



INSTRUCTIONAL EXCELLENCE

Unit-at-a-Glance

Grade 8: English/Language Arts

Unit 3: Inspiring Inquiry to Create Change

Using This Resource

The Unit-at-a-Glance organizes the unit into nine focused weeks. It provides the following unit-specific information:

- Weekly Themes
- Essential Questions
- Weekly Suggested Standards
- Assessments (Pre-, Formative and Summative)
- Opening Lesson Ideas
- Model Lessons
- Lesson Seeds (ideas that can be further developed into lessons based on the weekly standards and learning targets)

The Unit-at-a-Glance takes all of the standards listed in the Unit Overview and offers weekly suggestions on how to teach the standards in a manageable way over the course of nine weeks. Since standards from different subject areas are often taught consecutively (e.g., Reading, Writing, Language, and Speaking and Listening), several standards will be recommended per week. Teachers should refer to the Unit Overview to read about the specific standards and their corresponding learning targets. The Lesson Seeds give examples of how teachers can design lessons that incorporate many different standards while implementing strategies that promote 21st-century skills (communication, collaboration, critical thinking and creativity). While the Unit-at-a-Glance is organized by weeks, teachers should adjust the pace of the unit based on their individual classes and students' needs.


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<p style="text-align: center;">Week # 1 Inquiry and Change</p>	<p style="text-align: center;">Week # 2 Language and Literature Circles</p>	<p style="text-align: center;">Week # 3 Newspaper Editorials</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can we apply and organize evidence to effectively construct arguments? ● How can understanding purpose filter meaning in texts and multimedia? ● In what ways do words, photos and multimedia impact viewers? ● How do we actively inspire change in our community based on what we read, view, write, do and experience? <p>The Essential Questions should be used to guide instruction throughout the unit. They should be posted, read aloud and revisited often.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can understanding purpose filter meaning in texts and multimedia? ● In what ways do words, photos and multimedia impact viewers? ● How do we actively inspire change in our community based on what we read, view, write, do and experience? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can we apply and organize evidence to effectively construct arguments? ● How can understanding purpose filter meaning in texts and multimedia? ● In what ways do words, photos and multimedia impact viewers? ● How do we actively inspire change in our community based on what we read, view, write, do and experience?
<p>While several standards will be taught weekly, those in bold should be prioritized in order to teach all the standards for this unit. Teachers should select standards to emphasize based on assessments of their individual students.</p> <p>Suggested Standards: RL.1, RI.1, R.14, RI.7, SL.1, SL.2, L.6, W.4</p> <p>Pre-Assessment: Assign part or all of the following assessment to use as baseline data for the unit/second half of the year. Go over missed answers or common mistakes as time permits this week or throughout the unit:</p>	<p>The materials and texts mentioned throughout the unit are suggestions only. Individual teachers should use their discretion when choosing materials.</p> <p>Suggested Standards: RL.1, W.9, SL.1, L.1, L.2, L.3</p> <p>Pre-Assessment: Take and review the following pre-assessment on group discussions in order to prepare students for time working in their literature circles: www.opened.com/assessment/group-discussion/1072927.</p>	<p>Teachers should use the Learning Targets Checklist to monitor students' progress toward mastering the standards.</p> <p>Suggested Standards: RL.1, RI.1, RI.4, RI.6, RI.8, RI.10, SL.1, SL.3, L.6, W.9</p> <p>Pre-Assessment: As a class, create a KWL chart for Newspaper Editorials (Op-eds). Students can also make their own. Begin by asking students to note what they already know about this type of writing and then move onto what they want to</p>

<p style="text-align: center;">Week # 1</p> <p style="text-align: center;">Inquiry and Change</p>	<p style="text-align: center;">Week # 2</p> <p style="text-align: center;">Language and Literature Circles</p>	<p style="text-align: center;">Week # 3</p> <p style="text-align: center;">Newspaper Editorials</p>
<p>www.engageny.org/file/148596/download/2016-released-items-ela-g8.pdf</p>		<p>know. Throughout the week, add to the learned column, noting new information.</p>
<p>Opening Lesson Idea:</p> <p>Create stations in the four corners of the classroom for each of the main concepts of the unit: Inspiration, Inquiry, Create and Change. Ask students to start in whichever corner they feel most compelled to and set a timer for them to rotate through the various stations. In each corner, place various things that relate to the concept — for example, inspiration should have an inspirational quote, poem, picture, and song or video clip; create could have art supplies, Legos or other manipulatives, etc. After students visit each station, come together as a class to discuss how these concepts merge and morph into the unit’s theme. (RL.1, RI.1, SL.1)</p>	<p>Opening Lesson Idea:</p> <p>Hold a book fair day to share options for literature circle books with the class. Create a mini presentation for all book options based on class size and reading level. Include image of cover, character background, teaser of plot, and excerpts and discuss style and themes. Give students time to interact with books and even read the first chapters, allowing them to dialogue about first impressions. At the end of the activity, ask students to select first-, second- and third-choice texts for their literature circles. Use these selections and Lexile levels to assign texts and groups. (RL.1)</p>	<p>Opening Lesson Idea:</p> <p>Gather school, local, and national newspapers or have Chromebooks available with school, local and national newspaper websites bookmarked and provide time for students to browse the op-ed sections of the newspapers. As a class, generate a list of the topics students found the most interesting as well as a list of characteristics of these types of articles. (RI.1)</p> <p>Model Lesson Sequence #1</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. <u>Read</u> an editorial, examining structure and purpose. 2. <u>Identify</u> organization and structure of an editorial using proper vocabulary. 3. Analyze purpose and structure of editorials. 4. <u>Evaluate</u> the effectiveness of an editorial and draw conclusions about this style of argumentative writing.

<p style="text-align: center;">Week # 1 Inquiry and Change</p>	<p style="text-align: center;">Week # 2 Language and Literature Circles</p>	<p style="text-align: center;">Week # 3 Newspaper Editorials</p>
<p>Lesson Seeds:</p> <p>See the General Handouts for how to incorporate all forms of ELA daily throughout the unit. (<i>Consider how to stretch lessons to teach to multiple standards daily</i>).</p> <ul style="list-style-type: none"> ● Wonder Board: Post the unit’s Essential Questions and theme-specific vocabulary in the room. Ask students what they wonder about these terms and questions and have them record their responses on sticky notes. Invite students to share their sticky notes and place them by the term or question to which it applies. Use the things students wonder about as talking points in class discussion. Encourage students to add new wonders throughout the discussion and throughout the unit. (SL.1, W.4) ● Teach theme-specific vocabulary using best-practice strategies such as Frayer Model, Concept Maps, Connect-Two, etc. (L.6) ● For more information on how to teach vocabulary while using standards, visit the following websites: <ul style="list-style-type: none"> ▶ www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger ▶ achievethecore.org/aligned/including-tier-2-vocabulary-instruction-in-curricular-materials/ (L.6) 	<p>Lesson Seeds:</p> <ul style="list-style-type: none"> ● Introduce concept of literature circles, form groups, and assign reading schedule and roles. See the Literature Circle Roles handout. (RL.1) ● Within lit circle groups, generate a list of predictions for the chosen texts, and set a purpose for reading using the assigned goals as a guide. (RL.1, SL.1) ● Use class time to begin reading texts aloud within lit circle groups. Visit each group to model and encourage application of during-reading strategies throughout — pausing to reread, paraphrase, ask questions, connect text to self, and verify or modify predictions. Working as a group this week will lay the foundation for appropriate group interactions during lit circle meetings throughout the unit. (RL.1, SL.1, W.9) ● Distribute a reading log. At the end of the week, check for text comprehension with after-reading strategies. Have students report out based on their lit circle roles — encourage them to make inferences, draw conclusions and connect text to self and also to set goals for reading the next section before meeting in groups again the following week. (RL.1, SL.1, W.9) ● As time permits, provide instruction and workshop time to practice Grade 8 	<p>Lesson Seeds:</p> <ul style="list-style-type: none"> ● Teach argument-specific vocabulary using best-practice strategies mentioned in Week 1. (L.6) <ul style="list-style-type: none"> ▶ Allusion ▶ Audience ▶ Bias ▶ Claim ▶ Concluding statement ▶ Counterclaim ▶ Editorial ▶ Point/Counterpoint ● For more information on how to teach vocabulary while using standards, visit the websites in Week 3. (L.6) ● As a class, read the following editorial: www.studentnewsdaily.com/editorials-for-students/how-to-save-football-players-brains/ modeling paragraph by paragraph the structure (claim, counterclaim, refutation) and types of evidence used — anecdotal, factual, etc. Answer the questions listed at the end of the article and have students respond to them using a think-pair-share strategy. (RI.1, RI.4, RI.6, RI.10, RI.8, SL.1, SL.3) ● Direct students to read an assigned editorial on www.nytimes.com/column/learning-

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<ul style="list-style-type: none"> ● As a class, watch the following videos: www.youtube.com/watch?v=mnKPEsbTo9s, www.youtube.com/watch?v=9qyD7vVfLI. One discusses bullying and the other, gun violence. After viewing, read the following article that pertain to the same topics and www.nytimes.com/2018/02/20/opinion/america-children-guns-shooting-florida.html. As a class, discuss and evaluate the advantages and disadvantages of using these two different mediums to address the same issue. Determine which factors go into perception of these topics and use a graphic organizer to assess the value of one medium versus another. (RI.1, RI.4, RI.7, RI.10, SL.1, SL.2) ● Discuss the calls to change in the above lesson; link back to the concepts in the four corners and the Wonder board/Essential Questions (SL.1) 	<p>grammar and mechanics. Consider using the following handouts to teach and assess — punctuation/grammar skills: www.helpsteaching.com/questions/Grammar/Grade_8; verbal: www.proprofs.com/quiz-school/story.php?title=grammar-mastery-quiz-chapter-17-participles-gerunds-infinitives; active/passive voice: www.proprofs.com/quiz-school/story.php?title=8th-grade-passive-voice-simple-present; ellipses: www.k12reader.com/worksheet/dot-dot-dot-the-ellipsis/. (L.1, L.2, L.3)</p>	<p>student-opinion. Teachers can select choices or assign different editorials for different groups of students or allow students to choose based on interest. Students should read and annotate the editorial in groups, noting purpose and structure and record findings using the Editorial Analysis handout (attached). Consider having students Jigsaw upon completion to share findings from their articles with their peers, note similarities in structure and evidence and draw conclusions about editorials' purpose as a whole. (RI.1, RI.4, RI.6, RI.8, RI.10, SL.1, SL.3)</p> <ul style="list-style-type: none"> ● At the end of the week, return to lit circles to check for text comprehension with after-reading strategies. Have students report out based on their lit circle roles — encourage them to make inferences, draw conclusions and connect text to self and also to set goals for reading the next section before meeting in groups again the following week. (RL.1, SL.1, W.9)
<p>Assessments:</p> <ul style="list-style-type: none"> ● Medium Graphic Organizer 	<p>Assessments:</p> <ul style="list-style-type: none"> ● Literature Circle Roles Sheets 	<p>Assessments:</p> <ul style="list-style-type: none"> ● Editorial Analysis Handout

<p style="text-align: center;">Week # 4</p> <p style="text-align: center;">Point/Counterpoint Informative Essay</p>	<p style="text-align: center;">Week # 5</p> <p style="text-align: center;">Op-ed Writing</p>	<p style="text-align: center;">Week # 6</p> <p style="text-align: center;">Analysis of Purpose (Commercial, Social, Political)</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can we apply and organize evidence to effectively construct arguments? ● In what ways do words, photos and multimedia impact viewers? ● How do we actively inspire change in our community based on what we read, view, write, do and experience? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can we apply and organize evidence to effectively construct arguments? ● In what ways do words, photos and multimedia impact viewers? ● How do we actively inspire change in our community based on what we read, view, write, do and experience? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can understanding purpose filter meaning in texts and multimedia? ● In what ways do words, photos and multimedia impact viewers? ● How do we actively inspire change in our community based on what we read, view, write, do and experience?
<p>Suggested Standards:</p> <p>RI.1, RI.1, RI.5, RI.6, RI.8, RI.9, RI.10, L.1, L.2, W.2, W.4, W.9, SL.1, SL.3</p> <p>Pre-Assessment:</p> <p>Play “Who has ...? I have...” with argument vocabulary to solidify proper vocabulary and understanding of aspects of editorial writing. Instructions for playing the game can be found here: www.humbleisd.net/site/Default.aspx?PageID=26771</p>	<p>Suggested Standards:</p> <p>RL.1, W.1, W.4, W.5, W.7, W.8, W.9, SL.1, SL.4, L.1, L.2, L.3</p> <p>Note: Week 5 should be conducted in a media center or lab or with the use of Chromebooks or the like. Direct access to online research tools can be imperative to this assignment.</p>	<p>Suggested Standards:</p> <p>RL.1, RI.1, RI.3, RI.7, RI.8, SL.1, SL.2, SL.3, W.9, L.1, L.2, L.3</p> <p>Pre-Assessment:</p> <p>Show a product-based commercial, a PSA and political campaign ad. Ask students to identify the audience and purpose of each. Discuss results.</p>
<p>Opening Lesson Idea:</p> <p>Introduce students to the idea of Point/Counterpoint by playing the following game: Create notecards with strong statements for each student. The statements can range from “We need a dress code” to “Girls can’t play football” and everything in</p>	<p>Model Lesson Sequence #2</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. <u>Brainstorm</u> and select an editorial topic. 2. <u>Conduct</u> research to gather evidence and support for a claim. 	<p>Opening Lesson Idea/Model Lesson Sequence:</p> <p>Note: Some days of Week 6 should be conducted in a media center or lab or with the use of Chromebooks or the like. Direct/individual access to www.consumer.ftc.gov/admongo/html-</p>

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<p>between. Pass the cards out to the class and have one student begin by reading his/her card aloud. Any student in the class who can come up with the opposing viewpoint to what the student read raises his/her hand and states the counterpoint to the statement on the card. That student is then the next to read his/her card to the class and so on. Once the game is complete, discuss the point/counterpoint concepts and the notion that there are always two sides to every story/claim. Also note how easy or difficult it is to articulate these counterclaims. (SL.1, SL.3)</p>	<ol style="list-style-type: none"> 3. <u>Evaluate</u> and organize evidence to support claim and refute counterclaim. 4. Compose an editorial that argues with proper structure and support. 5. <u>Evaluate</u> the effectiveness of arguments in self and peer editorials. 	<p>version.html is essential to teaching the standards included in this week.</p>
<p>Lesson Seeds:</p> <p>See the General Handouts for how to incorporate all forms of ELA daily throughout the unit.</p> <ul style="list-style-type: none"> ● Read the following Point/Counterpoint articles: www.hhstoday.com/opinion/2015/04/28/poointcounterpoint-do-apatetic-students-deserve-academic-attention/, www.hhstoday.com/opinion/2013/11/24/poointcounterpoint-black-friday/, and www.hhstoday.com/opinion/2013/10/10/pooint-counterpoint-do-video-games-have-a-negative-effect-on-students/ or others found on various sites included in the resources section of the Unit Overview. Using the Point/Counterpoint Graphic Organizer (attached), annotate the 	<p>Lesson Seeds:</p> <ul style="list-style-type: none"> ● Distribute and review the Sample Structure for Editorials. (W.1, W.4) ● From personal choice or using ideas listed here static01.nyt.com/images/blogs/learning/pdf/2014/200PromptsArgumentativeWriting.pdf or www.nytimes.com/2017/03/01/learning/lesson-plans/401-prompts-for-argumentative-writing.html, encourage students to select a topic for their own editorial. Once selected, students should write a purpose statement, completing the following sentence: “The purpose of this article is to...” (W.1) 	<p>Lesson Seeds:</p> <ul style="list-style-type: none"> ● Ask students to evaluate different persuasive media — print, digital, text, video, or multimedia and understand/evaluate the strengths and weaknesses of each with regards to their purpose — social, political, commercial. Use the following fictional ad library if desired: www.consumer.ftc.gov/Admongo/ad-library.html. (RI.7, SL.2, SL.3) ● Direct students to the website mentioned above and provide time for them to play and hone their ability to answer the main questions to evaluate what advertisements are seeking from viewers. (RI.1, RI.3, RI.7, RI.8, SL.2, SL.3)

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<p>purpose and evidence of each piece, noting the similarities and differences in how they approach the same subject. (RI.1, RI.5, RI.6, RI.8, RI.9)</p> <ul style="list-style-type: none"> ● Instruct students to dialogue with a partner and select one subject with paired editorials to use as the topic for an informative essay. Once selected, students should begin expanding on information from the Graphic Organizer into an outline for the essay that discusses the opposing information from the two texts, determines credibility and draws conclusions. (RI.9) ● Provide time in class or assign for homework the writing of the draft of the essay. Allow time to revise with attention to language standards and appropriate style until the final draft is complete. (L.1, L.2, W.2, W.4) ● At the end of the week, return to lit circles to check for text comprehension with after-reading strategies. Have students report out based on their lit circle roles — encourage them to make inferences, draw conclusions and connect text to self and also to set goals for reading the next section before meeting in groups again the following week. (RL.1, SL.1, W.9) 	<ul style="list-style-type: none"> ● Allow class time as needed for students to research and/or gather evidence to support their article’s purpose — either anecdotal, factual, expert or statistical. Needs and sources for this will vary with topics. (W.7, W.8, W.9) ● Using the Editorial Planning Sheet, ask students to first outline and then write their articles — identifying and establishing the claim, counterclaim, refutation, additional evidence and conclusion. (W.1, W.4, SL.4) Using a writing partner and peer checklist, edit and revise for proper structure and language (grammar, conventions, voice and mood of verbals). (W.5, L.1, L.2, L.3) Consider compiling the articles into a class newspaper to circulate to the school or parents or publishing them to a class webpage. ● Return to lit circles to check for text comprehension with after-reading strategies. Have students report out based on their lit circle roles — encourage them to dialogue, make inferences, draw conclusions and connect text to self and also to set goals for reading the next section. (RL.1, SL.1, W.9) 	<ul style="list-style-type: none"> ● Create stations in the classroom or a gallery walk of various persuasive forms. Have students visit each station and record info regarding the form, techniques, purpose and impact of each ad in the Persuasive Forms Capture Sheet. (RI.1, RI.3, RI.7, RI.8, SL.2, SL.3) ● At the end of the week, return to lit circles to check for text comprehension with after-reading strategies. Have students report out based on their lit circle roles — encourage them to make inferences, draw conclusions and connect text to self and also to set goals for reading the next section before meeting in groups again the following week. (RL.1, SL.1, W.9) ● As time permits, provide instruction and workshop time to practice Grade 8 grammar and mechanics. Consider using the following handouts to teach and assess — punctuation/grammar skills, focusing on verbals and punctuation: www.englishgrammar101.com/module-8/verbals-and-phrases/lesson-1/verbals, www.englishgrammar101.com/capitalization-and-punctuation. (L.1, L.2, L.3)

Week # 4 Point/Counterpoint Informative Essay	Week # 5 Op-ed Writing	Week # 6 Analysis of Purpose (Commercial, Social, Political)
Assessments: <ul style="list-style-type: none"> ● Point/Counterpoint Graphic Organizer ● Informative Essay 	Assessments: <ul style="list-style-type: none"> ● Editorial Planning Sheet ● Editorial Rubric 	Assessments: <ul style="list-style-type: none"> ● Persuasive Forms Capture Sheet

<p style="text-align: center;">Week # 7</p> <p style="text-align: center;">Research (Ask, Gather)</p>	<p style="text-align: center;">Week # 8</p> <p style="text-align: center;">Research (Gather, Organize, Prepare)</p>	<p style="text-align: center;">Week # 9</p> <p style="text-align: center;">Research (Present Multimedia Presentations)</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can we apply and organize evidence to effectively construct arguments? ● How can understanding purpose filter meaning in texts and multimedia? ● In what ways do words, photos and multimedia impact viewers? ● How do we actively inspire change in our community based on what we read, view, write, do and experience? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can we apply and organize evidence to effectively construct arguments? ● How can understanding purpose filter meaning in texts and multimedia? ● In what ways do words, photos and multimedia impact viewers? ● How do we actively inspire change in our community based on what we read, view, write, do and experience? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can we apply and organize evidence to effectively construct arguments? ● In what ways do words, photos and multimedia impact viewers? ● How do we actively inspire change in our community based on what we read, view, write, do and experience?
<p>Suggested Standards:</p> <p>RL.1, RI.8, RI.9, W.4, W.6, W.7, W.8, W.9, SL.1, SL.3, L.1, L.2, L.3</p> <p>(While several standards will be taught weekly, those in bold should be emphasized.)</p> <p>Note: Week 7 should be conducted in a media center or lab or with the use of Chromebooks or the like. Direct access to online research tools is imperative to this assignment.</p> <p>Pre-Assessment:</p> <p>Review AGOPPE research guidelines and inquiry/research vocabulary with the class. Also review source credibility using the following brief, online pre-assessment: www.opened.com/assessment/gathering-relevant-information/1073758.</p>	<p>Suggested Standards:</p> <p>RL.1, RI.8, W.4, W.6, W.7, W.8, W.9, SL.1, SL.5, L.1, L.2, L.3, L.6</p> <p>Note: Week 8 should be conducted in a media center or lab or with the use of Chromebooks or the like. Direct access to online research tools and presentation design is essential to this assignment.</p> <p>Pre-Assessment:</p> <p>Invite students to go to the following link to complete a brief pre-assessment about proper use of multimedia in presentations. Discuss results. www.opened.com/assessment/using-multimedia-in-presentations/1073529</p>	<p>Suggested Standards:</p> <p>RL.1, W.4, W.5, W.6, W.7, W.8, W.9, W.10, SL.1, SL.4, SL.5, SL.6</p> <p>Note: This week requires access to computers and multimedia tools in order to produce a presentation with varied form. Students can use stock images, school camera or video equipment (if available), or personal cell phones.</p>

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<p>Opening Lesson Idea:</p> <p>As a class, brainstorm a list of inequities or injustices (at the school, community, national or international level) that you would like to see changed. Group students based on which changes they are most passionate about. (SL.1)</p>		
<p>Lesson Seeds:</p> <p>See the General Handouts for how to incorporate all forms of ELA daily throughout the unit.</p> <ul style="list-style-type: none"> ● In groups, encourage the inquiry process by having students dialogue about what they need to know in order to create real change. From there, students should generate research questions, completing the Ask portion of the research process. (W.4, W.7) ● Using available technology and search engines, groups should begin researching answers to the questions they've developed. Students should evaluate information as they find it, making sure info and sources are credible and support the change they are hoping to inspire. (RI.8, RI.9, W.6, W.7, W.8) ● While using technology effectively and responsibly to complete the inquiry process, student should record answers 	<p>Lesson Seeds:</p> <ul style="list-style-type: none"> ● Explain to the class that this week will be spent working cooperatively to design or plan some sort of multimedia persuasive form to support your desired change. Instruct students to meet in groups and begin brainstorming the best use of their time with regards to helping to create change. (SL.1, L.3, L.6) ● Encourage collaboration and help facilitate teamwork in the groups by reviewing group expectations and assigning jobs to the various group members. For examples, see the following: www.readwritethink.org/files/resources/lesson_images/lesson277/cooperative.pdf, and www.teacherbeacon.com/MembersAgreement.pdf. (SL.1) ● Allow class time for students to work cooperatively to complete their individualized task. Circulate through 	<p>Lesson Seeds:</p> <ul style="list-style-type: none"> ● Continuing work with creativity and cooperative learning, this week students continue working in small groups to create a multimedia presentation to garner support for a change that benefits the community, whether locally, nationally or internationally. (W.4, W.6, W.7, W.8, W.10, SL.1, SL.5) ● Have each group create a persuasion map (search the internet for examples). (W.4, W.6, W.7, W.8, W.10, SL.1, SL.5) ● Provide class time for students to complete their projects. Teacher should circulate and assist as necessary. Projects will vary in style and form but will consistently have well-constructed arguments, persuasive techniques, achievable purposes and inspire one to improve their community. (W.6, W.7, SL.4, SL.5, SL.6)

<p style="text-align: center;">Week # 7</p> <p style="text-align: center;">Research (Ask, Gather)</p>	<p style="text-align: center;">Week # 8</p> <p style="text-align: center;">Research (Gather, Organize, Prepare)</p>	<p style="text-align: center;">Week # 9</p> <p style="text-align: center;">Research (Present Multimedia Presentations)</p>
<p>to their research questions and draw conclusions about the evidence gathered. Taking appropriate notes and noting the works cited, students must find factual, anecdotal and visual evidence that supports their desired change. (RI.8, RI.9, W.6, W.7, W.8, SL.3)</p> <ul style="list-style-type: none"> ● At the end of the week, return to lit circles to check for text comprehension with after-reading strategies. Have students report out based on their lit circle roles — encourage them to make inferences, draw conclusions and connect text to self and also to set goals for reading the next section before meeting in groups again the following week. (RL.1, SL.1, W.9) ● As time permits, provide instruction and workshop time to practice Grade 8 grammar and mechanics. Consider using the following handouts to teach and assess — punctuation/grammar skills: www.helpsteaching.com/questions/Grammar/Grade_8; verbals: www.proprofs.com/quiz-school/story.php?title=grammar-mastery-quiz-chapter-17-participles-gerunds-infinitives, active/passive voice: www.proprofs.com/quiz-school/story.php?title=8th-grade-passive-voice-simple-present, ellipses: www.k12reader.com/worksheets/dot-dot-dot-the-ellipsis/. (L.1, L.2, L.3) 	<p>groups to ensure that they are on task and working toward a common goal. Each group should complete any necessary additional research and organize findings in a persuasive way. All groups will also need to submit works cited of reliable sources — print and digital of various forms: photos, videos, etc. Students can also be encouraged to create their own materials as evidence (e.g., interviews with students, families, teachers, community members). (RI.8, W.4, W.6, W.7, W.8, SL.5)</p> <ul style="list-style-type: none"> ● At the end of the week, return to lit circles to check for text comprehension with after-reading strategies. Have students report out based on their lit circle roles — encourage them to make inferences, draw conclusions and connect text to self and also to set goals for reading the next section before meeting in groups again the following week. (RL.1, SL.1, W.9) 	<ul style="list-style-type: none"> ● Watch presentations as a class and evaluate the effectiveness of each in regard to inspiring and motivating change. Discuss as a class where to share these presentations further in order to bring their desired change to fruition (e.g., launch a class website, air on school morning announcements/print in newsletter, send a press release to local newspaper). ● At the end of the week, return to lit circles to check for text comprehension with after-reading strategies. Have students report out based on their lit circle roles — encourage them to make inferences, draw conclusions and connect text to self. Consider conducting a Socratic Seminar for each group or asking each group to share essential information about their text with the class in print or the presentation. (RL.1, SL.1, W.9)

Week # 7 Research (Ask, Gather)	Week # 8 Research (Gather, Organize, Prepare)	Week # 9 Research (Present Multimedia Presentations)
Assessments: <ul style="list-style-type: none"> ● Research Questions and Notes 	Assessments: <ul style="list-style-type: none"> ● Research Graphic Organizer ● List of Sources 	Assessments: <ul style="list-style-type: none"> ● Multimedia Presentation Rubric ● Literature Circle Final Assessment