*English Instructional Plan – “Do Words Matter?”*

## 

## Primary Strands: 8.6 - Nonfiction, 8.7 - Writing (Persuasive)

## Integrated Strands: 8.5 - Fiction

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## Essential Understanding:

* understand that analysis of a text should be based on textual references, not on personal opinion (EU 8.5)
* understand that an author’s viewpoint is conveyed through word choice and persuasive language (EU 8.6)
* understand that effective writing has been elaborated (EU 8.7)
* understand that a thesis statement is not an announcement of the subject (statement of intent) but rather a unified and specific statement (EU 8.7)

## Essential Knowledge, Skills, and Processes:

* use evidence from the text(s) for support when drawing conclusions, making inferences, or making predictions (ES 8.5)
* recognize and identify an author’s use of connotations and persuasive language to convey a viewpoint (ES 8.6)
* read several texts on a similar topic and synthesize what is read (ES 8.6)
* analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (ES 8.6)
* use written expression to explain, analyze, or summarize a topic with attention to: purpose and audience; a central or controlling idea; voice; tone; coherent selection of information and details; embedded phrases and clauses that clarify meaning and increase variety; vivid and precise vocabulary; figurative language; sentence variety; and transitional words and phrases (ES 8.7)
* elaborate the central idea, providing sustained unity throughout the writing (ES 8.7)
* identify counterclaims and identify counter-arguments that address claims (ES 8.7)

## Primary SOLs:

## 8.6d: Make inferences and draw conclusions based on explicit and implied information using evidence from text as support

**8.6e:** Analyze the author’s qualifications, viewpoint, word choice, and impact

**8.6k:** Evaluate, organize, and synthesize information for use in written and other formats

**8.6l:** Analyze ideas within and between selections providing textual evidence

## 8.7a: Engage in writing as a recursive process

**8.7c:** Use prewriting strategies to generate and organize ideas

**8.7f:** Compose a thesis statement for persuasive writing that advocates a position

**8.7g:** Clearly state and defend a position with reasons and evidence from credible sources

**8.7h:** Identify a counterclaim and provide a counter-argument

**8.7j:** Organize information to provide elaboration and unity

## Reinforced (Related Standard) SOLs:

* Reading 6.5, 7.5, 8.5, 9.4
* Nonfiction 6.6, 7.6, 8.6, 9.5
* Writing 6.7, 7.7, 8.7, 9.6

## Academic Background/Language:

Students need prior knowledge of vocabulary related to genres -- fiction, nonfiction, interview, podcast, mural, speech, lyrics, poem. They also need to know vocabulary related to writing -- evidence, anecdote, organization, thesis statement, introduction, conclusion, revision, word choice, audience, academic language, and synthesis.

## Materials:

* Student:
  + Texts: nonfiction articles, songs/poems, fiction, podcasts, speeches/TED Talks, “viewables” (murals, films, ads)
  + Evidence tracker: slides or document
  + Persuasive essay graphic organizer
* Teacher:
  + Instructional platform (LMS) for content delivery
  + Discussion board (e.g. Jamboard, Padlet, paper/pencil)
  + Instructional slides (persuasive writing)
  + Writing Rubric

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

The objective of this unit is for students to compose a persuasive essay that answers the question *Do Words Matter*? Students develop perspective in the first part of the unit by viewing, reading, and listening to multiple sources. Students compose essays in the second part of the unit after synthesizing the ideas from their sources.

* Background
  + Teachers share the objectives of the unit, introduce the theme using a video, and provide discussion prompts.
  + Students share initial ideas in a discussion (e.g. Padlet, Jamboard, paper/pencil).
  + Teachers introduce the Evidence Tracker and model a text response.
  + Students complete the model response on their own Evidence Trackers.
  + Teachers provide feedback on model response on student Evidence Trackers.
* Reading
  + Teachers review the day’s genre for each class meeting and preview text choices. Teachers create flexible groups and scaffolds as needed, collaborating with specialists.
  + Students read/view/listen to text of the day, respond on their Evidence Trackers, and determine whether each source indicates that words do or don’t matter.
  + Teachers monitor progress and provide feedback on Evidence Tracker responses in real-time.
  + After students have completed all secondary source texts, students complete the primary source extensions - interviews and anecdotes - within their Evidence Trackers.
  + At the end of the text analysis, students synthesize their responses in a T-Chart, listing reasons why words do or don’t matter, based on their collected evidence.
* Writing
  + Teachers review thesis statement composition.
  + Students write thesis statements based on their T-Chart.
  + Teachers review the essay graphic organizer.
  + Students add details to the body paragraphs of the graphic organizer.
  + Teachers instruct students about claim, counterclaim, and rebuttal.
  + Students plan their counterclaim & rebuttal.
  + Teachers review introductions & conclusions paragraph writing strategies.
  + Students plan their introductions and conclusions.
  + Students write, revise, edit, and publish their persuasive essays.

## Assessment (Diagnostic, Formative, Summative):

* Formative**:** Evidence Tracker
  + Students write one response per text or source.
  + Teachers provide formative feedback for each response.
* Summative: Persuasive Essay
  + This unit is designed to culminate in students writing a persuasive essay.
  + Essays are scored with the VDOE Writing Rubric for 8th Grade.

## Writing Connections:

* Students write informal responses and interact on discussion boards**.**

## Extensions and Connections (for all students):

* Book chat option to connect personal reading with the theme
* Ongoing option to read/view additional sources in each genre
* Primary source extensions: interviews & personal anecdotes

## Strategies for Differentiation:

* Flexible small groups (breakout rooms in a virtual setting)
* Accessible texts (independent reading levels)
* ELs
  + additional support in tutorial with EL specialist to frontload vocabulary & background knowledge
  + sentence frames
  + reading guides
* SWD
  + Google Read&Write
  + extended time
  + Special Education Teacher support in some classes
* Reading Specialist support in some classes
* Advanced Learning/Gifted
  + comparative texts

*Resource materials below.*

*Note: The following resource material pages are intended for classroom use for students. Please make a copy.*

**Persuasive Essay Graphic Organizer**

**Writing Process Step 1: Brainstorming and Prewriting**

| **INTRODUCTION: Paragraph 1** | |
| --- | --- |
| Hook |  |
| Information background |  |
| Thesis Statement | **Topic/Opinion because reason, reason, and reason.** |

| **Body Paragraphs: Paragraphs 2-4** | | |
| --- | --- | --- |
| **Reason 1 - Body Paragraph** | **Reason 2 - Body Paragraph** | **Reason 3 - Body Paragraph** |
| (at least 2 examples that prove your reason) | (at least 2 examples that prove your reason) | (at least 2 examples that prove your reason)  --------------------------------------  *Counterclaim*  *Rebuttal* |

| **CONCLUSION - Paragraph 5** | |
| --- | --- |
| General opinion statement: |  |
| Provoking thought: |  |
| Action for the Reader: |  |

**Student Evidence Tracker “Do words matter?”**

Do Words Matter?

BEFORE READING

# What I am thinking now about “Do words matter?”

| Words do or don’t matter because…  Words matter when…  Words that matter are... |
| --- |

DURING READING

## INSTRUCTIONS: *How does each text show that words matter...or don’t?*

1. For each text category, you will read one or more of the options.
2. You can make a copy of any text to be able to highlight and annotate.
3. You will write the title(s) of the text(s) you chose in the top box on each slide.
4. You will write quotes & notes in the bottom box on each slide. *Sentence frames are in the slides or in Canvas to get you started.*
5. After you write, circle or highlight the **PLUS +** or **MINUS -** signin the bottom right corner:
   1. **PLUS +** ---> words DO matter in this text
   2. **MINUS -** ---> words DON’T matter in this text...something else matters more

### 

### Genre #1: Viewable + -

| Title & Link | Quotes & Ideas - What ideas connect from this text to “Do words matter?” |
| --- | --- |
|  | I saw…  I thought…  These words stuck with me...  This shows that words DO or DON’T matter because… |

### Genre #2: Article (nonfiction) + -

| Title & Link | Quotes & Ideas - What ideas connect from this text to “Do words matter?” |
| --- | --- |
|  | I saw…  I thought…  These words stuck with me...  This shows that words DO or DON’T matter because… |

### Genre #3: Podcast + -

| Title & Link | Quotes & Ideas - What ideas connect from this text to “Do words matter?” |
| --- | --- |
|  | I saw…  I thought…  These words stuck with me...  This shows that words DO or DON’T matter because… |

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### Genre #4: Lyrics + -

| Title & Link | Quotes & Ideas - What ideas connect from this text to “Do words matter?” |
| --- | --- |
|  | I saw…  I thought…  These words stuck with me...  This shows that words DO or DON’T matter because… |

### Genre #5: TED Talk or Speech + -

| Title & Link | Quotes & Ideas - What ideas connect from this text to “Do words matter?” |
| --- | --- |
|  | I saw…  I thought…  These words stuck with me...  This shows that words DO or DON’T matter because… |

### Genre #6: Fiction + -

| Title & Link | Quotes & Ideas - What ideas connect from this text to “Do words matter?” |
| --- | --- |
|  | I saw…  I thought…  These words stuck with me...  This shows that words DO or DON’T matter because… |

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### Primary Source #1: Interview + -

| Name & Date | Questions & Answers |
| --- | --- |
|  | Do you think words matter?  Why or why not?  When have you seen or heard words being used for good? For bad?  Other questions or answers... |

### Primary Source #2: Anecdotes + -

| Name & Date | Questions & Answers |
| --- | --- |
|  | In my life, words HAVE mattered when…  In my life, words have NOT mattered when... |

AFTER READING

# What I am thinking now about “Do words matter?”

| Words do or don’t matter because…  Words matter when…  Words that matter are... |
| --- |

T-Chart: Synthesis

Directions: Look at each text response that begins with “This shows that words DO or DON’T matter because…” and add your text evidence and reasons into the matching category in this T-Chart.

| Words DO Matter | Words DON’T Matter |
| --- | --- |
|  |  |