

READINGTON PUBLIC SCHOOL DISTRICT

Eighth Grade Literacy Curriculum

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I. PURPOSE AND OVERVIEW

The Readington School District middle school literacy program provides a balanced instructional approach which includes the study of authentic and rich literature, and experience and practice in effective writing traits within a workshop approach. By the time our students are in eighth grade, they are able to handle independently difficult texts. Students will focus on reading texts in the 6-8 grade band level (70 percent) independently as well as sustained practice with texts in the 9-10 grade band level as “stretch” texts (30 percent), which will require scaffolding by teachers. Students will read a wide variety of genres; narratives, dramas, poetry, and informational text. At this grade level, students will read subgenres of adventure stories, biographies, memoirs, historical fiction, mysteries, folktales, legends, fables, tall tales, myths, fantasy, science fiction, realistic fiction, and graphic novels. Students will be exposed to dramas at this level that include one-act and multi-act plays both as text and as film. Poetry in the form of narrative poems, lyrical poems, free verse, odes, ballads, and epics will be read. At this level, students will read expository as well as argument in the form of essays, opinion pieces as well as other documents and digital media sources on a range of topics.

In writer's workshop students focus on specific text types: narrative, informative and explanatory text, and argument. In the study of vocabulary, students focus both on understanding words and their nuances and on acquiring new words through conversation and reading and by being taught them directly. Students will grow to understand the proper meanings of words, with the means (context, word analysis, and so on) so that they can select words based on the situation. Our curriculum is designed to be responsive to the developmental stages. Our differentiated workshop approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

II. COMPONENTS OF BALANCED LITERACY

The components of a successful balanced literacy program in the middle school setting include the following:

- Reading Workshop
- Writing Workshop
- Word Study/Vocabulary Instruction

Reading Workshop: (Approximately 40 minutes daily)

The reading workshop is one component of a balanced literacy program. The reading workshop is comprised of four parts; the mini-lesson (no longer than 15 minutes), independent reading time with conferring, a mid-workshop teaching point, and finally a teaching share, partnership, or book club discussions.

A suggested schedule for an 80 block of literacy; 40 minutes in Reader's Workshop is as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
Read-Aloud and Accountable Talk (about 20 minutes)	Mini-lesson (about 10 min)	Read-Aloud and Accountable Talk (about 20 min)	Mini-lesson (about 10 min)	Independent Reading (about 45 min; 10 minute mini lesson and 35 minutes reading)
Independent Reading (about 25 minutes)	Independent Reading (about 30 minutes)	Independent Reading (about 25 min)	Independent Reading (about 30 min)	Small-Group Work (about 10 minutes)
	Share and/or Partner Talk (about 5 min)		Share and/or Partner Talk (about 5 min)	

Writing Workshop: (Approximately 40 minutes daily)

Just like reading workshop, the writing workshop is comprised of 4 parts. It begins with a mini-lesson (no longer than 15 minutes) and is followed by independent writing within a specific genre of writing. During this time students write about self-selected topics as the teacher conferences or pulls together small groups of writers who need the same type of support. The teacher will

stop conferencing time for a mid-workshop teaching point. At the end of the writing workshop, there is a teaching share led by the teacher, which often sets up partnership sharing.

Vocabulary/Word Study:

Vocabulary instruction is part of a balanced literacy program where vocabulary is focused on and specifically taught. The language arts curriculum in 8th grade encourages the appreciation and curiosity for words and their meanings, as well as direct instruction to help students learn essential academic vocabulary terms used throughout the units of study. Vocabulary instruction is a component for each grade and every level of reader and writer. In middle school, this instruction can be limited to 15-20 minutes. Students continue to make use of a range of strategies to determine and clarify the meaning of unknown and multiple-meaning words. The repertoire includes considering the word’s use in a broader context that includes the content of the paragraph in which the word appears and the overarching structure of the text. Students will develop their abilities to interpret a variety of figurative language found in what they read, verify their inferences with word meanings, and make a distinction among words based on connotation. Students will acquire new words through interactive language use, including informal talk, discussion, and responding to text as well as being taught words directly. It is important for word study and vocabulary development to transfer into students’ independent reading and writing. To do this, the teacher coaches students to draw on what they have learned during word study as they read or write on their own.

During grade 8 teaching and instruction focuses on word meaning, word structure, and word-solving actions.

Word Meaning

- **Figurative Language**
- **Idioms**
- **Word Origins**
- **Words With Latin Roots**

Understand many English words have Latin roots- *ab, and, bene, cap, ce, cide, cor, cred, dic, duce, equa, fac, fer, form, grac, grad, hab, ject, lit, loc, man, mem, miss, mob, mimr, ped, pens, port, pos, prim, uet, scub, sep, sist, spec, train, tract, val, ven, vens, vid, voc*

- **Words with Greek Roots**

Understand many English words have Greek roots- *aer, arch, aster, bio, centr, chron, eye, dem, derm, geo, gram, graph, dyd, ology, meter, micro, phon, photo, phs, pol, scope, sphere, tel*

Word Structure

- **Syllables**
- **Plurals**
- **Verb Endings**
- **Endings for Adjectives**
- **Nouns**
- **Adverbs**
- **Suffixes**

Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs (-er, -es, -r, -ing, -ily, -able, -ible, -ar, -less, -ness, -out, -cious, -tious)

- **Contractions**
- **Possessives**
- **Prefixes**

Recognize and use common prefixes (*re-, un-, im-, in-, il-, dis-0, non-, mis-, trans-, pre-, en-, em-, inter-, intra-, con-, com-, sub-, super-, mal-, ex-, per-, circum-, in-, ad-, ob-, subj-, com-, dis-, ex-*) as well as prefixes that refer to numbers (*uni-, bi-, tri-, cent-, dec-, mon-, multi-, con-, pent-, poly-, quad-, semi-*)

Recognize and use assimilated prefixes that change form to match the root word: *in-* (*immigrate, illegal, irregular*), *ad-* (*address, approach, aggressive*), *ob-* (*obstruct, opportunity*), *sub-* (*subtract, suppose, surround*), *com-* (*commit, collide, corrode*), *dis-* (*distinguish, difference*), *ex-* (*expand, expose, eccentric, efficient*)

- **Abbreviations**
- **Word Solving Actions**

A readers/writers workshop schedule for an 80-85 minutes block of literacy while incorporating time for vocabulary/word study instruction is as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes Extended Read Aloud with Whole Class Discussion	10 minute mini-lesson 30 Minutes Independent Reading	30 minutes Extended Read Aloud with Whole Class Discussion	10 minutes mini-lesson 25 Minutes Independent Reading	10 minutes mini- lesson 25 Minutes Independent Reading
30 minutes Independent Reading	35 minutes Writing (10 minute mini lesson and 25 minutes of writing)	25 minutes Independent Reading	40 minutes Writing (10 minute mini lesson and 25 minutes of writing)	40 minutes Writing (10 minute mini lesson and 25 minutes of writing)
15 minutes Writing about Reading	5-10 minutes Vocabulary/Word Exploration	20 minutes Writing about Reading	10 minutes Vocabulary/Word Exploration	10 minutes Vocabulary/Word Exploration
5-10 minutes Vocabulary/Word Exploration		5-10 minutes Vocabulary/Word Exploration		

III. GOALS (Linked to [New Jersey Student Learning Standards](#))

Reading Standards for Reading Literature

- Key Ideas and Details
- Integration of Knowledge and Ideas

Reading Standards for Reading Informational Text

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

Writing Standards

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

Speaking and Listening Standards

- Comprehension and Collaboration

Presentation of Knowledge and Ideas

Language Standards

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

IV. ASSESSMENT

Student learning will be assessed through:

- Student/teacher conferences
- Reading logs
- Reading pace and stamina
- Contributions to book clubs
- Teacher’s College Reading Level Assessment conducted at least three times a year for students that are below benchmark

at the beginning of 8th grade. A student that is on reading benchmark for comprehension, pace, and accuracy at the beginning of 8th grade does not need to have a running record in order to assess reading skills; other methods may be utilized.

- Teacher's College Scored Common Assessment Student Writings in Narrative, Argument and Information
- Writing samples and student writing portfolios
- Student presentations
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics

V. SCOPE AND SEQUENCE (See details of units of study on subsequent pages.)

	Reader’s Workshop	Writer’s Workshop
Unit 1 Sept.	Textual Lineages: My Reading History	Textual Lineages: Writing History/Reflective Essay
Unit 2 Sept./ Oct.	Close Reading for Text Evidence: Analyzing Characters using Contemporary Young Adult Fiction	Narrative Writing: Writing Narratives to Extend a Story
Unit 3 Nov.	Close Reading for Mood, Atmosphere, Tone: Considering Setting, Environment and Author’s Intent in Books with Social Commentary	Journalism: Writing to Inform & Explain
Unit 4 Dec.	A Study of Structure: Describing Organizational Choices & Purpose of Structural Choices of Expository Nonfiction, Narrative Nonfiction & Hybrid Nonfiction	Writing to Take Stand and Propose a Solution Major Unit: Composing Arguments Minor Unit: Visual Literacy & Digital Media: Analyzing the Purpose of Information Presented in Diverse Media Formats
Unit 5 Jan.	Close Reading for Word Choice, Usage, and Symbols in Science Fiction Book Clubs	Writing to Analyze & Interpret: Theme & Craft
Unit 6 Feb./ March	Close Reading Across Multiple Texts using Classic Literature	Writing to Analyze & Interpret: Comparative Literature Analysis Major Unit: Multiple Texts Minor Unit: Comparison of Text to Film
Unit 7 March	Close Reading Multiple Perspectives: Examining and Understanding Multiple Points of View and Arguments in Nonfiction Texts	Writing to Evaluate and Judge: Writing Reviews
Unit 8 April	Developing Analytical Reading Practices: Children of War	Writing to Inquire & Explore: Multigenre Research Essay
Unit 9 May	Developing Analytical Lenses for Reading Narrative Nonfiction: Memoir	Writing to Express & Reflect: Memoirs
Unit 10 June	Developing Analytical Lenses for Reading Nonfiction using Texts on Self-Reflection, Mindfulness and Empowerment	Writing to Express & Reflect: Powerful Speeches “This I Believe”

8th GRADE READING

Readers Workshop: Unit 1

Textual Lineages: My Reading History
1-2 Weeks (September)

<p>Understandings</p>	<p>Teaching Points (Possible Mini-Lessons)</p>	<p>Mentor Texts/Resources</p>
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Readers are reflective 2. Readers set goals to improve focus, increase stamina and build lifelong reading practices <p>GOALS: Reading: RL. 8.1, 8.2, 8.10 RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed</p> <p>RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>Speaking and Listening: SL.8.1, 8.4, 8.6 SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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</p>	<p>READING TEACHING POINTS:</p> <p>Bend 1: Developing Lifelong Reading Practices from Essential Structures</p> <ul style="list-style-type: none"> • Using artifacts to reflect on and improve our reading lives • Creating systems for record keeping • Building relationships within book clubs <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • Engage your mind by asking questions as you read • Reflect on the past reading and plan for future reading • Monitor your stamina and pace <p>Bend 2: Writing About Reading</p> <ul style="list-style-type: none"> • Writing about books and deciding upon whether to write long or write short • Using annotation tools to keep track of thinking while reading • Noticing the text's message between the lines; what details suggest or imply about characters • Sketching, mapping, using entries to engage closely with novels we are reading • Jotting as we read, writing partway through about our thoughts as readers • Retelling and analyzing texts <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • Take a sticky note that you think has a strong starting idea written on it and use it to write long • Take two books with something in common (setting, theme, character) and write about their similarities and differences • Use strong emotional responses to a book as a place to stop and write 	<p>Text Choices: Summer Reading Independent Choice Fiction (based on lineage)</p> <p>Teacher Resources: Assessment:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Reader's Notebooks • Reading Logs • Contributions to discussions • Student Self-Reflections • Written Reader Responses • Presentations

<p>and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>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.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>HONORS GOALS: Reading: RL 9-10.1, 9-10.2 RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text</p> <p>Speaking & Listening: SL 9-10.1, 9-10.4, 9-10.6 SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<ul style="list-style-type: none"> • Write to question and critique what you have read • Look across your notes and write about connections you see <p>Bend 3: Social Clubs around Reading (Speaking & Listening)</p> <ul style="list-style-type: none"> • Stirring up excitement about books we've read and creating partnerships with other readers • Using notebooks to organize our thinking for book clubs • Comparing audio, written text, and film versions of books. • Using statistics to reflect on our reading • Selecting books to read that are appropriate using various resources • Pay attention to characters and to story elements in stories read • Get to know your peers and recommend books to them based on who they are as readers • In social clubs around reading, listen to what the person before you said and think, What do I think about that? • In social clubs around reading, know when it is time for your voice to be heard, make eye contact, and wait for a quiet space in time to speak • In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing • Read through your notes to start conversations • In academic conversations, strong communicators elaborate and clarify • In academic conversations, strong communicators support ideas with examples • In academic conversations, strong communicators build on and/or challenge a partner's idea 	
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<p>B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<ul style="list-style-type: none"> • In academic conversations, strong communicators paraphrase to check for understanding • In academic conversations, strong communicators synthesize conversation points • Strong communicators actively listen with eyes and body, take turns and show respect <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • Think about the topic that the person is talking about and consider how you can respond by adding on, agreeing, disagreeing providing support or asking a question • Put multiple texts together with a common topic, theme, character or setting and discuss how the texts can be compared or contrasted • In social clubs around reading, ask questions of each other to get the conversation going • Questions can keep the conversation going strong by exploring new aspects of ideas that individuals hadn't explored alone • Debate can sometimes make conversations seem more interesting and can open up our thinking • Create norms to guide group discussions and behavior 	
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Readers Workshop Unit 2
Close Reading for Text Evidence:
Analyzing Characters using Contemporary Young Adult Fiction
3-4 Weeks (September/October)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Close reading means making careful observations about the text and then making interpretations based on those observations 2. Readers study a text closely to think more powerfully about characters and reflect on what the evidence reveals 3. Authors thoughtfully select details about characters to reveal a lesson, message, or theme <p>GOALS: Reading: RL. 8.1, 8.2, 8.3, 8.6, 8.9, 8.10</p> <p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor</p> <p>RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed</p>	<p>READING TEACHING POINTS: BEND 1: Analyzing Characters</p> <ul style="list-style-type: none"> • Use systems (charts, diagrams, etc.) to collect evidence • Utilize a variety of reading strategies flexibly while reading, including the use of context, Greek and Latin affixes and roots, and reference materials • Verify the meaning of an unknown word or phrase • Use evidence to back up ideas • Track character traits, feelings, actions, dialogue, thoughts • Think about what character traits are helpful and those that are problematic • Using text clues and background knowledge to state an idea (make an inference) • Track critical moments where significant lessons are learned or traits change • Consider various perspectives of characters and the points of view they may bring to what an event means • Analyze the use of dramatic irony in a text • Compare characters and analyze the differences by paying attention to their backgrounds, pressures, perspectives, ways they respond to trouble • Analyze how characteristics affect the way the text suggests particular aspects of an idea or theme • Analyze the ways in which characters respond to trouble in thematically linked texts • Compare the choices of characters to ones we make ourselves in our own lives (empathize to understand) • Understand motivations of characters <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • Notice secondary characters and their actions, thoughts and dialogue and how they might interact with the main character • Notice when a character’s behavior is 	<p>Text Choices:</p> <p>Independent Choice - Contemporary Young Adult Fiction</p> <p>Summer reading options that may be used as mentor texts:</p> <ul style="list-style-type: none"> • Counting by 7s • Drums, Girls, and Dangerous Pie • Freak the Mighty, Level W • Wonder, Level V <p>Honors:</p> <p>Independent Choice - Contemporary Young Adult Fiction</p> <p>Summer reading options that may be used as mentor texts:</p> <ul style="list-style-type: none"> • Challenger Deep <p>Assessment:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Reader’s Notebooks • Reading Logs • Contributions to discussions • Student self-reflections • Written reader responses • Presentations • Running records for any student who was reading below grade level at the end of 7th grade
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<p>Speaking & Listening: SL 8.1, 8.4, 8.6</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>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.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language:</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by</p>	<p>contradictory with previous actions</p> <ul style="list-style-type: none"> Identify what the character knows and does not know to think deeply about characters Notice all influences on a character (problems, other characters, setting) Notice if the characters external actions are in or out of sync with the character’s internal thinking Think about how the internal problems connect to the external problems and what it might mean Compare the points of view of various characters with our own and consider as well whose points of view are invisible, or partial, and how that affects the text’s meaning. Consider the literary tradition, especially the archetypes and narrative arcs that usually inform this tradition, and then consider how this text follows or transgresses this tradition and what that may mean for the meaning of the text. <p>BEND 2: Analyzing Characters to Identify Theme</p> <ul style="list-style-type: none"> Readers can identify theme by thinking about the lesson learned Think about what the author leaves you with to identify theme Think about the mistakes the character made and the lesson learned to identify theme Notice the place where the character’s feelings change to identify the lesson learned Think about the character’s traits at the beginning and how they changed by the end to identify theme, idea, or message <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> Think about the actions of one character and the effects on others as a way to identify the lesson learned Look for places where an older or wiser secondary character gives advice as it relates to theme Notice a place where the character 	
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<p>checking the inferred meaning in context or in a dictionary).</p> <p>HONORS GOALS: Reading: RL 9-10.1, 9-10.2, 9-10.3 RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Speaking & Listening: SL 9-10.1, 9-10.4, 9-10.6 SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and</p>	<p>reflects and thinks about the message of the passage and how it relates to the theme</p> <ul style="list-style-type: none"> • Consider identities of any character and how it relates to the problem or what they learn to identify theme <p>Speaking & Listening:</p> <ul style="list-style-type: none"> • In social clubs around reading, listen to what the person before you said and think, What do I think about that? • In social clubs around reading, know when it is time for your voice to be heard, make eye contact, and wait for a quiet space in time to speak • In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing • Read through your notes to start conversations • In academic conversations, strong communicators elaborate and clarify • In academic conversations, strong communicators support ideas with examples • In academic conversations, strong communicators build on and/or challenge a partner’s idea • In academic conversations, strong communicators paraphrase to check for understanding • In academic conversations, strong communicators synthesize conversation points • Strong communicators actively listen with eyes and body, take turns and show respect <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing 	
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<p>conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<ul style="list-style-type: none"> • Think about the topic that the person is talking about and consider how you can respond by adding on, agreeing, disagreeing providing support or asking a question • Put multiple texts together with a common topic, theme, character or setting and discuss how the texts can be compared or contrasted • In social clubs around reading, ask questions of each other to get the conversation going • Questions can keep the conversation going strong by exploring new aspects of ideas that individuals hadn't explored alone • Debate can sometimes make conversations seem more interesting and can open up our thinking • Create norms to guide group discussions and behavior 	
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Readers Workshop Unit 3
Close Reading for Mood, Atmosphere, Tone:
Considering Setting, Environment and Author’s Intent
in books with Social Commentary
4 Weeks (November)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Readers interpret words and phrases as they are used in a text including determining connotative and figurative meanings and analyze how specific word choices shape meaning or tone 2. Mood, tone, and atmosphere are interconnected elements that authors develop to convey perspective, emotion, and purpose 3. Constructing interpretations about mood, tone and atmosphere helps readers investigate the deeper meaning of a text and the author’s intent <p>GOALS: Reading: RL. 8.1, 8.2, 8.4, 8.6</p> <p>RL. 8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor</p>	<p>READING TEACHING POINTS: BEND 1: Identifying Author’s Craft Moves</p> <ul style="list-style-type: none"> • Use systems to collect evidence to back up ideas • Utilize a variety of reading strategies flexibly while reading, including the use of context, Greek and Latin affixes and roots, and reference materials • Verify the meaning of an unknown word or phrase • Pay close attention to details given at the beginning of the story to gather clues about the setting • Identify conflicts and whether the setting is causing the problem and if the problem is connected to the overall theme of the story or a social issue within the story • Consider the setting and how the story would change if it was different • Using verb tenses as a clue to flashback and backstory • Notice vivid setting descriptions and its impact on the character • Think about the general mood or feeling in the sentence and explain keeping context in mind • Think about how differences in the points of view or characters and the audience or reader relate to / create mood and tone <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in the text (figurative & connotative) • Analyze the cumulative impact of specific word choices on meaning and 	<p>Text Choices:</p> <ul style="list-style-type: none"> • Lions of Little Rock • Watsons Go to Birmingham, 1963 • Brown Girl Dreaming • Roll of Thunder, Hear My Cry • Watsons Go to Birmingham, 1963, Level U • Mississippi Trial, 1955, Level S <p>Honors:</p> <ul style="list-style-type: none"> • Warriors Don’t Cry • To Kill a Mockingbird • Poem or short text from outside the U.S. that reflects a particular point of view or cultural experience <p>Assessment:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Reader’s Notebooks • Reading Logs • Contributions to discussions • Student self-reflections • Written reader responses • Presentations

Speaking & Listening

SL 8.1, 8.4, 8.6

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

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.

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

HONORS GOALS:

Reading:

RL: 9-10.1, 9-10.2, 9-10.4, 9-10.5, 9-10.6

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;

tone

- Analyze how an author's choices concerning how to structure a text, order events, or setting creates an effect (e.g. tension)

BEND 2: Analyze How Writer's Craft

Moves Reveal Theme

- Analyze the social, economic, and political atmosphere and its effect on character
- Compare texts that share similar themes, recalling texts we've already read and remaining alert to new texts, both literary and nonfiction, that seem to deal with similar ideas or themes
- Analyze differences (setting) in the texts with similar themes and how those differences affect possible meanings

Additional Teaching Points for Honors:

- Think about an issue that keeps showing up in the book (race, class, gender, fairness, etc) and think about what characters and narrator say about it to identify theme
- Consider levels of setting (micro- / meso- / macro environment) and how those levels of setting affect characters

Speaking & Listening:

- In social clubs around reading, listen to what the person before you said and think, What do I think about that?
- In social clubs around reading, know when it is time for your voice to be heard, make eye contact, and wait for a quiet space in time to speak
- In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing
- Read through your notes to start

<p>analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>Language: L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Speaking & Listening: SL 9-10.1, 9-10.4, 9-10.6 SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus,</p>	<p>conversations</p> <ul style="list-style-type: none"> • In academic conversations, strong communicators elaborate and clarify • In academic conversations, strong communicators support ideas with examples • In academic conversations, strong communicators build on and/or challenge a partner’s idea • In academic conversations, strong communicators paraphrase to check for understanding • In academic conversations, strong communicators synthesize conversation points • Strong communicators actively listen with eyes and body, take turns and show respect • Create norms to guide group discussions and behavior <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing • Think about the topic that the person is talking about and consider how you can respond by adding on, agreeing, disagreeing providing support or asking a question • Put multiple texts together with a common topic, theme, character or setting and discuss how the tests can be compared or contrasted • In social clubs around reading, ask questions of each other to get the conversation going • Questions can keep the conversation going strong by exploring new aspects of ideas that individuals hadn’t explored alone • Debate can sometimes make conversations seem more interesting 	
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<p>taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>and can open up our thinking</p>	
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**Readers Workshop Unit 4:
A Study of Structure: Describing Organizational Choices
& Purpose of Structural Choices of Expository Nonfiction,
Narrative Nonfiction & Hybrid Nonfiction
4 Weeks (December)**

<p style="text-align: center;">Understandings</p>	<p style="text-align: center;">Teaching Points (Possible Mini-Lessons)</p>	<p style="text-align: center;">Mentor Texts/Resources</p>
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Readers analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole 2. Readers study the structure of a text to get a better understanding of the author’s purpose or message <p>GOALS: Reading: RI 8.1, 8.2, 8.3, 8.4, 8.5, 8.10</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and</p>	<p>READING TEACHING POINTS:</p> <p>Bend 1: Expository Nonfiction</p> <ul style="list-style-type: none"> • Preview the text and read the title and subtitles to synthesize a larger section of text • Before reading, thinking about what you know for sure, what you think you know and what you wonder • Identify topic, subtopic, details • Utilize a variety of reading strategies flexibly while reading, including the use of context, Greek and Latin affixes and roots, and reference materials • Verify the meaning of an unknown word or phrase • Collect questions as you read and work to actively answer questions • Paraphrase chunks of text, then put it together 	<p>Text Choices:</p> <ul style="list-style-type: none"> • The Good, the Bad, Barbie • Eyes Wide Open • Chew on This • Superman vs KKK • Omnivore’s Dilemma • Going Blue • Lincoln’s Spymaster, Level Y • Chasing Lincoln’s Killer, Level Z <p>Honors:</p> <ul style="list-style-type: none"> • Sudden Sea • The Boy Who Harnessed the Wind • The Day the World Came to Town <p>Teacher Resources:</p>

<p>analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p> <p>RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Language: L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise</p>	<ul style="list-style-type: none"> • Readers talk to let texts get through to us, to let texts change our minds, and grow ideas • Readers use tools like drawing sketches to visualize, determine importance and synthesize • Identify main idea and supporting details • Readers use topic sentences to get clues about what the section may be about • Consider structure and think about how the text is organized to help identify the main idea • Monitor for meaning by reading with curiosity and interest • Monitor for meaning by stopping and rereading when feeling confused • Monitor for meaning by using tools (symbol systems) to annotate the text • Identify important details vs interesting details • Readers slow down when the author uses numbers in the text • Notice when the author uses analogies to understand the facts • Keep track of questions and think about whether your question was answered based on what you read • Notice bold words as a signal of importance • Use nonfiction text features like pictures, diagrams, captions, numbers, etc. to monitor for meaning • Preview the glossary to get a basic understanding for words use in the text <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • When you are reading and the author shows you a difference between what you know and what is happening in the text OR a difference between two or more things. Think: What is the difference and why does it matter? • When you are reading notice if the 	<p>Assessment:</p> <ul style="list-style-type: none"> • Student / teacher conferences • Reader’s Notebooks • Reading Logs • Contributions to discussions • Student Self-Reflections • Written Reader Responses • Presentations • Running records for any student who is reading below grade level
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meaning or its part of speech.
 D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Speaking & Listening:

SL 8.1, 8.4, 8.6

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

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.

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

HONORS GOALS:

Reading:

RI 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined

author uses language that leaves no doubt, exaggerates, or pushes the limit. Think about the author’s purpose and point of view

- When you are reading and you notice specific numbers, number words, or amounts. Make a conclusion, comparison or infer
- When you are reading notice if the author quotes a voice of authority, a personal perspective, or cited another’s words. Think about the author’s point-of-view, purpose, bias, or conclusions
- Authors use technical vocabulary a reader will need to know the meaning of in order to understand the text

Bend 2: Narrative Nonfiction & Hybrid Nonfiction

- Readers know that narrative nonfiction will still have an overall topic with subtopics even though it is told like a story. Identifying time and parts will help to determine importance and summarize
- In narrative nonfiction, true information is told in stories. Readers should think about why the story matters to determine importance and synthesize
- Tracking causes and effects will help to show the relationship between events and determine the importance
- After reading a true story, readers ask what are the lessons learned as a result of his or her victory or struggle

Additional Teaching Points for Honors:

- Compare and connect the information the author is given with what you already know or read
- Readers find the unifying idea behind the texts we read, to make coherence and find meaning out of what would otherwise be strings of events and facts
- Analyze what the text says

<p>by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>Speaking & Listening: SL 9-10.1, 9-10.4, 9-10.6 SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely,</p>	<p>explicitly as well as inferentially, including determining where the text leaves matters uncertain by looking at what the author says and doesn’t say in the text</p> <p>Speaking & Listening:</p> <ul style="list-style-type: none"> ● In social clubs around reading, listen to what the person before you said and think, What do I think about that? ● In social clubs around reading, know when it is time for your voice to be heard, make eye contact, and wait for a quiet space in time to speak ● In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing ● Read through your notes to start conversations ● In academic conversations, strong communicators elaborate and clarify ● In academic conversations, strong communicators support ideas with examples ● In academic conversations, strong communicators build on and/or challenge a partner’s idea ● In academic conversations, strong communicators paraphrase to check for understanding ● In academic conversations, strong communicators synthesize conversation points ● Strong communicators actively listen with eyes and body, take turns and show respect <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> ● In social clubs around reading, state a connection to yourself, the world or another text and bring it back to 	
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<p>and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>the book you are discussing</p> <ul style="list-style-type: none"> • Think about the topic that the person is talking about and consider how you can respond by adding on, agreeing, disagreeing providing support or asking a question • Put multiple texts together with a common topic, theme, character or setting and discuss how the texts can be compared or contrasted • In social clubs around reading, ask questions of each other to get the conversation going • Questions can keep the conversation going strong by exploring new aspects of ideas that individuals hadn't explored alone • Debate can sometimes make conversations seem more interesting and can open up our thinking 	
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Readers Workshop Unit 5
Close Reading for Word Choice, Usage, and Symbols
in Science Fiction Book Clubs
3-4 Weeks (January)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Readers read closely to determine what the text says explicitly and make logical inferences from it 2. Readers determine central ideas or themes of a text and analyze their development 3. Authors use figurative language, specific words, and symbols to send messages and evoke feelings <p>GOALS: Reading: RL: 8.1, 8.2, 8.3, 8.4, 8.9 RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from</p>	<p>READING TEACHING POINTS: BEND 1: Identifying Writer’s Craft Moves</p> <ul style="list-style-type: none"> • Identify figurative language as text evidence to support claims /analysis of text • Use tools like charts, diagrams to keep track of word choice, figurative language and symbols • Readers use tools to annotate text when close reading for figurative language • Notice something that repeats- an object, a person, the setting and ask what idea or concept it might represent • Locate symbols in the text and find relevant evidence to support your claim • Cite evidence by summarizing, 	<p>Text Choices:</p> <ul style="list-style-type: none"> • Matched • Maze Runner, The Scorch Trials • Tripods • The Uglies • Maze Runner, Level X • The Giver, Level Y • Among the Hidden, Level Z <p>Short Stories:</p> <ul style="list-style-type: none"> • <i>Harrison Bergeron</i> • <i>All Summer in a Day</i> • <i>There Will Come Soft Rains</i> • <i>Rain, Rain, Go Away</i> • <i>Hallucination</i> • <i>The Fun They Had</i> • <i>A Sound of Thunder</i>

<p>the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>Speaking & Listening: SL 8.1, 8.4, 8.6 SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 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.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused,</p>	<p>paraphrasing and directly quoting from the text</p> <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • One way readers are moved by literature is by the symbols that seem significant. Often, we may pay attention to objects that are repeated in the text, and those objects may be laden with potential meaning • Another part of the text that is often symbolic is the title. Readers often think and talk about the potential meaning of the title partway through our reading and as we finish a text <p>BEND 2: Analyzing author’s use of word choice, figurative language, and symbolism to reveal theme</p> <ul style="list-style-type: none"> • Think about why an author used a particular literary device • Consider what figurative language addresses the environmental factors (social, economic, political conditions) • Look across texts to find similar language and purposeful allusions to songs, metaphors and repetition • Consider how figurative language informs interpretations of mood, tone, theme, etc. • Consider the author’s intent in using symbols and the larger ideas embedded • Refine interpretations by writing thesis statements • Look across texts to analyze how other authors use common symbols • Be alert for word choice and ask what’s the feeling, mood, tone or connotation of the word based on how it is used <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • Readers may consider the literary tradition, especially the archetypes and narrative arcs that usually inform this tradition, and then consider how this text follows or transgresses this tradition and what that may mean for 	<p>Honors:</p> <p>Summer reading option that may be used as mentor text:</p> <ul style="list-style-type: none"> • Ender’s Game <p>Teacher Resources:</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Reader’s Notebooks • Reading Logs • Contributions to discussions • Student self-reflections • Written reader responses • Presentations
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<p>coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>HONORS GOALS: Reading: RL 9-10.1, 9-10.2, 9-10.4 RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>Speaking & Listening: SL 9-10.1, 9-10.4, 9-10.6 SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current</p>	<p>the meaning of the text</p> <ul style="list-style-type: none"> • Think about the author’s purpose • Consider how the symbolism relates to the external and internal conflicts • Consider how symbolism reveals themes <p>Speaking & Listening:</p> <ul style="list-style-type: none"> • In social clubs around reading, listen to what the person before you said and think, What do I think about that? • In social clubs around reading, know when it is time for your voice to be heard, make eye contact, and wait for a quiet space in time to speak • In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing • Read through your notes to start conversations • In academic conversations, strong communicators elaborate and clarify • In academic conversations, strong communicators support ideas with examples • In academic conversations, strong communicators build on and/or challenge a partner’s idea • In academic conversations, strong communicators paraphrase to check for understanding • In academic conversations, strong communicators synthesize conversation points • Strong communicators actively listen with eyes and body, take turns and show respect <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing • Think about the topic that the person 	
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<p>discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>is talking about and consider how you can respond by adding on, agreeing, disagreeing providing support or asking a question</p> <ul style="list-style-type: none"> • put multiple texts together with a common topic, theme, character or setting and discuss how the texts can be compared or contrasted • In social clubs around reading, ask questions of each other to get the conversation going • Questions can keep the conversation going strong by exploring new aspects of ideas that individuals hadn't explored alone • Debate can sometimes make conversations seem more interesting and can open up our thinking 	
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Readers Workshop Unit 6
Close Reading Across Multiple Texts
using Classic Literature
4- 5 Weeks (February/March)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Readers analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take 2. Readers look across texts in order to deepen interpretations about literary elements and author's intent 3. Identifying connections between texts can guide readers toward connections across our culture, our world and our lives <p>GOALS: Reading: RL. 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.10 RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6. Analyze how differences in the points</p>	<p>READING TEACHING POINTS: Bend 1: Investigating Narrative Structure, Theme, and Craft</p> <ul style="list-style-type: none"> • At the beginning of complex narratives, readers often talk about the literary elements of a story, that is, we will talk about what we think is happening and how events are related. And we'll talk about the characters and the place. • Often complex stories are dense, and it helps to make sense of them with reading partners. Illuminating what is actually happening will help us illuminate meanings as well. • Sometimes as we start harder fiction, we'll realize that the story takes place in a cultural or historical setting with which we are unfamiliar. Often it's worth doing some quick research to find out more about the time and place, so that the forces and pressures that are exerted on characters make more sense to us • As we read, pretty soon in a story, we remember to ask ourselves: 'What is this story starting to be about?' Sometimes we'll recognize themes and issues that other literature has dealt with, and we'll say to ourselves: 'I wonder how this story will develop this issue or theme? What will be the same or different?' Always, we know that good stories suggest more than one meaning, so we track a few ideas across stories. • As we investigate possible meanings and themes, we seek moments in the story that illuminate a theme. We also notice moments that make a critical social issue visible. Sometimes these moments are hyper-visible to some readers, because readers come to a text with critical lenses and ethical concerns 	<p>Text Choices:</p> <ul style="list-style-type: none"> • Animal Farm • Little Women • Call of the Wild • Treasure Island • Tom Sawyer • A Wrinkle in Time • A Roll of Thunder, Hear My Cry • Lion, Witch, and the Wardrobe, Level T • The Pearl, Level Z <p>Short Stories:</p> <ul style="list-style-type: none"> • <i>The Test</i> • <i>The Landlady</i> • <i>The Kitten</i> • <i>The Monkey's Paw</i> • <i>To Build a Fire</i> • <i>A Worn Path</i> • <i>The Lady or the Tiger</i> • <i>Flowers for Algernon</i> • <i>The Ransom of Red Chief</i> • <i>The Lottery</i> • <i>The Sniper</i> • <i>The Necklace</i> • <i>The New Kid</i> • <i>The Moustache</i> • <i>The Treasure of Lemon Brown</i> <p>Honors:</p> <ul style="list-style-type: none"> • Lord of the Flies • Animal Farm <p>Resource:</p> <ul style="list-style-type: none"> • Adapted Classics <p>Teacher Resources: Assessment:</p>

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.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed

Speaking & Listening:

SL.8.1, 8.4, 8.6

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

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.

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

HONORS GOALS:

Reading:

RL9-10.1, 9-10.2, 9-10.3, 9-20.4, 9-10.5

- Reading partners sometimes form clubs as well, to investigate literature. We know that collaborative interpretations are richer than isolated ones. Each reader brings a unique perspective to a book. Club members often prepare for conversations by annotating a text, writing notebook entries, and/or flagging parts of the text with small Post-its.
- One way to delight in complex literature is to highlight the parts of the text that we simply like—the scenes or lines or moments that we thought were really well written. These moments often stir up strong emotions in the reader—and those moments are worth returning to, to investigate the author’s craft. We may begin to notice literary devices this way, and those are also worth investigating, to analyze how the author writes.
- Readers know that most texts are part of a literary tradition. We might research this tradition or set out to read more texts within that tradition, especially if we enjoy a text

Bend 2: Dealing with Difficulty While Focusing on Interpretation

- Sometimes complex literature can remain opaque to a reader, perhaps because the language is archaic, or the setting is entirely unfamiliar, or the characters seem unsympathetic, and we find it hard to work through the text. We’ll know the text is getting hard for us because we slow down, we disengage, we start to not really care about it. Readers know we have tools that help us to re-engage. Sometimes, we talk to another reader—we find out what he or she thinks about the text so far, and we ask what he or she likes about it. We may ask this reader to retell the story like a movie trailer, for instance, or to compare it to books we’ve loved,

- Student/teacher conferences
- Reader’s Notebooks
- Reading Logs
- Contributions to discussions
- Student self-reflections
- Written reader responses
- Presentations

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

**Speaking & Listening:
SL 9-10.1, 9-10.4, 9-10.6**

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

or to highlight the most fascinating aspect.

- Often partners or clubs may read parts of a text aloud, first figuring out any new words, then talking about what is actually happening in the text, then reminding each other of what came before and what tone the scene has, and then reading it aloud in a readers’ theater.
- Readers often compare film versions of a classic text, focusing on how directors and actors interpret scenes and characters and settings and comparing those interpretations with our own.
- Sometimes when we struggle to understand what is actually happening in a text, it’s helpful to see if there are summaries of it online or through curricular supports. If we read a summary first and then return to the text, sometimes it opens up to us because we know something about it before tackling the language. We may also find that there are some easier versions of classic texts available, and those may help us get started as well.
- When we want to know what other critics have thought about a text, we can turn to literary criticism and curricular supports. If I read the SparkNotes, for instance, I’ll know what people tend to talk about when they talk about Romeo and Juliet. If I read Harold Bloom, I’ll know what he tends to say. So we may gain a history of the discourse around texts by seeing what others have said. These resources may illuminate fresh meaning in the text, and we compare these interpretations with our own.
- Readers remember the skills we carry with us as readers for tackling difficulty, such as looking up unfamiliar vocabulary, researching the background of a text, rereading, and reading forward. We keep an eye on our reading rate as we do this work, and if it’s taking a really long

<p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>time to try to access a text, we also try easier versions, audio and film, and curricular supports to help us comprehend a particularly difficult text.</p> <ul style="list-style-type: none"> • Readers keep going with our independent reading while we struggle with a hard text. Sometimes turning to reading we enjoy actually gives us new energy for reading a hard text. It's as if we warm up, and then we try to get some more reading done on something hard while we're warmed up. If we schedule our time, almost as if we were training for a sport, we can help ourselves get the reading done that we want <p>Bend 3: Reading Across Texts</p> <ul style="list-style-type: none"> • In texts that suggest similar themes, readers often analyze differences in the texts and how those differences affect possible meanings. One difference we may focus on is the difference in setting—in the time and place where stories occur—and how it affects the way a theme or idea develops • As readers begin to compare texts, we often need to develop some systems to help us recall the texts we've read. Sometimes making charts that list the titles, issues or themes, and characters helps us to quickly recall texts so that we can move on to analyzing them. Often we return to a text as well, revisiting parts of a text that seem of more importance as we place a text we read before against one we are reading now • Just as we may analyze the differences in the settings of stories that are linked by theme, knowledgeable readers often analyze the differences in characters as well. We may pay attention to their backgrounds, pressures, perspectives, ways they respond to trouble, and how those characteristics affect the way the text suggests particular 	
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	<p>aspects of an idea or theme</p> <ul style="list-style-type: none"> • As we begin to think and talk about the ways in which characters respond to trouble in thematically linked texts, we may compare those choices to ones we make ourselves in our own lives, with the goal of thinking how character traits are always revisable, whether they exist in the pages of a book or in an article or our own traits • Just as an athlete accesses all his or her skills from the moment a competition begins, so readers access all our reading practices from the moment we start reading. We try to process what is happening in the story at the same time as we ask ourselves, ‘What is this story starting to be about?’ And then we keep adding new information and having new insights as we read <p>Additional Teaching Points for Honors: Bend 3: Reading across Texts: Allusions, Context, Criticism</p> <ul style="list-style-type: none"> • Readers often take up certain literary and critical theories to investigate the effect of a text. These may help us analyze stereotypes, discourse, and embedded stances on social issues • We may take up gender and feminist theory, for instance, to examine issues of representation and the policing of gender norms and transgressive characterizations • We may examine the pressures that are exerted on characters and how those shape identity construction—especially pressures from different sources • We may take up Foucauldian analysis to analyze power and how it shifts, and resistance to it, in a text • We may study the hidden curriculum of a text to examine possible subtext— what it teaches and implicit lessons that may be embedded in the text • We may analyze the narrative trajectory of a text and moments of 	
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	<p>narrative disruptions when the story line or a character seems to bump into oppressive discourse and possibility closes down</p> <ul style="list-style-type: none"> • We may analyze the residue of reading—the indelible images that linger when we finish a text and what those images mean to us • We often make references to other texts as we read, analyze, talk, and write, comparing and contrasting characters, narrative structures, tone, and craft <p>Bend Four: Readers Become Expert at Literature, Authors, and Reading Practices</p> <ul style="list-style-type: none"> • Readers know how to make action plans for a novel. We may seek out literary criticism, curricular supports, alternate versions, and nonfiction support. We seek out friends with whom to read, and we make a plan for how we'll get started • As we begin a novel, we carry with us all we know about how to deal with difficulty. We talk to our friends about the text and also about what work we're doing as readers. • As we move through a novel, we'll design our interpretations, using the literary and critical theories we find most fascinating. We may compare interpretive lenses and what parts of the text those illuminate. • We often think of our reading as a project—rarely does a text exist in isolation. If we read Sherman Alexie, we may want to research the Spokane reservations or look up Seattle. If we read Harper Lee, we may want to research the civil rights movement. Or we may make our own text sets of texts that go together thematically or are similar in their literary tradition. • If we love an author, we'll often study that author deeply. We may begin to be able to recognize that author's work, so that we're able to say, 'That's so Alexie.' We read everything we can get our hands on. 	
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	<p>Speaking & Listening:</p> <ul style="list-style-type: none"> • In social clubs around reading, listen to what the person before you said and think, What do I think about that? • In social clubs around reading, know when it is time for your voice to be heard, make eye contact, and wait for a quiet space in time to speak • In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing • Read through your notes to start conversations • In academic conversations, strong communicators elaborate and clarify • In academic conversations, strong communicators support ideas with examples • In academic conversations, strong communicators build on and/or challenge a partner’s idea • In academic conversations, strong communicators paraphrase to check for understanding • In academic conversations, strong communicators synthesize conversation points • Strong communicators actively listen with eyes and body, take turns and show respect <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing • Think about the topic that the person is talking about and consider how you can respond by adding on, agreeing, disagreeing providing support or asking a question • Put multiple texts together with a 	
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	<p>common topic, theme, character or setting and discuss how the texts can be compared or contrasted</p> <ul style="list-style-type: none">• in social clubs around reading, ask questions of each other to get the conversation going• Questions can keep the conversation going strong by exploring new aspects of ideas that individuals hadn't explored alone• Debate can sometimes make conversations seem more interesting and can open up our thinking	
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**Readers Workshop Unit 7:
Close Reading Multiple Perspectives:
Examining and Understanding Multiple Points of View
and Arguments in Nonfiction Texts**

4 Weeks (March)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Readers assess how point of view or purpose shapes the content and style of a text 2. Readers delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence 3. Readers look closely at text evidence, word choice, and structure to see the subtle messages in texts and in their lives to help them to be strong and capable consumers of ideas and reflective, caring members of society 4. Examining issues and the complex actions of people leads readers toward the work of identifying and understanding multiple perspectives and a developing a deepened interpretation of the text <p>GOALS: Reading: RI 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8,8.9, 8.10 RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons,</p>	<p>READING TEACHING POINTS:</p> <ul style="list-style-type: none"> • Consider what is the most important idea and what the author thinks is the most important idea. Look back to the text to see which of those is supported by more detail • Looking across texts on the same topic in which authors have different perspectives and consider which has the most compelling, persuasive, or logical argument • If the text is written in a problem-solution structure, first identify the problem then notice what solution the author offers. Think about what the author is arguing for and how it is different than other possible solutions • Notice how the text is organized - does the author state an opinion then back it up or give details then conclude with an opinion to determine the main idea • Main idea is more than a topic. To state the main idea, it's important to know what the text is about. The "so what" can be the angle, idea or perspective that the author brings to the topic • Consider the author's reason/purpose for writing and any potential bias that comes from that (learn about who the author is, what stake the author has in the topic and what facts are being included and what is being excluded • Consider if any opinion words are being used alongside factual information • Read the title and identify the topic, think about the author's perspective; then read, collect details, and connect to main idea • Nonfiction isn't always straight-up facts and readers must pay close 	<p>Text Choices:</p> <ul style="list-style-type: none"> • Independent Choice - Nonfiction texts • print & multimedia <p>Honors:</p> <ul style="list-style-type: none"> • Independent Choice - Nonfiction texts • print & multimedia <p>Resource:</p> <ul style="list-style-type: none"> • Independent Choice - Nonfiction texts • print & multimedia • Biography Series- Photographic Stories of a Life- Harry Houdini, Abraham Lincoln, Princess Diana, Amelia Earhardt, Level S/T <p>Teacher Resources: Assessment:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Reader's Notebooks • Reading Logs • Contributions to discussions • Student self-reflections • Written reader responses • Presentations • Running records for any students not reading on grade level

<p>analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p> <p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.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.</p> <p>RI.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.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>Speaking & Listening: SL 8.1, 8.2, 8.3, 8.4, 8.5, 8.6 SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 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</p>	<p>attention to tricks of persuasion (word choice, voice, etc.)</p> <ul style="list-style-type: none"> • Once you understand a main idea of the text, consider the perspective of the author in crafting a text with that main idea • Consider whose perspective is represented and whose is omitted <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • Consider perspectives and whether they disrupt the commonplace • Consider the perspectives and views of others and pay attention to and seek out the voices of those who have been silenced or marginalized • Focus on sociopolitical issues to challenge unequal power relationships such as those influenced by gender, race and class • Consider social action and think about what can be done to promote change • Readers keep a lens on the author’s point of view and argument (ideas, claims, reasons the claim is right, evidence supporting the reasons, counterargument, logic, validity, relevance) to understand validity and strength of argument and author’s style • Readers keep a lens on what makes the point of view /argument persuasive (word choice, structure, emotional appeals, voice, sense of audience, nods to commonly held beliefs or stereotypes, cacophony, rhetorical devices) to understand validity and strength of argument and author’s style <p>Speaking & Listening:</p> <ul style="list-style-type: none"> • When giving a presentation, good speakers have poise • When giving a presentation, good speakers pay attention to voice (volume and clarity) • When giving a presentation, good speakers add life (passion, 	
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<p>specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>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.</p> <p>SL.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.</p> <p>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.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>HONORS GOALS: Reading: RI:9-10.1, 9-10.2, 9-10.5, 9-10.6, 9-10.7, 9-10.8 RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<p>expression, emotion)</p> <ul style="list-style-type: none"> • When giving a presentation, good speakers have strong eye contact • When giving a presentation, good speakers use appropriate gestures • When giving a presentation, good speakers use appropriate speed • In social clubs around reading, listen to what the person before you said and think, What do I think about that? • In social clubs around reading, know when it is time for your voice to be heard, make eye contact, and wait for a quiet space in time to speak • In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing • Read through your notes to start conversations • In academic conversations, strong communicators elaborate and clarify • In academic conversations, strong communicators support ideas with examples • In academic conversations, strong communicators build on and/or challenge a partner's idea • In academic conversations, strong communicators paraphrase to check for understanding • In academic conversations, strong communicators synthesize conversation points • Strong communicators actively listen with eyes and body, take turns and show respect <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing 	
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RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Speaking & Listening:

SL 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light

- Think about the topic that the person is talking about and consider how you can respond by adding on, agreeing, disagreeing providing support or asking a question
- Put multiple texts together with a common topic, theme, character or setting and discuss how the texts can be compared or contrasted
- In social clubs around reading, ask questions of each other to get the conversation going
- Questions can keep the conversation going strong by exploring new aspects of ideas that individuals hadn’t explored alone
- Debate can sometimes make conversations seem more interesting and can open up our thinking

<p>of the evidence and reasoning presented.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>		
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**Readers Workshop Unit 8:
Developing Analytical Reading Practices:
Children of War
4 Weeks (April)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> By examining a text closely, readers can begin to examine real world issues and bring their own meaning and life experiences to a text Readers look at ways that texts connect with one another, and the people, institutions, ideas, and culture that surrounds them <p>GOALS: Reading: RL: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6 RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from</p>	<p>READING TEACHING POINTS:</p> <ul style="list-style-type: none"> Good readers use specific lenses to find patterns. Readers can use these patterns to develop a new understanding of the text Readers keep a lens on characters/people and what they say, think, and do to think about the character’s feelings, traits, relationships, motivations and/or symbols, metaphors, motifs, themes and lessons. Readers keep a lens on relationships to think about the character’s feelings, traits, relationships, motivations and/or symbols, metaphors, motifs, themes and lessons. 	<p>Text Choices:</p> <ul style="list-style-type: none"> Irena’s Children Night Unlikely Warrior I am Malala Long Walk to Water Broken Memory Hare in the Elephant’s Trunk Forgotten Fire <p>Honors:</p> <ul style="list-style-type: none"> Under the Persimmon Tree God Grew Tired of Us The Book Thief Representation of a subject or a key scene in two

<p>the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Speaking & Listening: SL.8.1, 8.4, 8.5, 8.6 SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused,</p>	<ul style="list-style-type: none"> • Readers keep a lens on characters' expressions, gestures and appearance to think about the character's feelings, traits, relationships, motivations and/or symbols, metaphors, motifs, themes and lessons. • Readers keep a lens on setting descriptions or time period to think about the character's feelings, traits, relationships, motivations and/or symbols, metaphors, motifs, themes and lessons. • Readers keep a lens on recurring objects to think about the character's feelings, traits, relationships, motivations and/or symbols, metaphors, motifs, themes and lessons. • Readers keep a lens on word choice: words that evoke strong emotions, strong images, a clear idea to understand author's tone, purpose, and relationship to the subject or theme as well as the text's central idea, issues, lessons, symbols, metaphors, motifs, and themes • Readers keep a lens on word choice: words that reveal style (formal, informal, clear voice) to understand author's tone, purpose, and relationship to the subject or theme as well as the text's central idea, issues, lessons, symbols, metaphors, motifs, and themes • Readers keep a lens on word choice: particular kinds of words (nouns, verbs, adjectives and adverbs) to understand author's tone, purpose, and relationship to the subject or theme as well as the text's central idea, issues, lessons, symbols, metaphors, motifs, and themes • Readers keep a lens on the author's choice in organizational structures and the purpose of that organization to understand a character's development, changes, critical moments as well as the whole text's themes, central ideas, lessons, symbols, metaphors, and motifs 	<p>different artistic mediums</p> <p>Teacher Resources:</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Student / teacher conferences • Reader's Notebooks • Reading Logs • Contributions to discussions • Student Self-Reflections • Written Reader Responses • Presentations
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<p>coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>Language: L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>HONORS GOALS: Reading: 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5,9-10.6, 9-10.7 RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. RL.9-10.3. Analyze how complex</p>	<ul style="list-style-type: none"> • Readers keep a lens on characters, subjects, themes, settings, authors across two or more texts and compare word choice, text structure or points of view to have new understandings of central ideas • Utilize a variety of reading strategies flexibly while reading, including the use of context, Greek and Latin affixes and roots, and reference materials • Verify the meaning of an unknown word or phrase <p>Additional teaching points for Honors: BEND 2: Looking Across Texts</p> <ul style="list-style-type: none"> • Readers use a lens on comparison of characters or subjects to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author’s choices, messages, style, point of view, etc. • Readers use a lens on comparison of themes or central ideas to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author’s choices, messages, style, point of view, etc. • Readers use a lens on comparison of settings to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author’s choices, messages, style, point of view, etc. • Readers use a lens on comparison of authors to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author’s choices, messages, style, point of view, etc. • Readers use a lens on comparison of genres to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author’s choices, messages, style, point of view, etc. • Readers use a lens on comparison of styles to look for patterns in text 	
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characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

Speaking & Listening:

9-10.1, 9-10.4, 9-10.5, 9-10.6

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and

evidence, word choice, structure, point of view to have new ideas about author’s choices, messages, point of view, etc.

- Readers use a lens on comparison of social issues to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author’s choices, messages, style, point of view, etc.
- Readers use a lens on comparison of time period to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author’s choices, messages, style, point of view, etc.

Speaking & Listening:

- In social clubs around reading, listen to what the person before you said and think, What do I think about that?
- In social clubs around reading, know when it is time for your voice to be heard, make eye contact, and wait for a quiet space in time to speak
- In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing
- Read through your notes to start conversations
- In academic conversations, strong communicators elaborate and clarify
- In academic conversations, strong communicators support ideas with examples
- In academic conversations, strong communicators build on and/or challenge a partner’s idea
- In academic conversations, strong communicators paraphrase to check for understanding
- In academic conversations, strong communicators synthesize conversation points
- Strong communicators actively listen

<p>responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>with eyes and body, take turns and show respect</p> <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing • Think about the topic that the person is talking about and consider how you can respond by adding on, agreeing, disagreeing providing support or asking a question • Put multiple texts together with a common topic, theme, character or setting and discuss how the texts can be compared or contrasted • In social clubs around reading, ask questions of each other to get the conversation going • Questions can keep the conversation going strong by exploring new aspects of ideas that individuals hadn't explored alone • Debate can sometimes make conversations seem more interesting and can open up our thinking 	
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**Readers Workshop Unit 9
Developing Analytical Lenses
for Reading Narrative Nonfiction: Memoir
4 Weeks (May)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Readers analyze how and why individuals, events, or ideas develop and interact of the course of a text 2. Themes are embedded throughout texts to reveal the author's deeper messages 3. Readers develop theories about themes in a text by drawing connections between ideas in the 	<p>READING TEACHING POINTS:</p> <ul style="list-style-type: none"> • Readers know that narrative nonfiction will still have an overall topic with subtopics even though it is told like a story. Identifying time and parts will help to determine importance and summarize • In narrative nonfiction, true information is told in stories. Readers should think about why the story matters to determine importance and 	<p>Text Choices:</p> <ul style="list-style-type: none"> • I am Malala • Soul Surfer • I Will Always Write Back • Believe • Unlikely Warrior • Night • Warriors Don't Cry • Warrior's Heart • Hope Solo • Guts

<p>text and their own lived experiences</p> <p>GOALS: Reading: RI 8.1, 8.2, 8.3, 8.4, 8.5, 8.8, 8.9, 8.10 RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p> <p>RI.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.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p> <p>RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>Speaking & Listening: SL 8.1, 8.4, 8.6 SL.8.1. Engage effectively in a range of</p>	<p>synthesize</p> <ul style="list-style-type: none"> Tracking causes and effects will help to show the relationship between events and determine the importance After reading a true story, readers ask what are the lessons learned as a result of his or her victory or struggle We can use what we know about getting to know characters in fiction books to get to know main ideas in narrative nonfiction books. We can often get to some big ideas by stretching the definition of main character to apply to a different sort of main presence in the text Narrative nonfiction readers keep in mind that as they read, you want to discern what is and is not important. It can help to see that beneath the details, many true stories are tales either of achievement or of disaster, and each of those kinds of stories follows a predictable path. That path can help readers determine what matters most in the story—which details to pay the most attention to and which to pay less attention to The most powerful readers don't already know what every single word in a book means. The most powerful readers work hard to figure out what a technical word means. One of the ways we can do that is to get a picture in our minds of what's going on in that part of the story and to think about what would make sense <p>Additional teaching points for Honors: BEND 2: Looking Across Texts</p> <ul style="list-style-type: none"> Readers use a lens on comparison of characters or subjects to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author's choices, messages, style, point of view, etc. Readers use a lens on comparison of themes or central ideas to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author's 	<ul style="list-style-type: none"> Brown Girl Dreaming Enchanted Air My Thirteenth Winter Guts, Level X Marley, A Dog Like No Other, Level P <p>Honors:</p> <ul style="list-style-type: none"> Various perspectives as presented in different mediums (life stories) Documents of historical or literary significance that relate in terms of themes and significant concepts Summer reading option that may be used as mentor text: <ul style="list-style-type: none"> Tuesdays with Morrie <p>Teacher Resources: Assessment:</p> <ul style="list-style-type: none"> Student/teacher conferences Reader's Notebooks Reading Logs Contributions to discussions Student Self-Reflections Written Reader Responses Presentations
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<p>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.</p> <p>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.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>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.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>HONORS GOALS: Reading: RI 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6, 9-10.7, 9-10.8, 9-10.9 RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>choices, messages, style, point of view, etc.</p> <ul style="list-style-type: none"> • Readers use a lens on comparison of settings to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author's choices, messages, style, point of view, etc. • Readers use a lens on comparison of authors to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author's choices, messages, style, point of view, etc. • Readers use a lens on comparison of genres to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author's choices, messages, style, point of view, etc. • Readers use a lens on comparison of styles to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author's choices, messages, point of view, etc. • Readers use a lens on comparison of social issues to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author's choices, messages, style, point of view, etc. • Readers use a lens on comparison of time period to look for patterns in text evidence, word choice, structure, point of view to have new ideas about author's choices, messages, style, point of view, etc. <p>Speaking & Listening:</p> <ul style="list-style-type: none"> • In social clubs around reading, listen to what the person before you said and think, What do I think about that? • In social clubs around reading, know when it is time for your voice to be heard, make eye contact, and wait for a quiet space in time to speak • In social clubs around reading, state a connection to yourself, the world or 	
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<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p> <p>Speaking & Listening: SL 9-10.1, 9-10.4, 9-10.6 SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules</p>	<p>another text and bring it back to the book you are discussing</p> <ul style="list-style-type: none"> ● Read through your notes to start conversations ● In academic conversations, strong communicators elaborate and clarify ● In academic conversations, strong communicators support ideas with examples ● In academic conversations, strong communicators build on and/or challenge a partner’s idea ● In academic conversations, strong communicators paraphrase to check for understanding ● In academic conversations, strong communicators synthesize conversation points ● Strong communicators actively listen with eyes and body, take turns and show respect <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> ● In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing ● Think about the topic that the person is talking about and consider how you can respond by adding on, agreeing, disagreeing providing support or asking a question ● Put multiple texts together with a common topic, theme, character or setting and discuss how the texts can be compared or contrasted ● In social clubs around reading, ask questions of each other to get the conversation going ● Questions can keep the conversation going strong by exploring new aspects of ideas that individuals hadn’t explored alone ● Debate can sometimes make 	
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<p>for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>conversations seem more interesting and can open up our thinking</p>	
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Readers Workshop Unit 10
Developing Analytical Lenses for
Reading Nonfiction using texts on
Self-Reflection, Mindfulness, and Empowerment
4 Weeks (June)

<p style="text-align: center;">Understandings</p>	<p style="text-align: center;">Teaching Points (Possible Mini-Lessons)</p>	<p style="text-align: center;">Mentor Texts/Resources</p>
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> Good readers use strategies to gather information to understand the central idea and make connections with their own lives <p>Goals: RI .8.1, 8.2, 8.3, 8.4, 8.5, 8.6</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>READING TEACHING POINTS:</p> <ul style="list-style-type: none"> Writing about nonfiction will help you hold onto important information and ideas as you read so it is important to stop and jot when you learn something new, see a strong image, feel curious, or want to hold on to main information in the section The meaning you make in a text is like a conversation between what’s in the book and what’s in your mind. Your reactions, thoughts, and questions to the story matter When you find you have a strong emotional response to a book, stop to react and respond 	<p>Text Choices:</p> <ul style="list-style-type: none"> Quiet Power What Do You Really Want A Teen’s Guide to the 5 Love Languages The Mindful Teen What Are My Rights? * Parent Permission 7 Habits of Highly Effective Teens, Level-grade 7 and up <p>Teacher Resources: Assessment:</p> <ul style="list-style-type: none"> Student/teacher conferences

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

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

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

Speaking & Listening:

SL 8.1, 8.4, 8.6

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

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.

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.

- Read actively, thinking about your own questions and critiques as you read and think: what do you believe, what do you wonder and when do you think the author is wrong

Additional Teaching Points for Honors:

- Good readers use a variety of note-taking strategies (linear/nonlinear) to capture the gist
- Think about the text says and write concise summaries using notes
- Consider what makes effective headlines, headings, subheadings and how they work in a text
- Good readers collect questions, key ideas, important words and concepts to think more deeply about the meaning of the text
- Good readers think about what is said and then what is left out of the text
- Good readers infer claims and ask themselves “why might this be?”
- Good readers recognize audience and author’s purpose when trying to make meaning
- Readers keep a lens on a subjects’ facts, phrases, descriptions to understand definitions of unknown concepts or terms, main idea of a section, central idea of an entire text, author’s bias or point of view, comparisons
- Readers keep a lens on photos or graphics to understand definitions of unknown concepts or terms, main idea of a section, central idea of an entire text, author’s bias or point of view, comparisons
- Readers keep a lens on quotes from experts to understand definitions of unknown concepts or terms, main idea of a section, central idea of an entire text, author’s bias or point of view, comparisons
- Readers keep a lens on quotes from experts to understand definitions of

- Reader’s Notebooks
- Reading Logs
- Contributions to discussions
- Student self-reflections
- Written reader responses
- Presentations

<p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>HONORS GOALS:</p> <p>Reading: RI 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6, 9-10.8</p> <p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>Speaking & Listening: SL 9-10.1, 9-10.4, 9-10.6</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their</p>	<p>unknown concepts or terms, main idea of a section, central idea of an entire text, author’s bias or point of view, comparisons</p> <ul style="list-style-type: none"> • Readers keep a lens on author’s stated opinions to understand definitions of unknown concepts or terms, main idea of a section, central idea of an entire text, author’s bias or point of view, comparisons • Readers keep a lens on comparisons to understand definitions of unknown concepts or terms, main idea of a section, central idea of an entire text, author’s bias or point of view <p>Speaking & Listening:</p> <ul style="list-style-type: none"> • In social clubs around reading, listen to what the person before you said and think, What do I think about that? • In social clubs around reading, know when it is time for your voice to be heard, make eye contact, and wait for a quiet space in time to speak • In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing • Read through your notes to start conversations • In academic conversations, strong communicators elaborate and clarify • In academic conversations, strong communicators support ideas with examples • In academic conversations, strong communicators build on and/or challenge a partner’s idea • In academic conversations, strong communicators paraphrase to check for understanding • In academic conversations, strong communicators synthesize conversation points • Strong communicators actively listen with eyes and body, take turns and show respect 	
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<p>own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • In social clubs around reading, state a connection to yourself, the world or another text and bring it back to the book you are discussing • Think about the topic that the person is talking about and consider how you can respond by adding on, agreeing, disagreeing providing support or asking a question • Put multiple texts together with a common topic, theme, character or setting and discuss how the texts can be compared or contrasted • In social clubs around reading, ask questions of each other to get the conversation going • Questions can keep the conversation going strong by exploring new aspects of ideas that individuals hadn't explored alone • Debate can sometimes make conversations seem more interesting and can open up our thinking 	
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8th GRADE WRITING

Writer’s Workshop Unit 1:
Reflective Essay on Textual Lineages
1-2 Weeks (September)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Writers are reflective 2. Writers set goals for gaining independence, increasing volume, and developing a writing identity <p>GOALS: Writing: W 8.2 8.4, 8.5, 8.6, 8.10</p> <p>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.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Language: L 8.1, 8.2, 8.3, 8.5, 8.6</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in</p>	<p>WRITING TEACHING POINTS: BEND 1: Time & Space</p> <ul style="list-style-type: none"> • Think about places where you’ve gotten your best writing done. Describe the qualities of that space • When your energy and attention starts to fade, refocus by envisioning what it will be like when your piece is finished • Create a habit of writing regularly, perhaps by promising yourself a certain amount of writing each day, done at a consistent time in a consistent place. <p>BEND 2: Setting Goals</p> <ul style="list-style-type: none"> • Think about the project you are working on, and what you want to accomplish and make a plan • Think about how many lines you tend to write in one writing period. Set a goal for yourself to write more • Break up your total writing time into smaller chunks. Set a goal for yourself and adjust as you grow • Imagine your audience. Think about who you are writing for or who you hope will read your piece • Be realistic when setting goals <p>BEND 3: Using resources to keep going</p> <ul style="list-style-type: none"> • When you feel stuck, use the resources in the classroom • Reading your writing aloud to a partner can help and cheer you on to keep going • Writers are problem solvers. First, writers need to identify the problem, then find a resource or friend to help. Keep trying solutions until one works. • Partners can give gentle reminders to stay on track • Reread to jump back into writing 	<p>Teacher Resources: Assessment:</p> <ul style="list-style-type: none"> • Student/Teacher Conferences • Writing Samples • Student Presentations • Student Performance Checklists • Student Self-Reflections • Writer’s Notebooks • Standards-Based Writing Rubrics

<p>particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>HONORS GOALS: Writing: W9-10.2, 9-10.4, 9-10.5, 9-10.6, 9-10.10 W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> 1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, 	<ul style="list-style-type: none"> • If you find yourself at a loss for words, unable to write, it might be worthwhile to step away and read a text on the same topic or in the same genre • Consult a fellow writer to help get a jump-start • Take it one bite at a time. Don't focus on the whole piece, just focus on one part <p>Additional teaching points for Honors:</p> <ul style="list-style-type: none"> • Find a spot in your draft that isn't working well and rewrite it in an entirely new way. Look back at all your experiments to choose which fits best with your final piece • Why do you write? Think about the piece you are working on and why you are writing it. Tap into what it is that you care about in the piece and why you want your writing out in the world • Think about the topic you are writing about, not just during writing time but away from your desk as well. See if anything in your everyday life helps you to make connections to your topic or helps you think more about your topic. Bring those connections back to your writing 	
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<p>tables), and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> 2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 5. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. 6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>W.9-10.4. 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.)</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.10. Write routinely over extended</p>		
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<p>time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Language: L9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p> <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and</p>		
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<p>digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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**Writer’s Workshop Unit 2:
Narrative Writing: Extending Stories
3-4 Weeks (September/ October)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> Narrative writers use effective technique, well-chosen details and well-structured event sequences to tell a strong story Narrative writers draw from literary texts as mentor texts for support, reflection, and research <p>GOALS: Writing: W8.3, 8.4, 8.5, 8.6, 8.10 W.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</p>	<p>WRITING TEACHING POINTS: Bend 1: Generating and Collecting Ideas</p> <ul style="list-style-type: none"> Revisit a moment in a book that had strong feelings. Think about the details the author used to create that feeling. Think about what that tells you about the characters Reread your notebook and look for patterns that you noticed as you read. Think about how you might use those patterns in your writing Go back and look at details about a specific character. Make notes about the author’s decisions Go back and look at specific details about the setting. Make notes about the author’s decisions Go back and look at events that happened again and again. Think 	<p>Teacher Resources:</p> <p>Assessment:</p> <ul style="list-style-type: none"> Student/Teacher Conferences Writing Samples Student Presentations Student Performance Checklists Student Self-Reflections Writer’s Notebooks Standards-Based Writing Rubrics District Narrative Writing Assessment

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

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

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

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

**Language:
L 8.1, 8.2, 8.3, 8.5, 8.6**

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.

about how the pattern might change or continue in the story

- Start with a trigger line or borrowed line for the author as a place to jump-start the rest
- Put a word related to your story in the circle in the middle of your page and create a word map of ideas that connect to it as a way to brainstorm new ideas
- Ask yourself questions about the original story, then try to answer them
- Think about the abstract concepts (themes) from the original story and jot down ideas
- Think about the characters and conflicts they encountered. How might they change, re-emerge, resolve? What new conflicts might pop up?
- Think back to the defining moments of the character. What might this mean if the story continued?

**BEND 2: Developing, Drafting & Revising
Organization & Structure:**

- Think about the order of events and make a plan. Once you have the order right, then you can draft
- Think about the ending of your piece. Remember to keep it close to the important idea in the story
- Remember to use transition words to connect ideas and show changes in time, place, events
- Reread the beginning of your piece. Identify some of the story elements (setting, characters, events) and consider an ending that returns to one or more of the elements you describe at the beginning
- Reread your piece and think about the big idea you want to leave your readers with

Elaboration & Word Choice:

- If you feel like a part of your draft needs work, but you are cautious about making changes right on the page, take a strip of scrap paper and try them out there
- Revisit your notes about author’s craft moves used in the original piece and

<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>HONORS GOALS: Writing: 9-10.3, 9-10.4, 9-10.5, 9-10.6, 9-10.10 W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,</p>	<p>add them into yours</p> <ul style="list-style-type: none"> • Read one event in your story and ask yourself, “what else happened?” What did you leave out that you assume your reader would know but really doesn’t. Go back and add those details • Return to your draft looking for places that may need more description or detail. Underline single nouns or noun phrases that seem to summarize rather than describe • Add as many sensory details as you can then go back and reread, deciding which to keep and which to cut • Find a feeling word in your draft and ask “what does it look like when I have that emotion. Use a phrase to describe, or show the feeling rather than telling the reader • Let your readers know who is talking using dialogue tags. Vary their placement in the sentence • Reread the mentor text and focus on images, interesting words, and or figurative language. Name what the author did and try it in your piece • Consider using internal thoughts to show the reactions characters have to events • Think about external descriptions of characters • Return to your draft looking for dull verbs and replace with a verb or phrase that describes or explains the action • Be patient and go slow. Be careful not to jump too quickly from one idea to the next- include all the details you can • Think of how the characters talk in the original piece (voice, cadence, slang, dialect, accents) and plan to revise for those details • Be your own harshest critic and annotate your story with your thoughts and reactions to the details in your piece • Find a sentence in the original text that you admire for its power, cadence or rhythm. Revise your sentences with the mentor sentence’s rhythm and syntax in mind 	
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events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.9-10.10. 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 tasks, purposes, and audiences.

Language:

L9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use parallel structure.
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

- Find a sentence in your story where you want to give the readers clues about the kind of person your character is or how your character is feeling. Visualize the gestures and actions that your character might have to show this trait or feeling
- Think about an abstract idea or issue (symbol) from the original story and think about how you might use it

LANGUAGE:

Edit for Conventions:

- When you want your reader to pause with feeling or suspense, draw out an idea, or show speechlessness, you can use the ellipsis
- Find a place where you have used the word *and* several times in the same sentence - revise
- Check for complete sentences
- Don’t over do it- search for places where you used the same technique over and over again. Consider what to keep and what to change
- When you want to add beat, set up a surprise, add dramatic pause, or direct your reader to pay attention to what's next, try using a colon
- Punctuation and paragraphing speech
- Using commas
- Think about the feeling (tone) you are trying to convey and use punctuation and sentences to communicate that feeling
- Match the number of the subject to the number of the verb
- Know when you need a new paragraph
- Irregular verbs and subject-verb agreement
- Eliminate repetition that is not wanted with sentence combining
- Revise run-ons
- Create complex sentences using mentor texts as a guide
- Use a dash where you want to leave a beat or pause to get your reader ready for extra, important information
- Play with pauses
- Use parenthetic expressions to vary

<p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p> <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or</p>	<p>sentences</p> <ul style="list-style-type: none"> • Keep verb tense consistent within a sentence • Consider sentences to match the feeling /mood /tone • Using semicolons • Rephrase for clarity • Think about when the action happened. Choose simple, continuous and perfect tense <p>Additional teaching points for Honors:</p> <ul style="list-style-type: none"> • Use parallel structure • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses • Use a colon to introduce a list or quotation. • Vary word choice and sentence structure to demonstrate an understanding of the influence of language 	
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expression.		
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**Writer's Workshop Unit 3:
Writing Investigative Journalism
4 Weeks (November)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> Writers examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content Journalists observe the world closely and often write to call their readers to action and affect change <p>GOALS: Writing: W.8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.10 W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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</p>	<p>WRITING TEACHING POINTS:</p> <p>Bend 1: Reporting the Real Story: Newscasts</p> <ul style="list-style-type: none"> Journalists develop their powers of observation to capture events Turning moments of drama into cogent newscasts Capturing quotes to enliven and provide perspective Researching and reporting experience Lifting the level of literary language and attending to tone Making news stories matter to the community; angling for social significance Working to meet deadlines Journalists live for feedback <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> Writing lean, efficient & incisive Using descriptive language the way journalists do Writers live as protagonists, but journalists write as the narrator: shifting from first to third person Stringing scenes together to suggest meaning Writing partners use academic language to give specific, high-level feedback Setting ambitious goals and publishing <p>Bend 2: Writing to Inform and Illuminate</p> <ul style="list-style-type: none"> Journalists delve deeply to reveal underlying issues Generating and telling anecdotes from a journalistic stance Transforming lived experiences into narrative nonfiction: sustaining a journalist’s pronouns and tone Harnessing narrative craft to reveal central ideas and stir empathy Using to tools to set ambitious writing goals Committing to a story idea Harnessing narrative and information 	<p>Teacher Resources:</p> <p>Assessment:</p> <ul style="list-style-type: none"> Student/Teacher Conferences Writing Samples Student Presentations Student Performance Checklists Student Self-Reflections Writer’s Notebooks Standards-Based Writing Rubrics

<p>with others.</p> <p>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.</p> <p>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.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Language: L 8.1, 8.2, 8.3, 8.5, 8.6 L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g.,</p>	<p>writing techniques to engage the reader</p> <ul style="list-style-type: none"> • Daring the moves of master journalists: bold writers alternate between time frames and pace details strategically • Varying sentence structure to affect pacing and build tension • Elaborating to deepen readers’ connections • Elaborating perspectives while maintaining truth-telling approach • Developing the points of view of diverse characters • Attending to voice and verb tense when editing for publication • Sharing feedback with other writers <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • Going public with investigations to share research materials • Developing partnerships and study groups, and setting ambitious goals • Mentoring oneself to a published journalist <p>Bend 3: Investigating the Bigger Story</p> <ul style="list-style-type: none"> • Mentoring oneself to a pro to envision the arc of an investigative reporting • Finding and documenting stories that will anchor investigative pieces • Journalists use statistics to add authority to their assertions • Expanding a repertoire of research tools • Structuring investigative pieces and leading the reader with key transitions • Organizing an investigation and fitting all the parts together into an investigative piece • Being flexible with investigative structure • Crafting endings that call readers to action <p>LANGUAGE: Edit for Conventions:</p> <ul style="list-style-type: none"> • When you want your reader to pause with feeling or suspense, draw out an idea, or show speechlessness, you can use the ellipsis • Find a place where you have used the 	
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<p>bullheaded, willful, firm, persistent, resolute).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>HONORS GOALS: Writing: 9-10.2, 9-10.4, 9-10.5, 9-10.6, 9-10.7, 9-10.8, 9-10.10 W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> 1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 5. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. 6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>W.9-10.4. 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.)</p>	<p>word <i>and</i> several times in the same sentence - revise</p> <ul style="list-style-type: none"> • Check for complete sentences • Don’t over do it- search for places where you used the same technique over and over again. Consider what to keep and what to change • When you want to add beat, set up a surprise, add dramatic pause, or direct your reader to pay attention to what's next, try using a colon • Punctuating quotations • Using commas • Think about the feeling (tone) you are trying to convey and use punctuation and sentences to communicate that feeling • Match the number of the subject to the number of the verb • Know when you need a new paragraph • Irregular verbs and subject-verb agreement • Eliminate repetition that is not wanted with sentence combining • Revise run-ons • Create complex sentences using mentor texts as a guide • Use a dash where you want to leave a beat or pause to get your reader ready for extra, important information • Play with pauses • Use parenthetic expressions to vary sentences • Keep verb tense consistent within a sentence • Consider sentence to match the feeling /mood /tone • Using semicolons • Rephrase for clarity • Think about when the action happened. choose simple, continuous and perfect tense. <p>Additional teaching points for Honors:</p> <ul style="list-style-type: none"> • Use parallel structure • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific 	
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<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.9-10.10. 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 tasks, purposes, and audiences.</p> <p>Language: L.9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6 L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.</p>	<p>meanings and add variety and interest to writing</p> <ul style="list-style-type: none"> • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses • Use a colon to introduce a list or quotation. • Vary word choice and sentence structure to demonstrate an understanding of the influence of language 	
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<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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**Writer's Workshop Unit 4:
Major Unit: Argument Research Writing**

Minor Unit: Visual Literacy & Digital Media
4 Weeks (December)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Writers compose arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence 2. Argument writers seek to persuade audiences to accept a particular position on a controversial issue <p>GOALS: Writing: W.8.1, 8.4, 8.5, 8.6, .8.7, 8.8, 8.9, 8.10 W.8.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>WRITING TEACHING POINTS: Bend 1: Writing a Position Paper</p> <ul style="list-style-type: none"> • Debating positions to develop a complex argument • Flash-drafting arguments while working on specific writing goals • Supporting students to connect claims, reasons and evidence • Writers commit to qualities of writing such as those on the checklist • Mentoring oneself to exemplars • Angling evidence to support specific points • Framing, adapting, and evaluating references • Writers clarify deadlines to manage research and revision • Writing more effective introductions • Using connotative language to paint a tone • Analyzing author’s craft as well as author’s evidence • Writers consider connotations of words that convey tone • Analyzing and commenting on a source’s bias or tone • Writing powerful conclusions • Unleashing the inner dramatist to give writing more impact • Writers attend to clarity and conventions after rehearsal • The role of direct address in argument • Polishing writing and attending to conventions <p>Additional Teaching Points for Honors:</p> <ul style="list-style-type: none"> • Raising the level of argument and the level of independence and self-monitoring • Writers recall what they already know and turn to exemplars to plan their writing 	<p>Teacher Resources: Assessment:</p> <ul style="list-style-type: none"> • Student/Teacher Conferences • Writing Samples • Student Presentations • Student Performance Checklists • Student Self-Reflections • Writer’s Notebooks • Standards-Based Writing Rubrics • District Argument Writing Benchmark Assessment

<p>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.</p> <p>W.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”).</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.7. 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.</p> <p>WHST.6-8.8. 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.</p> <p>Language: L 8.1, 8.2, 8.3, 8.5, 8.6 L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in</p>	<ul style="list-style-type: none"> • Mentoring oneself to exemplars • Targeted research to support conclusion writing and big-picture essentials • Writers synthesize their writing to consolidate a draft <p>Bend 2: Writing a Position Paper on a Complicated Issue</p> <ul style="list-style-type: none"> • Using writer’s notebooks as a thinking tool • Writers consider more than one side of an issue • Developing preliminary positions and revising thinking • Debating to draft more balanced and principled arguments • Transitions help you move gracefully through parts of a complex argument • Capturing language and logic: from debating to drafting • Qualifying the conditions under which an argument holds true • Strengthening, framing and pacing evidence • Using transitions to guide the reader into and out of parts of arguments • Tips for framing evidence • Nonfiction writers attend to pacing and other literary devices • Attending to alternative arguments and points of view • Expanding introductions to include context or background information • Writers assess fairness in addressing counterarguments • Writers take inspiration from mentor texts • Using the organizational structure of your piece to help build your argument • Studying mentor texts to engage in independent revision • Breaking with tradition: paragraphing for a purpose <p>Additional Teaching Points for Honors:</p>	
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the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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

HONORS GOALS:

Writing:

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

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

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

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

D. Establish and maintain a formal style.

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

- Grappling with issues of intensity and developing initial understanding
- Rethinking responses from an argumentation stance
- Studying mentor texts to engage in independent revision
- Attending to audience and presentation
- Writing arguments of fact
- Writing arguments of judgement
- Writing arguments of policy
- How are complex arguments of judgements made in the real world
- Learning to make judgements based on criteria
- Analyzing evidence critically in light of existing knowledge
- Interpreting the evidence to explain what it shows
- Developing warrants (explanations) that show why the evidence is relevant
- Using the evidence and explanations to solve the problem
- Developing and supporting criteria for arguments of judgement

LANGUAGE:

Edit for Conventions:

- When you want your reader to pause with feeling or suspense, draw out an idea, or show speechlessness, you can use the ellipsis
- Find a place where you have used the word *and* several times in the same sentence - revise
- Check for complete sentences
- Don't over do it- search for places where you used the same technique over and over again. Consider what to keep and what to change
- When you want to add beat, set up a surprise, add dramatic pause, or direct your reader to pay attention to what's next, try

<p>argument presented.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p>W.9-10.10. 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 tasks, purposes, and audiences.</p> <p>Language: L9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6 L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>using a colon</p> <ul style="list-style-type: none"> • Punctuating quotations • Using commas • Think about the feeling (tone) you are trying to convey and use punctuation and sentences to communicate that feeling • Match the number of the subject to the number of the verb • Knowing when you need a new paragraph • Irregular verbs and subject-verb agreement • Eliminate repetition that is not wanted with sentence combining • Revise run-ons • Create complex sentences using mentor texts as a guide • Use a dash where you want to leave a beat or pause to get your reader ready for extra, important information • Play with pauses • Use parenthetical expressions to vary sentences • Keep verb tense consistent within a sentence • Consider sentence to match the feeling /mood /tone • Using semicolons • Rephrase for clarity • Think about when the action happened. Choose simple, continuous and perfect tense. <p>Additional teaching points for Honors:</p> <ul style="list-style-type: none"> • Use parallel structure • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses • Use a colon to introduce a list 	
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<p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.</p> <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>or quotation.</p> <ul style="list-style-type: none"> • Vary word choice and sentence structure to demonstrate an understanding of the influence of language 	
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**Literary Analysis: Theme & Craft
4 Weeks (January)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> Academic writers are on the lookout for themes in all of the texts they read, and are able to explain, with details from the text, why they believe that theme to be present When analyzing a text, literary essayists pay attention to the details of the plot and character development as well as the author's crafting decisions, reflecting on the connection between the author's message and his or her craft <p>GOALS: Writing: W.8.1, 8.4, 8.5, 8.6, 8.9, 8.10</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>W.8.6. Use technology, including the Internet,</p>	<p>WRITING TEACHING POINTS:</p> <p>Bend 1: The Thematic Essay</p> <ul style="list-style-type: none"> Looking for themes all around us Writing about themes of personal significance Reading closely to develop themes Planning for ways to clarify what themes are-- and are not The bigger the idea, the smaller you write Revising your ideas about themes Fine-tuning themes by studying author's craft Keeping momentum high Adopting voice of a literary scholar Writing claims Remember the power of evidence Revising as you draft Using peers as inspiration Clarifying relationships between evidence and ideas Using partners effectively Counterargument within literary essays When the alternative arguments are better than yours Editing using all you know <p>Bend 2: The Author's Craft Essay</p> <ul style="list-style-type: none"> Noticing how an author tends to write Motivating students to write more Exceptional craft moments The power of symbolism Helping students unlock the power of a symbol Looking for patterns across your entries Writing claims about craft Planning your writing Framing essays with relevance and context: introductions and conclusions Reminding students to draw on all their resources Crafting powerful conclusions Adopting an essayist's tone 	<p>Teacher Resources: Assessment:</p> <ul style="list-style-type: none"> Student/Teacher Conferences Writing Samples Student Presentations Student Performance Checklists Student Self-Reflections Writer's Notebooks Standards-Based Writing Rubrics

<p>to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Language: L8.1, 8.2, 8.3, 8.5, 8.6</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the</p>	<p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Developing and supporting criteria for arguments of judgement • Constructing the meanings from text--making inferences and judgments in order to comprehend the work • Making inferences about a character's values, virtues, vices, heroism or villainy, etc. • Making inferences about generic plot structures and the conjunction of character and plot in standards genres • Making inferences when you encounter writer’s tools such as irony, exaggeration, understatement, symbolism, unreliable narrators, etc. • Making inferences about values inherent in a work of literature as a whole (authorial and cultural) by attending to some critical theories <p>LANGUAGE: Edit for Conventions:</p> <ul style="list-style-type: none"> • When you want your reader to pause with feeling or suspense, draw out an idea, or show speechlessness, you can use the ellipsis • Find a place where you have used the word <i>and</i> several times in the same sentence - revise • Check for complete sentences • Don’t over do it- search for places where you used the same technique over and over again. Consider what to keep and what to change • When you want to add beat, set up a surprise, add dramatic pause, or direct your reader to pay attention to what's next, try using a colon • Punctuating quotations • Using commas • Think about the feeling (tone) you are trying to convey and use punctuation and sentences to communicate that feeling • Match the number of the subject to the number of the verb • Knowing when you need a new paragraph • Irregular verbs and subject-verb 	
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<p>relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>HONORS GOALS: Writing: W9-10.1, 9-10.4, 9-10.5, 9-10.6 9-10.8, 9-10.9, 9-10.10 W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.</p> <p>W.9-10.4. 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.)</p> <p>W.9-10.5. Develop and strengthen writing as</p>	<p>agreement</p> <ul style="list-style-type: none"> • Eliminate repetition that is not wanted with sentence combining • Revise run-ons • Create complex sentences using mentor texts as a guide • Use a dash where you want to leave a beat or pause to get your reader ready for extra, important information • Play with pauses • Use parenthetical expressions to vary sentences • Keep verb tense consistent within a sentence • Consider sentence to match the feeling /mood /tone • Using semicolons • Rephrase for clarity • Think about when the action happened. choose simple, continuous and perfect tense. <p>Additional teaching points for Honors:</p> <ul style="list-style-type: none"> • Use parallel structure • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses • Use a colon to introduce a list or quotation. • Vary word choice and sentence structure to demonstrate an understanding of the influence of language 	
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<p>needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>W.9-10.10. 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 tasks, purposes, and audiences.</p> <p>Language: L9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6 L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation.</p>		
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<p>C. Spell correctly.</p> <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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**Writer's Workshop Unit 6:
Literary Analysis: Comparative Essay**

Major Unit: Multiple Text
Minor: Comparison of Text to Film
4-5 Weeks (February/March)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> Literary essayists often write as a way to think about more than one text at a time, comparing and contrasting similar ideas across different texts Literary essayists support claims in an analysis of texts using valid reasoning and relevant and sufficient evidence <p>GOALS: Writing: W.8.1, 8.4, 8.5, 8.6,8.9, 8.10 W.8.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>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.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis,</p>	<p>WRITING TEACHING POINTS:</p> <ul style="list-style-type: none"> Exploring ideas about texts through writing Revisiting pivotal moments in texts Analyzing characters to uncover big ideas Comparing craft as well as theme Collecting and testing evidence Writing a comparative claim Using a variety of evidence to support ideas Drafting a cohesive essay Identifying ways essayists compare and contrast two tests Revising with an eye for coherence, flow and effect Presenting and refuting counterarguments Revising with an eye for literary elements <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Developing and supporting criteria for arguments of judgement Constructing the meanings from text--making inferences and judgments in order to comprehend the work Making inferences about a character's values, virtues, vices, heroism or villainy, etc. Making inferences about generic plot structures and the conjunction of character and plot in standards genres Making inferences when you encounter writer's tools such as irony, exaggeration, understatement, symbolism, unreliable narrators, etc. Making inferences about values inherent in a work of literature as a whole (authorial and cultural) by attending to some critical theories <p>LANGUAGE: Edit for Conventions:</p>	<p>Teacher Resources:</p> <p>Assessment:</p> <ul style="list-style-type: none"> Student/Teacher Conferences Writing Samples Student Presentations Student Performance Checklists Student Self-Reflections Writer's Notebooks Standards-Based Writing Rubrics

<p>reflection, and research.</p> <p>A. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Language: L.8.1, 8.2, 8.3, 8.5, 8.6</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g.,</p>	<ul style="list-style-type: none"> • When you want your reader to pause with feeling or suspense, draw out an idea, or show speechlessness, you can use the ellipsis • Find a place where you have used the word <i>and</i> several times in the same sentence - revise • Check for complete sentences • Don’t over do it- search for places where you used the same technique over and over again. Consider what to keep and what to change • When you want to add beat, set up a surprise, add dramatic pause, or direct your reader to pay attention to what's next, try using a colon • Punctuating quotations • Using commas • Think about the feeling (tone) you are trying to convey and use punctuation and sentences to communicate that feeling • Match the number of the subject to the number of the verb • Knowing when you need a new paragraph • Irregular verbs and subject-verb agreement • Eliminate repetition that is not wanted with sentence combining • Revise run-ons • Create complex sentences using mentor texts as a guide • Use a dash where you want to leave a beat or pause to get your reader ready for extra, important information • Play with pauses • Use parenthetic expressions to vary sentences • Keep verb tense consistent within a sentence • Consider sentence to match the feeling /mood /tone • Using semicolons • Rephrase for clarity • Think about when the action happened. choose simple, continuous and perfect tense. <p>Additional teaching points for Honors:</p> <ul style="list-style-type: none"> • Use parallel structure 	
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<p>bullheaded, willful, firm, persistent, resolute).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>HONORS GOALS: Writing: W9-10.1, 9-10.4, 9-10.5, 9-10.6, 9-10.8, 9-10.9, 9-10.10</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p> <p>W.9-10.4. 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.)</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or</p>	<ul style="list-style-type: none"> • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses • Use a colon to introduce a list or quotation. • Vary word choice and sentence structure to demonstrate an understanding of the influence of language 	
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<p>APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>W.9-10.10. 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 tasks, purposes, and audiences.</p> <p>Language: L.9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a</p>		
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<p>conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.</p> <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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**Writer's Workshop Unit 7:
Writing to Evaluate and Judge: Writing Reviews**

4 Weeks (March)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> When writing to evaluate and judge, the writer focuses on the worth of the person, object, idea, or other phenomenon and specifies the criteria for their evaluation and judgment When writing to evaluate and judge, writers consider author’s purpose, audience, and the power of propaganda techniques to deepen their evaluations <p>GOALS: Writing: W.8.1, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10 W.8.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p>	<p>WRITING TEACHING POINTS: BEND 1: Generating Ideas</p> <ul style="list-style-type: none"> Using mentor texts to shape ideas about topics Generate ideas by connecting to a strong feeling about a topic Generate ideas by thinking about something you want to see happen or change Generate ideas by interviewing people who are important to you and asking them questions about what help they need and what you can do Generate ideas by creating a word map Generate ideas by asking yourself questions and then answer them through research Generate ideas by thinking about subtopics of a topic that you’ve written before Generate ideas by thinking about abstract concepts and issues that are important Generate ideas by starting an entry with an outlandish claim as a springboard for writing Writers explore mentor texts including reviews, commercials, and other forms of advertisements to gather techniques used <p>BEND 2: Drafting & Revising</p> <ul style="list-style-type: none"> Creating convincing writing by knowing your audience Concentrating on word choice and tone to lift the level of an essay Angling writing to make points Writing effective introductions and conclusions Imagine your audience and consider your purpose To keep focus, underline one line that says the most and see if you need to change or reword that one line Use a search engine to find connections and explore different angles Crafting a thesis 	<p>Teacher Resources: Assessment:</p> <ul style="list-style-type: none"> Student/Teacher Conferences Writing Samples Student Presentations Student Performance Checklists Student Self-Reflections Writer’s Notebooks Standards-Based Writing Rubrics

<p>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.</p> <p>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.</p> <p>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.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>B. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Language: L 8.1, 8.2, 8.3, 8.5, 8.6 L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative,</p>	<ul style="list-style-type: none"> • Think about your topic and your unique spin/slant/idea about that topic and ask yourself the “so what” • Let available sources steer your focus • Shape your focus with active verbs • Think of a list of questions your reader might have about your topic --how might you answer • To improve organization, add transitions to move from part to part • Add a lead (narrative, contrast, addressing audience, etc) • Outline, re-outline, outline again • Conclude with a big idea • Think of your idea/claim/thesis and see if you’ve proven with enough detail • Research from people (interview) • Keeping a research notebook • Check for clarity and understanding with a partner • Use imagery to make a fact come alive • Anecdotes can teach and give evidence • Use figurative language • Write with authority using domain-specific vocabulary • Vary words to eliminate repetition • Watch your tone • Know when to keep an adverb • Work for more precise language • Use precise nouns • Use surprising verbs <p>Additional teaching points for Honors:</p> <ul style="list-style-type: none"> • Evaluate models and what is said, how it is said and what is not said • Use intentionally short, one sentence paragraphs • Weave in narrative elements to support your claim • Use humor to connect with reader • Ask rhetorical questions to connect with reader • Make a claim that is implied rather than directly stated • Consider paragraphing when studying real-world models <p>LANGUAGE: Edit for Conventions:</p>	
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<p>conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>HONORS GOALS: Writing: W8.1, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10 W.8.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical</p>	<ul style="list-style-type: none"> • When you want your reader to pause with feeling or suspense, draw out an idea, or show speechlessness, you can use the ellipsis • Find a place where you have used the word <i>and</i> several times in the same sentence - revise • Check for complete sentences • Don't over do it- search for places where you used the same technique over and over again. Consider what to keep and what to change • When you want to add beat, set up a surprise, add dramatic pause, or direct your reader to pay attention to what's next, try using a colon • Punctuating quotations • Using commas • Think about the feeling (tone) you are trying to convey and use punctuation and sentences to communicate that feeling • Match the number of the subject to the number of the verb • Knowing when you need a new paragraph • Irregular verbs and subject-verb agreement • Eliminate repetition that is not wanted with sentence combining • Revise run-ons • Create complex sentences using mentor texts as a guide • Use a dash where you want to leave a beat or pause to get your reader ready for extra, important information • Play with pauses • Use parenthetical expressions to vary sentences • Keep verb tense consistent within a sentence • Consider sentence to match the feeling /mood /tone • Using semicolons • Rephrase for clarity • Think about when the action happened. Choose simple, continuous and perfect tense. <p>Additional teaching points for Honors:</p>	
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<p>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.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<ul style="list-style-type: none"> • Use parallel structure • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses • Use a colon to introduce a list or quotation. • Vary word choice and sentence structure to demonstrate an understanding of the influence of language 	
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W.9-10.10. 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 tasks, purposes, and audiences.

Language:

L.9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and

<p>digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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**Writer's Workshop Unit 8:
Writing to Inquire & Explore:
Multigenre Research Essay
4 Weeks (April)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Writers conduct research based on focused questions, to gain an understanding of the subject under investigation 2. Writers gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism <p>GOALS: Writing: W. 8.1, 8.2, 8.3 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10 W.8.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the</p>	<p>WRITING TEACHING POINTS: BEND 1: Generating & Collecting Ideas</p> <ul style="list-style-type: none"> • Generate ideas by making a list of important people • Generate ideas by rereading your notebook and look for patterns • Generate ideas by thinking about what you want to see happen or you want to see change • Generate ideas by making observations of the world around you • Generate ideas by interviewing others to dig for and uncover 	<p>Teacher Resources: Assessment:</p> <ul style="list-style-type: none"> • Student/Teacher Conferences • Writing Samples • Student Presentations • Student Performance Checklists • Student Self-Reflections • Writer’s Notebooks • Standards-Based Writing Rubrics

<p>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.</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.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.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>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</p>	<p>topics</p> <ul style="list-style-type: none"> • Mine mentor texts for topics • Get sparked by setting from a text you've read • Generate ideas by creating a word map • Generate ideas by asking questions • Generate ideas by thinking about subtopics hiding in topics • Generate ideas by scanning the newspaper • Generate ideas by reading something on an unfamiliar topic <p>BEND 2: Drafting & Revising</p> <ul style="list-style-type: none"> • Ask questions to focus your topic • Thinking about your topic and the aspect of that you are most connected to develop further • Imagine your audience and consider your purpose • Use a search engine to find connections • Craft a thesis • Letting available sources to steer your focus • To organize, think about the parts of a topic (features and characteristics) • Use transitions to move from part to part • Start drafting with a plan in mind -- try different organizational structure as a way to plan • Try narrative leads • Lead by addressing the reader • Think about your audience and choose a text type and structure that matches the audience you plan to write to • Outline, reoutline, and outline again to find the best structure • Take a piece and rework the genre of structure several times • Concluding with a big idea • Read mentor texts with two 	
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<p>approach, focusing on how well purpose and audience have been addressed.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.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”).</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Language: L 8.1, 8.2, 8.3, 8.5, 8.6</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>	<p>lenses: information and aesthetic</p> <ul style="list-style-type: none"> • Keeping a research notebook • Look over your draft for facts that could use more explaining • Make sure you explain the what and the how • Use empathy to figure out what to add • Use imagery to make a fact come alive • Anecdotes and narrative elements can teach and give evidence • Weave in symbolism <p>LANGUAGE: Edit for Conventions:</p> <ul style="list-style-type: none"> • When you want your reader to pause with feeling or suspense, draw out an idea, or show speechlessness, you can use the ellipsis • Find a place where you have used the word <i>and</i> several times in the same sentence - revise • Check for complete sentences • Don't over do it- search for places where you used the same technique over and over again. Consider what to keep and what to change • When you want to add beat, set up a surprise, add dramatic pause, or direct your reader to pay attention to what's next, try using a colon • Punctuating quotations • Using commas • Think about the feeling (tone) you are trying to convey and use punctuation and sentences to communicate that feeling • Match the number of the subject to the number of the verb • Knowing when you need a new paragraph • Irregular verbs and subject-verb agreement 	
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<p>spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>HONORS GOALS: Writing: W.8.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented. W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>1. Introduce a topic; organize complex ideas,</p>	<ul style="list-style-type: none"> • Eliminate repetition that is not wanted with sentence combining • Revise run-ons • Create complex sentences using mentor texts as a guide • Use a dash where you want to leave a beat or pause to get your reader ready for extra, important information • Play with pauses • Use parenthetical expressions to vary sentences • Keep verb tense consistent within a sentence • Consider sentence to match the feeling /mood /tone • using semicolons • rephrase for clarity • think about when the action happened. choose simple, continuous and perfect tense. <p>Additional teaching points for Honors:</p> <ul style="list-style-type: none"> • Use parallel structure • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses • Use a colon to introduce a list or quotation. • Vary word choice and sentence structure to demonstrate an understanding of the influence of language 	
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<p>concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> 2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 5. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. 6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-</p>		
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<p>specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>B. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p>W.9-10.10. 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 tasks, purposes, and audiences.</p> <p>Language: L9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6 L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. L.9-10.2. Demonstrate command of the conventions</p>		
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<p>of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p> <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to</p>		
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comprehension or expression.

**Writer’s Workshop Unit 9:
Personal Essay Crafting Powerful Life Stories-
Writing to Reflect Experience and Suggest Thematic Connections
3 Weeks (May)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. A memoir is focused on a significant relationship between the writer and a person, place, or object 2. Memoirists write to express or reflect on his or her own life and experiences, often looking back in order to look forward 3. Memoirists often start with a big, important idea they want to explore and to communicate then collect small moments around the idea, bringing out themes through a variety of narrative and expository techniques <p>GOALS: Writing: W8.3, 8.4, 8.5, 8.6, 8.10 W.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.</p>	<p>WRITING TEACHING POINTS: BEND 1: Collecting: Writing “Big” and “Small” to Discover Meaningful Topics, Patterns, and Questions to Explore in Memoir</p> <ul style="list-style-type: none"> • Draw on known strategies to collect and develop small-moment story ideas • Generate ideas by making a list of people in your life that matter • Generate ideas by making a list of moments with strong feelings • Generate ideas by observing an object that matters to you • Generate ideas by studying a photograph • Generate ideas by rereading your entries and looking for patterns • Generate ideas by taking notes about the world around you • Interview to dig for and uncover topics • Scrapbook your life and to write about it later • Mine mentor texts for topics • Generate ideas by making a list of your favorite things • Generate ideas by thinking about life events that have happened over and over again, then thinking about events that stands out for happening only once • Generate ideas by writing about defining moments • Writing to find depth in already uncovered ideas: exploring the unknown and in the known • Using mentors to inspire stories worth telling <p>BEND 2: Drawing on the Qualities of Good</p>	<p>Teacher Resources:</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Student/Teacher Conferences • Writing Samples • Student Presentations • Student Performance Checklists • Student Self-Reflections • Writer’s Notebooks • Standards-Based Writing Rubrics

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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

Language:

L 8.1, 8.2, 8.3, 8.4, 8.5, 8.6

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret

Writing to Write and Revise a Shapely Memoir

- Focusing a story on you-not the events
- Using mentor texts to adjust structure
- Flash-drafting
- Revising for structure on the run
- Setting goals for revision using checklists and partners
- Developing methods for editing

BEND 3: Writing a Second Memoir with a Focus on Bringing Out Meaning

- Beginning a Second Memoir
- Tinkering with structure
- Elaborating out the most important part of a memoir
- Experimenting with structure to evoke meaning
- Creating a blend of dialogue, thinking, and action to revise for meaning
- Revising endings with help from mentor texts

LANGUAGE:

Edit for Conventions:

- When you want your reader to pause with feeling or suspense, draw out an idea, or show speechlessness, you can use the ellipsis
- Find a place where you have used the word *and* several times in the same sentence - revise
- Check for complete sentences
- Don't over do it- search for places where you used the same technique over and over again. Consider what to keep and what to change
- When you want to add beat, set up a surprise, add dramatic pause, or direct your reader to pay attention to what's next, try using a colon
- Punctuating quotations
- Using commas
- Think about the feeling (tone) you are trying to convey and use punctuation and sentences to communicate that feeling
- Match the number of the subject to

<p>figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>HONORS GOALS: Writing: W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.9-10.6. Use technology, including the</p>	<p>the number of the verb</p> <ul style="list-style-type: none"> • Knowing when you need a new paragraph • Irregular verbs and subject-verb agreement • Eliminate repetition that is not wanted with sentence combining • Revise run-ons • Create complex sentences using mentor texts as a guide • Use a dash where you want to leave a beat or pause to get your reader ready for extra, important information • Play with pauses • Use parenthetical expressions to vary sentences • Keep verb tense consistent within a sentence • Consider sentence to match the feeling /mood /tone • Using semicolons • Rephrase for clarity • Think about when the action happened. Choose simple, continuous and perfect tense. <p>Additional teaching points for Honors:</p> <ul style="list-style-type: none"> • Use parallel structure • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses • Use a colon to introduce a list or quotation. • Vary word choice and sentence structure to demonstrate an understanding of the influence of language 	
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<p>Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.10. 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 tasks, purposes, and audiences.</p> <p>Language: L9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.</p> <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>		
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<p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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**Writer's Workshop Unit 10:
Powerful Speeches: This, I Believe
4 Weeks (June)**

<p align="center">Understandings</p>	<p align="center">Teaching Points (Possible Mini-Lessons)</p>	<p align="center">Mentor Texts/Resources</p>
<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Effective speech writers produce clear and coherent writing in which the development, organization, and style that are appropriate to the task, purpose, and audience 2. Effective speech writers develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach <p>GOALS: Writing: W 8.2, 8.3, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10 W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts,</p>	<p>WRITING TEACHING POINTS:</p> <ul style="list-style-type: none"> • Writers reflect on their lives to find out what is important • Writers use prompts to collect ideas • Writers know and name their positive personal beliefs • Writers organize their ideas • Writers add audience appeal • Writers choose words carefully to convey meaning clearly • Writers make a personal connection to emphasize authenticity • Writers support their personal philosophies with dialogue, rhetorical questions, anecdotes, personal experiences, examples and statistics • Writers can eloquently deliver the speech 	<p>Teacher Resources: http://thisibelieve.org/</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Student/Teacher Conferences • Writing Samples • Student Presentations • Student Performance Checklists • Student Self-Reflections • Writer's Notebooks • Standards-Based Writing Rubrics

<p>and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p>	<ul style="list-style-type: none"> Writers use quotes and insights expressed by others to compose and express what they believe. <p>LANGUAGE:</p> <p>Edit for Conventions:</p> <ul style="list-style-type: none"> When you want your reader to pause with feeling or suspense, draw out an idea, or show speechlessness, you can use the ellipsis Find a place where you have used the word <i>and</i> several times in the same sentence - revise Check for complete sentences Don't over do it- search for places where you used the same technique over and over again. Consider what to keep and what to change When you want to add beat, set up a surprise, add dramatic pause, or direct your reader to pay attention to what's next, try using a colon Punctuating quotations Using commas Think about the feeling (tone) you are trying to convey and use punctuation and sentences to communicate that feeling Match the number of the subject to the number of the verb Knowing when you need a new paragraph Irregular verbs and subject-verb agreement Eliminate repetition that is not wanted with sentence combining Revise run-ons Create complex sentences using mentor texts as a guide Use a dash where you want to leave a beat or pause to get your reader ready for extra, important information Play with pauses Use parenthetical expressions to vary sentences Keep verb tense consistent within a sentence Consider sentence to match the feeling /mood /tone Using semicolons 	
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<p>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.</p> <p>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.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>B. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Language: L 8.1, 8.2, 8.3, 8.5, 8.6 L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.</p>	<ul style="list-style-type: none"> • Rephrase for clarity • Think about when the action happened. choose simple, continuous and perfect tense. <p>Additional teaching points for Honors:</p> <ul style="list-style-type: none"> • Use parallel structure • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses • Use a colon to introduce a list or quotation. • Vary word choice and sentence structure to demonstrate an understanding of the influence of language 	
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L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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

HONORS GOALS:

Writing:

9-10.2, 9-10.4, 9-10.5, 9-10.6, 9-10.8, 9-10.9, 9-10.10

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the

<p>relationships among complex ideas and concepts.</p> <ol style="list-style-type: none"> 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 5. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. 6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>W.9-10.4. 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.)</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>B. Apply <i>grades 9–10 Reading standards</i> to nonfiction informational e.g.,</p>		
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<p>“Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>W.9-10.10. 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 tasks, purposes, and audiences.</p> <p>Language: L9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.5, 9-10.6</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.</p> <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). C. Consult general and specialized</p>		
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<p>reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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