d.   Establish and maintain a formal style.

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

8.2 - Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications),** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**

a.   Introduce a topic **or thesis statement** 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. **CA**

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

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

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 or explanation presented.

8.3- 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 or setting 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.

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

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

8.6—Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8.7— Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8.8—Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

8.10—Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards:

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

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

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

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

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

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

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

8.4—Present claims and findings **(e.g., argument, narrative, response to literature presentations)**, 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. **CA**

a. **Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA**

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

8.6—Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Language Standards:

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

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

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

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

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

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

College and Career Descriptors:
- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:
- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

1—Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

3—Negotiate with or persuade others in conversations using an appropriate register using a variety of learned phrases, indirect reported speech and open responses.

4—Adjust language choices according to task, purpose, and audience.

5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.

6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.

11—Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.

Part 2: Learning About How English Works

Unit #6: Critical Media Literacy					
Essential Questions	**Assessments for Learning**	**Sequence of Learning Outcomes** *What Students will be able to do and why*	**Strategies for Teaching and Learning** *How to do this work, one possible way…*	**Differentiation** *e.g., EL, SpEd, GATE*	**Resources**
Reading: • What do readers gain from reading media (films, television, internet, ads, etc)? • What are the characteristics of various media? • How is media structured and crafted? Why? How should we read them as a result? • What language features are used in various media? Why? **Writing:** • How do writers/produ	Types of assessment practices: **Short Cycle Assessments** - (minute-by-minute, daily, weekly) Formative assessment to inform *immediate* teaching and learning: • **Observations** of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) • **Inventories**, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests • **Checklists,** completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" or "I checked for	Note: Media literacy is the ability to access, interpret, analyze, evaluate, and use all forms of media from direct mail pieces to newspaper articles and television advertisements to Internet content. Media literacy includes understanding that because different people interpret messages in different ways, the media often change their message about the same product or issue to fit their intended audience. Films and other visual media can be "read" in a conscious and deliberate way (just like we read words) to extract meaning. **Products-PSA's** • Analyze…to explore the effects media have on our society and us as individuals • To identify inferred messages, target audiences, and appeal strategies **http://medialiteracyproject.org/language-persuasion** • Use viewing/representing techniques to inform, entertain, and persuade • To Investigate social values presented in the media • To Analyze portrayals of different groups of people in the media • To identify stereotypes presented through the	**TBD**	• Know IEPs, 504s, CELDT level and history, GATE identification, where applicable • Student choice • Purposeful heterogenous and homogenous flexible grouping by ability and/or interest • Frequent monitoring of progress and checking of understanding • Compacting, i.e. accelerating students past known proficiencies • Independent learning contracts • Prompts for depth and complexity • Tiered assignments	*ERWC – Expository Reading and Writing Curriculum* Modules: • Social Networking or Anti-Social Networking? **http://www.middleweb.com/5391/reading-visual-media/** **http://www.medialit.org/reading-room/canada-offers-ten-classroom-approaches-media-literacy** **http://themediaspot.org/tools/tms-media-literacy-unit-planner** **http://mediasmarts.**

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cers of media structure and craft their texts? Why? • How do writers/producers of media use language features? Why? **Speaking and Listening:** • What do we gain from collaborating with others about media?	capitalization at the beginning of sentences) • **Conferences** in which the student and the teacher discuss a single work, a collection of works, progress, and goals • **Rubrics** constructed by the teacher and/or the students and completed by either or both • **Portfolios** which include a large collection of artifacts selected by the student in consultation with the teacher **Medium Cycle Assessments -** Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned. • Pre-unit, on-demand • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand	media **Reading**: This unit should focus on a specific media form to study (e.g., television, commercials, movies, print ads, visual images/photography, cartoons, etc.) • Notice the structure and features of the media form under study to deepen understanding of the genre and apply that knowledge to our work. • Synthesize the important ideas from smaller sections of the whole to determine the overall main idea • Notice significant visual images, words/sentences/phrases sections of the text, audio sounds and ask, "Does this piece of the media text have greater meaning?" to identify inferred messages and how they are developed. • Identify and analyze the relationship between key ideas, people, and events in the media text to understand how information is organized • target audiences, and appeal strategies • Identify the purpose and audience of the media under study to deepen understanding of the genre • Examine excerpts from text to develop understanding of the audience and . • Analyze similarities and differences in other versions of a story (e.g., film, graphic novel, etc.) to understand artistic choices of the director/actors and their impact	**Reading:** **TBD**	• Visuals, e.g graphic organizers, written instructions, etc. • Movement • Multiple means of representation and expression • Alternate output and input options, e.g. audio and/or video text, technology • Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. • Support for Executive Functioning, e.g. organization of work materials and time management, etc.	**ca** **Read, write, Think** **http://www.mediali t.org/reading-roo m/skills-strategies -media-education** **http://www.frankw baker.com/elahan douts.htm** **http://www.writingi nstructor.com/ho bbs.html** **Use these for categories below** **http://www.weben glishteacher.com/ media.html** **Focus on the internet** **Focus on Film** **Focus on television** **Focus on ads** *Suggested:* **Trade Books: TBD**

| **Long Cycle – Summative**

Annual, e.g. CAASPP | • Collaborate for group presentations focused on themes that emerge from selected excerpts to develop and share thinking about the text.
• Reflect on the Essential Questions to articulate their own learning and develop their identities as readers and writers

• Compare and contrast the overall structures of sources to orient themselves to informational text to determine how to read the text
• Gather multiple relevant print or digital sources to develop and address research questions
• Use various text features to determine if there are multiple main ideas within a text and identify each one with relevant supporting details from the text
• Determine the meaning of new vocabulary in their reading to expand their vocabulary
• Analyze the author's word choices and their impact to understand how word choice impacts the meaning of the text.
• Revisit key paragraphs in the texts to determine how the author develops ideas and concepts.
• Integrate information from multiple sources to create a more complete answer to their question
• Consider an author's point of view and analyze multiple accounts or texts on the same topic in order to distinguish among the points of view
• Ask questions of the author to evaluate the validity of the arguments and claims an author is making. | | | *Suggested:*
Professional Books for further study: TBD |

- Focus on, read, and select visuals to support their presentation of information on a given topic

Reflect on the Essential Questions to articulate their own learning and develop their identities as readers and writers

Writing:

- Choose a topic which they are interested in and gather related research materials to formulate a position based on authentic concerns.
- Research credible sources and take notes on a topic about which they are interested to find and organize evidence to support their claim
- Compare and contrast multiple accounts of the same topic or event to effectively acknowledge and address alternative or opposing claims.
- Revisit mentor texts to analyze how writers craft an introduction.
- Revisit mentor texts to analyze how writers build and support an argument.
- Revisit mentor text to analyze how writers address and refute counter arguments with logical reasoning and relevant evidence.
- Revisit mentor texts to analyze how writers craft strong conclusions which follow from and support the argument presented.
- Reflect on the core questions to articulate their own learning and develop their identities as readers and writers.

Speaking and Listening:

Writing:

TBD

		Embedded above.	**Speaking and Listening:** Embedded above		

Unit #7: Reflecting on our Growth as Readers and Writers
(Approximately 2 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

8.10—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.

Reading Standards for Informational Text:

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

Writing Standards:

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

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

8.6—Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8.10—Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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

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

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

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

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

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

8.6—Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Language Standards:

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

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

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

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

    1—Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

    3—Negotiate with or persuade others in conversations using an appropriate register using a variety of learned phrases, indirect reported speech and open responses.

    4—Adjust language choices according to task, purpose, and audience.

    5—Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.

    6a—Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with light support.

    11—Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.

Part 2: Learning About How English Works

Unit #7: End-of-the-Year Reflection					
Essential Questions	**Assessments for Learning**	**Sequence of Learning Outcomes** *What Students will be able to do and why*	**Strategies for Teaching and Learning** *How to do this work, one possible way…*	**Differentiation** e.g., EL, SpEd, GATE	**Resources**
Reading, Writing, Speaking & Listening: • How do we use reflection as a way to further our learning? • How do we find evidence of our learning over time? Why do we find evidence of our learning over time? • How do we find evidence of our work habits? Why do we find evidence of our work habits? • Why do we reflect in a community	Types of assessment practices: **Short Cycle Assessments -** (minute-by-minute, daily, weekly) Formative assessment to inform *immediate* teaching and learning: • **Observations** of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) • **Inventories**, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests • **Checklists,** completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" or "I checked for capitalization at the beginning of sentences) • **Conferences** in which the student and the teacher	**Reading:** • Reflect on their year of reading to begin to understand how they have grown and changed as a reader • Reflect on their growth as readers to identify their personal successes and struggles • Reflect on book choices (e.g., number of books read, genre, author, series) to better understand their reading identity • Collaboratively reflect on class reading activities and genres studied to remember their reading journey • Understand how word attack skills and conventions helped work through challenging moments during reading • Understand how comprehension strategies sided in their reading this year • Revisit their reading identity to note changes • Understand how readers think about their reading lives in the future to make reading plans for future (e.g., summer, into next year) • Commit to a realistic reading goal to continue their reading life • Use information gathered during reflection process to create a visual of their learning **Writing:** • Reflect on their year of writing to begin to understand how they have grown and changed as a writer this school year	**Reading:** • Work with a partner and discuss their 3 favorite books read during the year; focusing on what they liked and did not like using "because" to support their thinking • Identify a time during the year when reading felt like a struggle and a time when they felt like strong readers; share reflections with a partner • Look over reading logs to identify the kinds of books they chose to read and discuss their findings with a partner • Share with a partner their favorite reading activity and genre using "because" to support their thinking • Co- create a class list of skills and conventions • Co-create a chart listing strategies that helped become better readers • Co-create a list of interview questions to ask a partner to help identify their reading identity • Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on, • Add goal to interview sheet • Create a collage that incorporates a written reflection with future plans and present **Writing:** • Work with a partner and discuss their favorite piece they published; focusing on why using "because" to support their thinking	• Know IEPs, 504s, CELDT level and history, GATE identification, where applicable • Student choice • Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest • Frequent monitoring of progress and checking of understanding • Compacting, i.e. accelerating students past known proficiencies • Independent learning contracts • Prompts for depth and complexity • Tiered assignments • Visuals, e.g graphic	*Suggested:* **Trade Books: TBD** *Suggested:* **Professional Books for further study: TBD**

Unit #7: End-of-the-Year Reflection					
Essential Questions	**Assessments for Learning**	**Sequence of Learning Outcomes** *What Students will be able to do and why*	**Strategies for Teaching and Learning** *How to do this work, one possible way…*	**Differentiation** e.g., EL, SpEd, GATE	**Resources**
setting? • What are the characteristics and language features of reflective pieces? What is the purpose of those characteristics and language features?	discuss a single work, a collection of works, progress, and goals • **Rubrics** constructed by the teacher and/or the students and completed by either or both • **Portfolios** which include a large collection of artifacts selected by the student in consultation with the teacher	• Reflect on their growth as writers to identify their personal successes and struggles • Reflect on past writing to better understand the progress they have made in writing • Collaboratively reflect on class writing activities and units of study to remember their writing journey • Understand how word attack skills and conventions helped work through challenging moments while writing • Revisit their writing habits to note changes • Understand how writers think about their writing lives in the future to make writing plans for future (e.g., summer, into next year) • Commit to a realistic writing goal to continue their writing life • Use information gathered during reflection process to create a reflective piece	• Identify a time during the year when writing felt like a struggle and a time when they felt like strong writer; share reflections with a partner • Reread old pieces and think about what they can now do as writers as compared with the beginning of the year; discuss their findings with a partner • Share with a partner their favorite writing activity and unit of study and why it meant something to them • Co- create a class list of skills and conventions used to power through writing • Co-create a chart listing strategies that helped become better writers • Co-create a list of interview questions to ask a partner to help identify their writing identity • Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on, • Add goal to interview sheet • Create a piece that incorporates a written reflection with future plans and present	organizers, written instructions, etc. • Movement • Multiple means of representation and expression • Alternate output and input options, e.g. audio and/or video text, technology • Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. • Support for Executive Functioning, e.g. organization of work materials and time management, etc.	
	Medium Cycle Assessments – Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned. • Pre-unit, on-demand • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand	**Speaking and Listening:** • Reflect on their year of speaking and listening to begin to understand how they have grown and changed as a participant in academic discussion this school year • Reflect on their growth and ability to articulate ideas, beliefs and thoughts to measure growth	**Speaking and Listening:** • Think about the different protocols that they have engaged in over the year. Discuss with a partner why. • Have students revisit looks like sounds like feels like chart to guide critical friends circle • Revisit looks like sounds like feels like chart to		

Unit #7: End-of-the-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes *What Students will be able to do and why*	Strategies for Teaching and Learning *How to do this work, one possible way…*	Differentiation e.g., EL, SpEd, GATE	Resources
	Long Cycle – Summative Annual, e.g. CAASPP	over the year • Identify their personal successes and struggles within group work to reflect on their growth as a group member • Understand how thinking about struggles and success regarding collaborative protocols can help set future goals to better themselves (e.g., summer, into next year) • Use information gathered during reflection process to create a reflection paragraph	guide critical friends circle • Remember a time when you felt success and a time when you felt struggle with in a group, discuss with a friend • Use reflection data gathered to write a reflection/goal paragraph		