

<b>Unit Title: Writing Launch</b>	
<b>Unit Description:</b>	
<b>Grade Level, Subject Area, and Unit Number:</b> 8th Grade Language Arts Unit 1	<b>Approximate Length:</b> 4-6 Weeks
<b>Aligned Standards:</b> (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> <li>● <b>W.8.4</b> (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience)</li> <li>● <b>W.8.5</b> (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)</li> <li>● <b>W.8.6.</b> (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)</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Writers have purposes for writing</li> <li>● Writing is a multi-staged process</li> <li>● Writing is a reflective process</li> <li>● Writers share drafts with peers as a part of their processes</li> <li>● Writing according to grammatical norms promotes more effective communication</li> <li>● Clear and cohesive writing is clear and cohesive thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Why do we write?</li> <li>● How is the style and structure of our writing influenced by audience and purpose?</li> <li>● What is the importance of sharing our thinking and writing?</li> <li>● What is the writing process?</li> <li>● What is writer’s workshop?</li> <li>● How do we help peers with their writing?</li> <li>● How can technology assist us as writers?</li> <li>● How do we keep track of writing strategies and tools?</li> </ul>
<b>Transfer Goals</b>	
<ul style="list-style-type: none"> <li>● Knowledge of the stages of the writing process</li> <li>● An ability to generate topics independently</li> <li>● An ability to match topic to form/structure</li> <li>● Knowledge of how to use commas purposefully</li> <li>● Comfort with Google Docs/Classroom</li> </ul>	
<b>Learning Objectives</b>	
<ul style="list-style-type: none"> <li>● Work in a writing workshop environment by following structures, routines, and procedure of the unit</li> <li>● Name authors’ purposes for writing</li> <li>● Identify multiple structures that writers use while composing</li> <li>● Begin to consider authors and their writing processes (by examining mentor texts)</li> <li>● Notice how writers use tools as a part of the writing process to organize and revise their work</li> <li>● Effectively discuss and build upon ideas in a variety of settings (partner, whole-class, small group)</li> <li>● Recognize the writing goal/standard for the year which is producing clear and coherent writing that is appropriate to purpose and audience through adoption of a personalized writing process</li> <li>● Generate lists of writing topics and styles to research by exploring own interests</li> <li>● Customize and maintain a writer’s notebook</li> <li>● Read mentor texts as writers in order to guide revision and strengthen own writing</li> <li>● Edit a revised draft of writing to bring composition in line with grade-level grammar expectations</li> <li>● Publish a piece of writing in which the development, organization and style reflect purpose and audience</li> </ul>	
<b>Resources</b>	

<b>Required Resources</b>	<b>Optional Resources</b>
<ul style="list-style-type: none"> <li>Schoolwide</li> </ul>	

**Unit Title: Research Report Unit 2**

Unit Description:

<b>Grade Level, Subject Area, and Unit Number:</b> 8th Grade Language Arts Unit 2	<b>Approximate Length:</b> 4-6 Weeks
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**Aligned Standards:** (The unit standards will be listed by grade level and subject area.)

- **W.8.2** (Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content)
- **W.8.4** (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience)
- **W.8.5** (With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed)
- **W.8.6.** (Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others)
- **W.8.7** (Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration)
- **W.8.8** (Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation)
- **W.8.10** (Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences)
- **SL.8.4** (Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation)
- **SL.8.5** (Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest)
- **SL.8.2** (Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation)

<b>Enduring Understandings</b>	<b>Essential Questions</b>
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| <ul style="list-style-type: none"> <li>● Writers recognize the purpose and features of a research report.</li> <li>● Writers generate important questions and ideas.</li> <li>● Writers select research topics and narrow focus.</li> <li>● Writers understand the importance of developing a clear and accurate research report.</li> <li>● Writers select a variety of reliable sources and select relevant facts in order to support analysis, reflection, and research.</li> <li>● Writers effectively use an outline as an organizational tool.</li> <li>● New information is often presented and conveyed through various text features (i.e. graphs, diagrams, charts, timelines, etc)</li> </ul> | <ul style="list-style-type: none"> <li>● Why do we research?</li> <li>● How do we know that a source is trustworthy?</li> <li>● How is information organized and most clearly communicated?</li> <li>● Why is information organized in different ways?</li> <li>● Why do we ask questions?</li> </ul> |
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**Transfer Goals**

(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)

- Knowledge of the stages of a research report.

- Ability to pick a topic and narrow the focus of the topic.
- Ability to identify a variety of reliable sources.
- Ability to identify and use facts relevant to the topic.
- Knowledge of text features

### Learning Objectives

\*Students will be able to... OR I can...

- Name the purpose of research reports
- Identify the structure and features of research projects
- Use areas of interest, search engine tools, social studies and science content, and the research of others to generate ideas for writing
- Develop research questions and a plan about a subject or topic of interest
- Conduct research using relevant, reputable sources including books, reference materials, periodicals, journals, and multiple print and digital sources
- Analyze the structures, conventions, and graphic features of research reports for the purpose of incorporating these features into their own writing/ presentations
- Determine the credibility and authenticity of information
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citations
- Report findings to readers for the purpose of deepening their understanding of the presented topic
- Analyze data, facts, statistics, quotations, and definitions for the purpose of writing a research-based report
- Develop and strengthen writing as needed by planning, revising and editing
- Examine and attend to the formal style of a research report
- Utilize technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently and effectively
- Publish a clear and cohesive research report in which development and organization are appropriate to purpose and audience

### Resources

#### Required Resources

- Schoolwide

#### Optional Resources

- Outside print and digital sources.

### Unit Title: Argumentative Unit 3

**Grade Level, Subject Area, and Unit Number:**  
8th Grade ELA

**Approximate Length:**  
6 Weeks

**Aligned Standards:** (The unit standards will be listed by grade level and subject area.)

- **W.8.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- **W.8.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- **W.8.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
- **W.8.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

- **W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research
- **W.8.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences
- **SL.8.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric
- **L.8.1** Demonstrate command of conventions of standard English grammar and usage when writing or speaking
- **L.8.2** Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Writers refer to exemplary essays and texts to aid own writing</li> <li>● Essayists write with purpose</li> <li>● Writers determine the style and technique that will best engage their readers, convey their opinions, and help readers understand and agree with their claims</li> <li>● Writers examine argumentative structure</li> <li>● Anticipate counterargument</li> </ul>	<ul style="list-style-type: none"> <li>● Why argue?</li> <li>● What is an argument?</li> <li>● What informs/influences an argument?</li> <li>● How should an argument be organized?</li> <li>● What makes an argument strong?</li> <li>● What makes an argument persuasive?</li> <li>● How do we organize information logically?</li> <li>● How does our choice of words affect and reflect our tone, purpose and argument?</li> <li>● When do we quote vs. when do we paraphrase?</li> </ul>

**Transfer Goals**  
(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)

- Employ discussion techniques with diverse partners, building on others’ ideas and expressing their own clearly
- Analyze exemplar texts to identify and apply structural elements and begin developing a writing style of their own
- Differentiate between sound and faulty reasoning/logic in mentor texts
- Make valid claims supported by relevant and sufficient evidence
- Focus research and questioning around discipline-specific topics
- Gather relevant and credible information from multiple print and digital resources
- Cite informational texts
- Write with a thorough writing process

- Use words, phrases and clauses to create cohesion and clarify relationships among claims, counterclaims, reasons and evidence
- Write a strong conclusion
- Use technology to produce and publish writing and present relationships between information and ideas

#### Learning Objectives

- Read mentor texts to identify the structure elements, purpose, and writing style of argumentative essays
- Analyze and evaluate the argument and specific claims in mentor texts assessing whether the reasoning is sound and the evidence is relevant
- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections, organization, and analysis of content
- Publish an argumentative essay based focused questions and claims, demonstrating understanding of the discipline-specific topic under investigation
- Gather relevant information from multiple print and digital sources
- Draw evidence from informational texts to support analysis, reflection, and research
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach
- Use words, phrase, and clauses to create cohesion and clarify the relationship among claims, counterclaims, reasons, and evidence

#### Resources

Required Resources	Optional Resources
<ul style="list-style-type: none"> <li>• Schoolwide</li> </ul>	<ul style="list-style-type: none"> <li>• Various teacher supplemental</li> </ul>

#### Unit Title: Multi-Genre Memoirs

8th Grade ELA Unit 4

**Approximate Length:** 6-8 Weeks

**Aligned Standards:** (The unit standards will be listed by grade level and subject area.)

- **W.8.2** (Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content)
- **W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **W.8.4** (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience)
- **W.8.5** (With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed)
- **W.8.6.** (Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others)
- **W.8.7** (Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration)
- **W.8.8** (Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation)
- **L.8.1** Demonstrate command of conventions of standard English grammar and usage when writing or speaking
- **L.8.2** Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing
- **L.8.3** Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, and listening.
- **L.8.4** Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies.
- **L.8.5** Vocabulary Acquisition and Use: Demonstrate Understanding of figurative language, word relationships, and nuances in word meanings.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>● Authors draw on their pasts for inspiration and ideas</li> <li>● Stories/memoirs are told within a context and from a distinct point of view</li> <li>● Different genres call for different kinds of transitions; memoirs are generally conveyed sequentially</li> <li>● Compelling storytelling relies on vivid description/imagery created with precise vocabulary to portray a strong sense of place</li> <li>● The text of memoirs can be augmented with visuals (photographs, artwork)</li> </ul>	<ul style="list-style-type: none"> <li>● How have our pasts shaped us?</li> <li>● Where are we from?</li> <li>● Who are/have been important figures in our lives?</li> <li>● Why are our stories important?</li> <li>● What is the best form/genre to tell our story?</li> <li>● How do we select/eliminate details?</li> <li>● How do we tell stories with pictures/imagery?</li> <li>● Who else can inform me about my history?</li> </ul>
<b>Transfer Goals</b> (Will be some or all of the skills listed below, plus any additional ones the groups feels important.)	
<ul style="list-style-type: none"> <li>● An appreciation of one’s history</li> <li>● Greater understanding of how form/genre contributes to the narrative</li> <li>● More expertise with painting with words</li> </ul>	
<b>Learning Objectives</b>	
*Students will be able to... OR I can...	

- Envision the possibilities for their own memoirs, while being exposed to many types of multi-genre stories
- Understand and experiment with various forms memoirs can take, such as picture book, poetry, short story, novel, and graphic novel
- Identify common elements of memoirs, as well as variations in style and structure in memoir writing, to help make decisions about their own memoir
- Engage and orient readers by establishing a context and point of view
- Organize event sequences that unfold naturally and logically
- Convey sequence and signal shifts from one time frame or setting to another using transition words, phrases, and clauses
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- Provide a conclusion that follows from and reflects on the narrated experiences or events
- Collaborate with teacher and peers to develop and strengthen writing as needed by planning, revising, editing, and focusing on how well purpose and audience have been addressed
- Use technology to produce and publish a memoir

**Resources**

<b>Resources</b>	
<b>Required Resources</b>	<b>Optional Resources</b>
<ul style="list-style-type: none"> <li>● Schoolwide</li> </ul>	<ul style="list-style-type: none"> <li>● Various Teacher Supplemental</li> </ul>