

GR 8 Schoolwide Unit 4 (Research Report)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **Mar. -Apr.**
Status: **Published**

Unit Overview

Unit Title: Nonfiction: Research Reports

Essential Question: What are the structure, features, and purpose of research reports?

Standards

Language Domain

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| ELA.L.SS.8.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| ELA.L.SS.8.1.B | Form and use verbs in the active and passive voice. |
| ELA.L.SS.8.1.C | Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. |
| ELA.L.SS.8.1.D | Recognize and correct inappropriate shifts in verb voice and mood. |
| ELA.L.SS.8.1.E | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
| ELA.L.SS.8.1.F | Use an ellipsis to indicate an omission. |
| ELA.L.SS.8.1.G | Recognize spelling conventions. |
| ELA.L.KL.8.2 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| ELA.L.KL.8.2.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |
| ELA.L.KL.8.2.B | Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. |
| ELA.L.VL.8.3 | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| ELA.L.VL.8.3.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. |
| ELA.L.VL.8.3.B | Analyze the impact of specific word choices on meaning and tone. |
| ELA.L.VL.8.3.D | 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. |

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| ELA.L.VI.8.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| ELA.L.VI.8.4.A | Interpret figures of speech (e.g., verbal irony, puns) in context. |
| ELA.L.VI.8.4.B | Use the relationship between particular words to better understand each of the words. |
| ELA.L.VI.8.4.C | Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| ELA.L.VI.8.4.D | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |

Writing Domain

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| ELA.W.IW.8.2 | Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| ELA.W.IW.8.2.A | Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension. |
| ELA.W.IW.8.2.B | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| ELA.W.IW.8.2.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| ELA.W.IW.8.2.D | Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic. |
| ELA.W.IW.8.2.E | Establish and maintain a formal style/academic style, approach, and form. |
| ELA.W.IW.8.2.F | Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented. |
| ELA.W.WP.8.4 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed. |
| ELA.W.WR.8.5 | 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. |
| ELA.W.SE.8.6 | 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. |
| ELA.W.RW.8.7 | 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. |

Speaking and Listening

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| ELA.SL.PE.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' |
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| | ideas and expressing their own clearly. |
| ELA.SL.PE.8.1.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. |
| ELA.SL.PE.8.1.B | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| ELA.SL.PE.8.1.C | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| ELA.SL.PE.8.1.D | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| ELA.SL.II.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. |
| ELA.SL.ES.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. |
| ELA.SL.PI.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. |
| ELA.SL.UM.8.5 | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| ELA.SL.AS.8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

Materials/Activities/Resources

Core materials:

- Schoolwide Writing

Web Site Resources:

- Schoolwide Writing
- Lexia
- Amira (K-3)

Technology

- Screencastify
- Full list on district teacher page
- YouTube videos of mentor texts readings

Assessment

Formative Assessment

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide
- Student Performance Checklist

Summative Assessment

- Process Pieces
- Schoolwide Rubrics
- Student Publishing
- Student Self-Reflection

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers

- Vocabulary support

At-Risk of Failure

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- PEP/GEM class

Interdisciplinary Connections

Social Studies Connections: History

Science Connections: The Environment; Inventors

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Seeking Challenges, Purpose, Growth Mindset, Trying Again, Grit, Problem Solving, Setting Goals

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.