Jan. SW Gr. 8 How Writers Work

Content Area: **English**
Course(s): **Language Arts**
Time Period: **January**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Writing for different purposes in different forms for different audiences is something eighth graders need to be prepared to do. To understand what it means to write well, students need time to study the art of writing and time to write. Having a writing workshop will afford students both of these things. Writing workshop is the time when you and your eighth graders will learn from mentor authors, as well as each other. It's the time when you will study and explore various text types and purposes for writing, and it is the time when your students will collaborate with one another and use what they are learning to write purposefully and effectively.

Enduring Understandings

Students will: ■ Learn how to work in a writing workshop environment by following the structures, routines, and procedures of the unit; ■ Become part of a community of writers who listen to, share, and respond to each other's thoughts, writing, and ideas; ■ Explore the many reasons why writers write; ■ Identify the multiple forms of writing used in texts; ■ Think about the authors and their processes in creating the mentor texts; ■ Learn how writers use tools to facilitate the writing process and organize and revise their writing; ■ Engage effectively in a range of collaborative discussions (partner, whole-class, group), building on each other's ideas; ■ Produce clear and coherent writing appropriate to purpose and audience by planning, revising, editing, rewriting, and/or trying a new approach; ■ Explore their own interests as writers by creating lists of possible topics and the types of writing they would like to research; ■ Learn how to keep a Writer's Notebook; ■ Read mentor texts to discover revision techniques and apply these to strengthen their own writing; ■ Refine their pieces by editing for grade-level grammar; and ■ Create a published piece of writing in which the development,

Essential Questions

How do writers work?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1: Why Do Writers Write? uses all mentor texts from the unit. Rationale: There are many reasons why writers write. Students will listen to excerpts from some of the mentor texts, think about the reasons the

authors wrote them, and then draw evidence from the texts to support and reflect on the reasons for their own writing. Common Core State Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 2: Keeping a Writer's Notebook and Filling It With Possibilities uses Writing Down the Bones by Natalie Goldberg and Crow Call by Lois Lowry. Rationale: Writers use their notebooks to gather and record ideas, or "seeds," to consider developing into a published piece of writing. Students will discover the purpose of keeping a Writer's Notebook and begin using it for quick writes to record their ideas in a short amount of time. Common Core State Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 3: Discovering the Many Forms of Writing uses Chicken Soup for the Soul, Real Kids, Real Stories, Real Character by Garth Sundem, and Walking on the Boundaries of Change: Poems of Transition by Sara Holbrook. Rationale: Students will listen to different genres/forms of writing from a few of the mentor texts, draw evidence from them to identify how they are different, and also explore how form, features, and purpose are all connected. Common Core State Standards: W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 4: Writing as Inspiration – Looking at Authors' Messages uses Real Kids, Real Stories, Real Character by Garth Sundem. Rationale: Students will listen to inspirational stories and think about the authors' messages, as well as draw evidence from the text to support their thoughts and ideas. They will also reflect on values they think are important and explore how best to relate those values in their own writing. Common Core State Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Day 5: Finding Your Everyday Voice uses Walking on the Boundaries of Change by Sara Holbrook. Rationale: Poets find inspiration from everyday experiences and emotions. Students will discover how poets use emotive language as well as poetic devices in their writing. They will also learn how to find and use their own voice in their writing. Common Core State Standards: W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Mini-Lessons

Generating Ideas I: Using Lists to Spark Writing Ideas uses Writing Down the Bones by Natalie Goldberg. Rationale: Writers fill their notebooks with lists of ideas and possible topics that they can take through the writing process and develop into published pieces. Students will create lists of possible topics or ideas to write about and then create an idea web or entry using one of these ideas. Common Core State Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Generating Ideas II: Writing Ideas From a Photograph uses Crow Call by Lois Lowry. Rationale: Another way writers can generate ideas is by using photographs as a springboard for writing since each one holds so many stories and memories. Students will generate ideas for their writing by using photographs to reflect on an experience that they have had. Common Core State Standards: W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Generating Ideas III: Writing From Personal Experiences uses Chicken Soup for the Soul: Inspiration for Writers by Jack Canfield, Mark Victor Hansen, Amy Newmark, and Susan M. Heim (Eds.) and Walking on the Boundaries of Change by Sara Holbrook. Rationale: Every successful writer will tell you that the best writing comes from within. Students will explore how writing about everyday experiences, challenges, and emotions creates a connection between writers and readers. Common Core State Standards: W.8.1, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Selecting: Narrowing Down a Topic uses Chicken Soup for the Soul: Inspiration for Writers by Jack Canfield, Mark Victor Hansen, Amy Newmark, and Susan M. Heim (Eds.). Rationale: Writers select ideas that are full of possibilities and purpose when deciding what to publish. Students will reread their Writers' Notebooks to reflect on their writing and select an idea they want to publish. Common Core State Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6

Collecting: Descriptive Details uses Chicken Soup for the Soul: Inspiration for Writers by Jack Canfield, Mark Victor Hansen, Amy Newmark, and Susan M. Heim (Eds.). Rationale: Writers use the collecting stage of the writing process to elaborate, research, and develop their piece. Students will "collect" descriptive details to further develop their selected topic/idea. Common Core State Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Drafting: Organizing According to Form uses all mentor texts from the unit. Rationale: Drafting is the stage of the writing process where writers must consider the structure and form that best suits the ideas they have chosen to publish. Students will choose a strategy to first help them organize their draft into a structure that is meaningful to their purpose and audience. Common Core State Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.6

Revising I: BIG Revision – Making Purposeful Changes uses all mentor texts from the unit and students' drafts. Rationale: Revision is the stage of the writing process where writers resee and reread their writing to ensure their message or meaning is clear. Students will revise their drafts by using effective techniques to engage their readers. Common Core State Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Revising II: Show, Don't Tell uses Writing Down the Bones by Natalie Goldberg and students' drafts.

Rationale: Revision often has many layers to it. Writers understand that there are many different strategies to "resee" their writing. In this second revision lesson, students will focus on adding relevant descriptive details to their pieces, using precise words and phrases, through a strategy called "show, don't tell." Common Core State Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Editing: Commas With Purpose uses students' drafts. Rationale: During the editing stage of the writing process, writers consider the conventions of standard English grammar and usage. Punctuation, and particularly the comma, greatly contributes to the sound and meaning of text. Students will understand the usage of commas correctly and purposefully. Common Core State Standards: W.8.1, W.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6

Publishing: Crafting the Perfect Title uses all mentor texts from the unit and students' final drafts. Rationale: The publishing process is the final stage of the writing process, where writers make decisions about how they want to display and share their finished work. The first thing readers see is the title of a piece, so it is very important for young writers to learn how to craft the "perfect title." As students once again "read like writers" by analyzing the titles of the mentor texts, they will be able to think of possible titles for their own pieces of writing. Common Core State Standards: W.8.3, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn how professional writers work.

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to

	maximize career potential.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Technology and Design Integration

Students will interact with the lesson through the Smartboard. Students will generate publishable writing pieces throughout the unit.

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
ITH	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of

words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

- **Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Writing samples

Aimsweb

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

- **Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit assessments

Student Self-Reflection: uses a self-reflection questionnaire for students to complete. Rationale: The students should feel a real sense of accomplishment now that they have successfully taken their drafts through the entire writing process to create a published piece. Students will reflect on and evaluate this experience and their resulting products.

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

Chicken Soup for the Soul: Inspiration for Writers by Jack Canfield, Mark Victor Hansen, Amy Newmark, and Susan M. Heim (Eds.) Crow Call by Lois Lowry Real Kids, Real Stories, Real Character by Garth Sundem Walking on the Boundaries of Change: Poems of Transition by Sara Holbrook Writing Down the Bones: Freeing the Writer Within by Natalie Goldberg

Standards

LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.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.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.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.)
LA.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.
LA.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.
LA.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.
LA.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.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.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.
LA.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.
LA.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.
LA.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.
LA.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.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.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.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.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.
LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).