Grade 8
Unit 6

Time: MP 3
6-8 weeks

Argumentative Writing Unit (Content Areas)

Big Ideas:

- To write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant sufficient evidence.
- Conduct a short, sustained research project based on focused questions and claims, demonstrating understanding of the discipline-specific topic under investigation.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach.

Essential Questions:

- Can I write arguments to support claims in an analysis of a topic or text using valid reasoning and sufficient, relevant evidence? W.8.1 a, b
- Can I write informational/explanatory text to examine and convey complex ideas and information clearly and accurately? W.8.2 a, b
- Can I produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? W.8.4
- Can I gather and choose relevant information from text to support my intended message? W.8.6
- Can I build on others’ ideas and express my own ideas clearly when engaging in collaborative discussions? SL.8.1 a, b, c, d
- Can I use technology to present relationships between information and ideas? SL.8.5
- Can I analyze how structure and features of text contribute to the effectiveness of evidence presented in text? RI 8.1 8.5
- Can I infer an author’s purpose or point of view and analyze how he/she responds to conflicting evidence? RI 8.6
- Can I use multiple strategies to figure out the meaning of unfamiliar words? RI 8.4
- Can I form and use verbs in active and passive voice? L.8.1 b
- Can I demonstrate command and conventions of Standard English capitalization, punctuation, and spelling when writing? L.8.2

Assessment:

Formative Assessment Tools (ongoing; as needed)

- Writers Notebook
- Writing Folder
- Writing Conferences
- Reading Response Journal Rubric
- Reading Response Journal

Summative Assessments:

- Argumentative Essay
- Controversial Issue Essay
<table>
<thead>
<tr>
<th>Standards based skills &amp; concepts to be targeted throughout unit:</th>
<th>Strategies/best practices used to explicitly teach the skills and concepts:</th>
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<tbody>
<tr>
<td>• Self-select appropriate leveled text across varied genres</td>
<td>• Mini lesson instructional model</td>
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<tr>
<td>• Read grade level text (levels Z, Z+)</td>
<td>• Interactive read aloud instructional model</td>
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<td>• Interact with above grade level text</td>
<td>• Modeling/practice of routines and expectations</td>
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<td>• Use reading comprehension strategies flexibly</td>
<td>• Gradual release of responsibility to students</td>
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<td>• Compare/contrast two or more texts</td>
<td>• Build stamina to read/work independently</td>
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<td>• Retell a story/key information</td>
<td>• Daily small group guided reading instruction</td>
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<td>• Recognize characteristics of genres</td>
<td>• Daily, sustained reading practice/application (independent, pairs, group, book club)</td>
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<td>• Use context clues to define new/unfamiliar word</td>
<td>• Formative assessment used to develop instructional goals for individuals/small groups</td>
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<td>• Engage in conversations and discussions</td>
<td>• Technology to enhance learning experience</td>
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<td>• Speak to communicate an idea</td>
<td>• Student choice of reading material as often as possible</td>
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<td>• Recognize point of view</td>
<td>• Know and apply grade level phonics and word analysis skills</td>
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<td>• Listen and respond to a speaker</td>
<td>• Write to a specific purpose or audience</td>
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<td>• Describe relationship between individuals, events, ideas, or information</td>
<td>• Revise and edit with support, with peers, and independently</td>
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<tr>
<td>• Know and apply grade level phonics and word analysis skills</td>
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<td>• Write to a specific purpose or audience</td>
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<td>• Revise and edit with support, with peers, and independently</td>
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**How Students Will Demonstrate Their Understanding:**

- Effective use of independent reading/writing strategies (*as defined by district rubrics*)
- Daily use of Readers/Writers notebooks
- Use of text coding, editing, and revision techniques to identify and/or improve written work
- Effective use of independent time to read, write and discuss work
- Appropriate participation in whole class, group, and partner conversations/discussions
- Demonstration of understanding of classroom norms and expectations
- Identification of theme and/or central idea of text through writing and discussion
- Considers personal interests, habits, needs, and goals when selecting and completing literacy work
Resources for this Unit:

- *Schoolwide Argumentative Essay-Content Areas Writing Unit*
- *Schoolwide aligned mentor texts (or comparable mentor texts identified to support curriculum goals)*
- Leveled text - book sets, classroom library, e-books, Common Core aligned online resources:
  1. Reading A-Z.com resources *(Raz Kids)*
  2. ReadSource.org
  3. Newsela.com
  4. TweenTribune.com
  5. Flocabulary.com