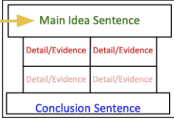
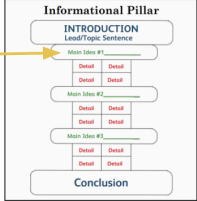
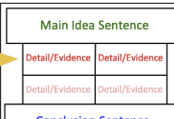
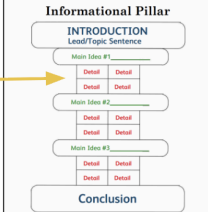


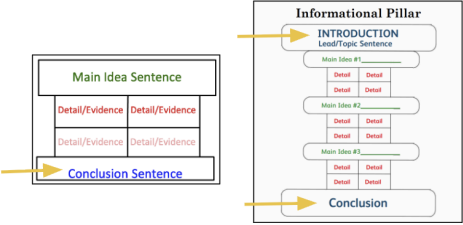
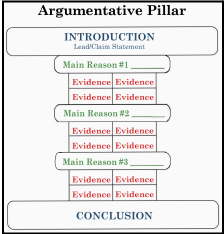
8th Grade

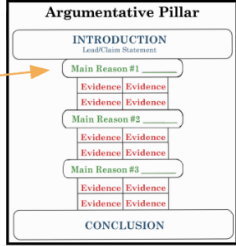
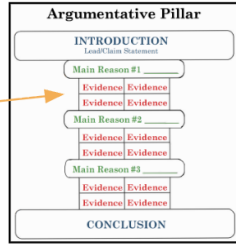
*Each lesson provides the number of sessions required in parenthesis. *1 session is considered to be about 20 minutes.* This estimation depends on the time allotted for writing, familiarity with the skill/lesson, previous exposure as a result of vertical alignment already in place, individual approach, and how the lesson is chunked, and the amount of integration with reading and other subjects.

The Hub Navigation Menu denotes all assessments and lessons included in this guide with highlighting.

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| Assessment #1 to provide baseline for response | |
| Literacy Launch (14-17 sessions) | |
| L1- Introducing Graphic Organizers (2) | Reading Response Outcomes: Students will recognize the genre of the source text(s) and of the required organization of the response. The skills within Steps 1-6 of Steps for a Constructed Response are all introduced and practiced (annotation, summary, givens & variables, locating evidence, and becoming familiar with an author's prewriting plan). |
| L2- Recognizing Genre (1) | |
| L5- Strategic Reading - Informed Writing (2-3) | |
| L9- Comparing Four Types of Writing (4-6) | |
| L9- Introducing Literary Elements (2) | |
| L11- Analyzing Assignments for Givens and Variables (1) | |
| L12- Introduction to Inferential and Evaluative Thinking (2) | |
| Informational (53-66 sessions) | |
| <u><i>Broad Yet Distinct Main Ideas (12-17)</i></u> | Reading Response Outcomes: Students will notice how authors purposefully group details, often clearly stating a central idea at the beginning of paragraphs. They will also be able to sort and categorize evidence to address a task. With the Steps for a Constructed Response, Step 3 and 7 will be a focus (connections between the givens & variables of the task and the main idea sentence and generating a strong main idea sentence that states the controlling |
| L3- Pick, List, and Choose - A Process for Thinking, Prewriting, and Planning (2) | |
| L3a- Applying Pick List Choose to Response Writing | |
| L7- Recognize Givens and Variables (1-2) | |
| L10- Alternatives to Boring, Redundant Main Idea Sentences (1) | |
| L11- Revising Boring, Redundant Main Idea Sentences (1) | |
| L14- Turning Questions/Prompts into Responses (2) | |

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| L16- Sentence Variety and Word Referents (2-3) | idea). |
| L17- Preparing to Write a Response to Text (3-6) |   |
| <u>Elaboration (13-15)</u> | |
| L1- What Does it Look Like? Why is it Important? Grab Bag (2) | Reading Response Outcomes: |
| L5- Find the Overly General Words and Phrases (1) | Students will use detail generating questions to both identify and elaborate evidence within a source text. This reinforces Steps 4-5 of Steps for a Constructed Response and supports the development of the body of the paragraph in Step 8 . |
| L7- Using Detail-Generating Questions (2-3) | |
| L7a- Using Detail-Generating Questions to Identify Evidence (1) | |
| L7b- Using Detail-Generating Questions to Develop Responses (2) |   |
| L8- Flip the Sentence Subject (1) | |
| L11- Paraphrasing (2) | |
| L12- Giving the Author Credit (2-3) | |
| Assessment #2 to show growth of skills explicitly taught up to this point; specific areas of improvement- organization, main ideas/reasons, elaboration | |
| <u>Research (8-10)</u> | |
| L6- Taking Notes from Lectures & Multi-Media Presentations (1-2) | Reading Response Outcomes: |
| L7a- Comparing and Contrasting in Research Simulation Tasks (4-5) | Students will identify strong evidence. Learning to take notes will encourage using words and phrases on a response planning template versus copying full sentences. |
| L8- Locating Golden Bricks for Research (1) | |
| L9- Transitional Words and Phrases (2) | |
| <u>Introductions and Conclusions (8-9)</u> | |
| L6a- Response to Text Introductions- Single Source (2) | Reading Response Outcomes: Students will understand strategies to begin and end essay responses. |

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| <p>L6b- Writing Response to Text Introduction Paragraphs (2)</p> | <p>Steps 7 and 9 of Steps to Constructed Response will be the focus.</p>  |
| <p>L9- Definitive Words and Phrases and Informative Verbs (1-2)</p> | |
| <p>L14- Writing Response to Text Conclusion Paragraphs (3)</p> | |
| <p><i>Authentic Writing Tasks (12-15)</i></p> <p>L2- Identity the Theme (4-5)</p> <p>L3- Read Like an Author (2)</p> <p>L4- Writing a Literary Analysis- Narrator's "Point of View" (4-5)</p> <p>L5- Writing Response to Argumentative Text (2-3)</p> | |
| <p>Assessment #3 to demonstrate skills explicitly taught up to this point; specific areas of improvement- introductions and conclusions in addition to organization, main ideas/reasons, elaboration</p> | |
| <p>Argument (29-36 sessions)</p> | |
| <p><i>Organization and Analysis (6-8)</i></p> | <p>Reading Response Outcomes:</p> <p>Students will analyze the organization of argumentative text, understand how specific evidence supports the development of a claim, and identify how an author recognizes both points of view.</p>  |
| <p>L2- Analyze a Strong Piece of Argument Writing: Rise and Shine (1-2)</p> | |
| <p>L5- Pro or Con? What's Your Claim? (3)</p> | |
| <p>L6- Acknowledge the Alternate Point of View (2-3)</p> | |
| <p><i>Distinctive Main Reasons (3)</i></p> | |
| <p>L2- Ask, List, Link, Choose (2)</p> | <p>Reading Response Outcomes:</p> <p>Students will identify pros and cons of an issue in a source text and</p> |

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| <p>L5- Specific, Distinct Main Reasons (1)</p> | <p>evaluate them to choose their own claim and specific reasons.</p>  |
| <p><u>Audience Awareness (6-7)</u></p> | <p>Reading Response Outcomes:</p> |
| <p>L1- Pro/Con- Know Both Sides of the Issue (2)</p> | <p>Students will examine issues and opposing viewpoints and be able to identify experts on an issue that make for strong evidence when constructing a response.</p> |
| <p>L2- Pro/Con- Evaluating the Arguments of Others (2)</p> | <p>Additionally, the use of detail generating questions and second hand evidence will provide effective elaboration on a claim within a response. This reinforces Steps 4-5 of Steps for a Constructed Response and supports the development of the body of the paragraph(s) in Step 8.</p> |
| <p>L7- Credible Groups (1)</p> | |
| <p>L8- Calling in Other Experts (1-2)</p> | |
| <p><u>Supporting Evidence (9-10)</u></p> | |
| <p>L1- Detail Generating Questions (2)</p> | |
| <p>L2- Amp Up Your Evidence (2)</p> | |
| <p>L4- What is First Hand Evidence? Find the First Hand Evidence (1)</p> | |
| <p>L5- Identifying Expert Quotes, Facts and Statistics 1 & 2 (1)</p> |  |
| <p>L8- Putting it All Together (3-4)</p> | |
| <p><u>Prompts (5-8)</u></p> | <p>Reading Response Outcomes:</p> |
| <p>L2- Using Second-Hand Evidence to Support Your Claim (2-4)</p> | <p>Students will utilize strong evidence from source texts and rehearse Steps 1-9 of the Steps to Constructed Response through the argumentative tasks.</p> |
| <p>L3- Integrating Information from Multiple Sources (3-4)</p> | |

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Narrative (42-53 sessions)

Skills in Review with Responding To Source Texts

The Narrative Section is divided into two sections and combined within the sequence so that each skill review (including awareness and generative lessons) is followed immediately by its corresponding Literary Analysis Task (responsive lessons).

Entertaining Beginnings (5-6)

L1- Analyze the Beginning (1)

Literary Analysis Task- Beginnings (4-5)

Reading Response Outcomes:

Students will gain deeper comprehension of story beginnings and be better prepared to respond to questions relating to the following literary elements: character, setting, motivation, and conflict.

***Steps 1-9 of the Steps to Constructed Response** will be rehearsed through the Literary Analysis Task.



Elaborative Detail (12-18)

L1- Story Critical Elements (1)

L2- Creating Elaborative Detail Segments (3-6)

L3- Elaborative Detail- Reading with Author's Eyes (2-4)


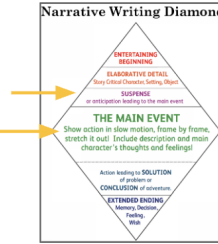
L4- What Do Feelings Look Like? (2)

Literary Analysis Task- Elaborative Detail (4-5)

Reading Response Outcomes:

Students will become more aware of reading segments with rich elaboration and strengthen their ability to both visualize and infer. Character feelings and traits will also become clearer.

***Steps 1-9 of the Steps to Constructed Response** will be rehearsed through the Literary

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| | <p>Analysis Task.</p>  <p>The diagram is a diamond shape divided into five horizontal sections. From top to bottom: 1. ENTERTAINING BEGINNING (Story Goal Character, Setting, Object). 2. SUSPENSE or anticipation leading to the main event. 3. THE MAIN EVENT (Show action in slow motion, frame by frame, stretch it out! Include description and main character's thoughts and feelings!). 4. Action leading to SOLUTION or problem or CONCLUSION of adventure. 5. EXTENDED ENDING, Memory, Decision, Feeling, Wish. An orange arrow points to the SUSPENSE section.</p> |
| <p>Assessment #4 to show continued growth in all skill areas</p> | |
| <p><u>Suspense (6-7)</u></p> | <p>Reading Response Outcomes:</p> |
| <p>L1- Find the Suspense (1)</p> | <p>Students will more easily identify the main problem, conflict, tension, and foreshadowing while also better following the development of the plot.</p> <p>*Steps 1-9 of the Steps to Constructed Response will be rehearsed through the Literary Analysis Tasks.</p> |
| <p>L3- Red Flag Words and Phrases (1)</p> | |
| <p>Literary Analysis Task- Suspense (4-5)</p> | |
| <p><u>Main Event (8-9)</u></p> | |
| <p>L1- Comparing Summaries and Fully Elaborated Main Events (1)</p> |  <p>The diagram is identical to the one above. Two orange arrows point to the SUSPENSE and THE MAIN EVENT sections.</p> |
| <p>L2- Main Event (3)</p> | |
| <p>Literary Analysis Task- Main Event (4-5)</p> | |
| <p><u>Endings (7-8)</u></p> | <p>Reading Response Outcomes:</p> |
| <p>L1- Analyze the Ending (1)</p> | <p>Students will determine the themes of stories and be able to analyze how main characters grow or change from beginning to end and lessons that emerge.</p> <p>*Steps 1-9 of the Steps to Constructed Response will be rehearsed through the Literary Analysis Tasks.</p> |
| <p>L2- Extending this Ending (2)</p> | |
| <p>Literary Analysis Task- Extended Endings (4-5)</p> | |
| <p><u>(Authentic Writing Task) (4-5)</u></p> | |
| <p>Writing in Response to Multiple Texts (4-5)</p> | |

Blank writing area for the student's response.



Assessment #5 to show continued growth in all skill areas