

Unit	Literary Genre Focus/ Anchor Texts	Big Ideas/ Essential Questions	Linking Texts/Themes Media	Assessment For and Of Learning	Text Features: Narrative / Informational Text	Reading, Listening/Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	Power Benchmarks
<p>1</p> <p>The Restless Spirit / Exploration and Colonization</p>	<p>NT:</p> <p><i>The Outsiders</i> by S.E. Hinton</p> <p>IT: Current articles regarding the following topics:</p> <p>Child Abuse Juvenile Detention Facilities Homelessness Gangs</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> Why do we desire to do something new? What pressures cause us to become restless? What do we discover? What do we leave behind? How do I use strategies to help me understand what I'm reading? How can I share a story from my life effectively in writing? 	<p>The following selections are found in the anthology and tie well to this unit:</p> <p><i>A Journey</i> by Nikki Giovanni p. 423</p> <p><i>Knoxville, Tenn.</i> by Nikki Giovanni p. 424</p> <p><i>The Moustache</i> by Robert Cormier p. 395</p> <p><i>Raymond's Run</i> by Toni Cade Bambara p. 32</p> <p><i>Ransom of Red Chief</i> by O. Henry p. 69</p> <p>Recommended Resources: <u>Novel</u></p> <p><i>Dacey's Song</i> by Cynthia Voigt</p> <p><u>Music</u></p> <p><i>Superman</i> by Five For Fighting</p> <p><i>Wonderful</i> by Everclear</p> <p><i>Stay Gold</i> by Stevie Wonder</p> <p><u>Art</u></p> <p><i>Aurora Borealis</i> by Frederic Church</p> <p><u>Video Clips</u></p> <p><i>Grease</i> <i>The Outsiders</i> <i>Ransom of Red Chief</i> (anthology resource)</p>	<p>Possible Assessment Opportunities to monitor student learning to and to inform instruction (Assessments for Learning):</p> <ul style="list-style-type: none"> Throughout the unit, students will keep a journal or chart analyzing aspects of the reading selections that relate to plot development and the unit's theme. Students will monitor their strategy use through the use of checklists and self reflection. Students will use graphic organizers to compare the genre, characters, and theme throughout the unit. <p>Common Assessment for Reading:</p> <p>Students read a new passage and mark their thinking on the piece. They will plot rising action, climax and falling action on a graphic organizer and then write a short reflection on how they came up with their response. A common rubric will be used to assess their thinking. (see shared folder)</p>	<p>Teaching Points:</p> <p>Teachers make thinking visible as they identify the following:</p> <p>Components of Plot:</p> <ul style="list-style-type: none"> ✓ Rising action ✓ Falling Action ✓ Credibility of the Narrator 	<p>Teaching Points:</p> <p>Teachers make thinking visible as they utilize the following strategies:</p> <ul style="list-style-type: none"> ✓ Recognizing confusion ✓ Visualizing ✓ Making Connections (text to self, text to text, text to world) ✓ Questioning ✓ Rereading ✓ Inferring ✓ Summarizing <ul style="list-style-type: none"> Practice paired reading writing responses. Practice peer response to student writing. 	<p>Teaching Points:</p> <p>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</p> <ul style="list-style-type: none"> Planning and Developing an idea Incorporating details to support their ideas Organizing details Making intentional decisions to improve upon writing <p>Writing Suggestions:</p> <ul style="list-style-type: none"> a revision of the district-wide fall prompt personal narrative - student choice of topic relating to the theme of restless spirit <p>Opportunities for Curricular Integration (when time permits):</p> <ul style="list-style-type: none"> Assemble a group time capsule or timeline that addresses the concept of discovery (personal, historical, medical, astronomical, geographical, etc.) Present a power point presentation about a personal learning experience that addresses one or more of the unit's essential questions tying to the theme Interview two family members representing different generations to answer the following: What happened during your lifetime that presented the most difficult and/or joyous times? What historical events were most upsetting? Most pleasing? Was our family affected in any way by these events? Create a storyboard relating a family saga or visual representation of a family tree (real or literary) that includes at least one obstacle 	<p>R.NT.08.04 Analyze author's craft including symbolism, imagery and consistency to develop credible narrators, rising and falling actions and minor characters</p> <p>R.MT.08.01 Self monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing and engaging in interpretive discussions.</p> <p>R.MT.08.02 Plan, monitor, regulate and evaluate skills, strategies and processes for their own reading and comprehension by applying appropriate metacognitive skills</p> <p>W.GN.08.01 Writes a cohesive narrative piece such as poetry, historical fiction, science fiction or realistic fiction that includes appropriate conventions to genre employing literary and plot devices.</p> <p>(e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional</p>

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			<p><u>Online Resources</u></p> <p>Webquests</p> <p>Search online images of homeless individuals</p> <p>www.homeless.org.au/pictures/</p> <p>www.preventchildabuse.com</p> <p>www.oakgov.com/prosat ty</p>	<p>Common Assessment for Writing:</p> <p>Students will write a personal Narrative, which will be scored using the 6 + 1 Traits rubric</p>			<p>or struggle per generation.</p> <ul style="list-style-type: none"> • Research the music of a turbulent time period in our history. How do the music and/or lyrics reflect that time period? 	<p>language)</p>

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2	<p>NT:</p> <p><i>I Hear America Singing</i> by Walt Whitman (see Appendix C)</p> <p><i>I, Too</i> by Langston Hughes (see Appendix C)</p> <p>IT:</p> <p><i>Still Me</i> by Christopher Reeves p. 370</p> <p><i>From Grandmothers</i> by Nikki Giovanni p. 408</p> <p><i>Poetry Selections from Nikki Giovanni</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What moments in my life define me? • What have my choices taught me about myself? • What are some "invisible shackles" that hold us back? • How can I learn about the consequences of my choices from characters within books that I'm reading • How can making connections between texts, to myself and the world help me to have a deeper understanding of the text and the world me? 	<p>The following selections are found within the anthology and tie well into the theme:</p> <p><i>Stop the Sun</i> by Gary Paulson p. 48</p> <p><i>Flowers for Algernon</i> by Daniel Keyes p. 220</p> <p><i>The Great Rat Hunt</i> by Lawrence Yep p. 106</p> <p><i>Born Worker</i> by Gary Soto p. 84</p> <p><i>A Mother in Manville</i> by Marjorie K. Rawlings p. 50</p> <p><i>The Treasure of Lemon Brown</i> by Walter D. Meyers p. 334</p> <p>Reader's Workshop Novels provided by the District:</p> <p><u>High</u></p> <p><i>Enders Game</i> by Orsen Scott Card</p> <p><i>Shabanu: Daughter of the Wind</i> by Suzanne Staples</p> <p><u>Medium</u></p> <p><i>Cheating Lessons</i> by Nan Willard Cappel</p> <p><i>The Contender</i> by Robert Lipsyte</p> <p><i>Witness</i> by Hess</p> <p><u>Low</u></p> <p><i>Riding Freedom</i> by Pam Munoz Ryan</p> <p><i>The Power of Un</i> by Nancy Etchemendy</p> <p><i>On Turning Ten</i> by Billy Collins</p> <p><i>I Stepped from Plank to Plank</i> by Emily Dickinson</p> <p><i>Child on Top of a Greenhouse</i> by Theodore Roethke</p>	<p>Possible Assessment Opportunities to monitor student learning to and to inform instruction (Assessments for Learning):</p> <ul style="list-style-type: none"> • Students will utilize response journals, graphic organizers and literature response groups to analyze and synthesize the symbolism, stereotypes, etc. within literature read. • Students will utilize response journals or graphic organizers to identify and analyze author's craft (effective word choice, leads, structure and personal style) within the various reading done within the unit • Students will use a graphic organizer to compare themes within poetry. • Students writing will be assessed using the 6 + 1 traits rubrics. <p>Common Assessment for Reading</p> <p>Students will read a new poem and do the following:</p> <p>Analyze the symbols to determine the meaning and utilize examples from the</p>	<p>Teaching Points:</p> <p>Teachers make thinking visible as they identify the following:</p> <ul style="list-style-type: none"> Identifying theme within and across texts ✓ Identify the structure and purpose of realistic fiction ✓ Recognize differences between poetry and prose ✓ Identify effective word choice, leads, structure and personal style within the text that is read 	<p>Teaching Points:</p> <p>Teachers make thinking visible as they model the use of the following strategies:</p> <ul style="list-style-type: none"> ✓ Making personal, cross textual and global connections ✓ Inferencing (tie this to stereotypes) ✓ Synthesizing ✓ Supporting ideas (theme, identifying stereotypes, thoughts on effectiveness of author's craft) with specific support from the text 	<p>Teaching Points:</p> <p>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</p> <ul style="list-style-type: none"> ✓ How to organize and write an effective literary analysis ✓ Revisions with a focus on word choice, structure and personal style <p>Writing Suggestions:</p> <ul style="list-style-type: none"> • Students write a narrative piece (historical fiction or poem) that ties to the theme of defining moments • Students write their own personal code (see Appendix B) The personal code rubric is found on the shared folder. <p>Opportunities for Curricular Integration (when time permits):</p> <ul style="list-style-type: none"> • Interview a family member and create a scrapbook that shares the defining moments of their life • Create a symbolic representation of their defining moment • Create a timeline of their life's defining moments • Write and perform the lyrics to a song or rap that illustrates what defines them • Create and perform an interpretive dance that illustrates what defines them • Design a t-shirt about yourself 	<p>R.NT.08.01</p> <p>Investigate various examples of stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural and contemporary literature recognized for quality and literary merit</p> <p>R.NT.08.02</p> <p>Analyze the structure, elements, style and purpose of realistic fiction</p> <p>R.CM.08.01</p> <p>Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses</p> <p>R.CM.08.03</p> <p>Analyze global themes, universal truths, and principals within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing</p> <p>W.PR.08.04</p> <p>Revises drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective</p> <p>L.RP.08.03</p> <p>Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions.</p>

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			<p>Recommended Resources:</p> <p><u>Novels</u> <i>Red Wall</i> by Brian Jacques <i>All the Weayers of Pern</i> By Ann McGaffrey <i>The Five People You Meet in Heaven</i> by Mitch Albom <i>Bucking the Sarge</i> by Christopher Paul Curtis <i>Rules of the Road</i> Joan Bauer <i>Children of the River</i> by Linda Crew <i>Dreamkeeper and Other Poems</i> by Langston Hughes</p> <p><u>Video Clips</u> When We Were Colored Hurricane Charley</p> <p><u>Music</u> Pride (In the Name of Love) by U2 Black Butterfly by Denise Williams Who I am by Jessica Andrews</p> <p><u>Art</u> Analyze a variety of self portraits</p> <p><u>Online Resources</u> www.poets.org www.loc.gov/poetry/180 www.americanpoems.com www.librarythinkquest.org/20619/index.html</p>	<ul style="list-style-type: none"> poem to support the analysis determine a potential theme and support the theme with specific examples from the poem make personal and/or global connections to the poem <p>A common rubric will be used to assess this analysis (see shared folder)</p> <p>Common Assessment for Writing:</p> <p>Students will write a historical fiction story or a poem connected to the theme, and the six traits rubrics will be used to assess the writing</p>				

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3	<p>FACING FIRE- STORMS/ THE CIVIL WAR</p> <p><i>Oh Captain, My Captain</i> by Walt Whitman page 779 in the anthology</p> <p>Example of historical fiction to share the components.</p> <p>IT:</p> <p><i>Lincoln: A Photobiography</i> by Russell Freedman page 769</p> <p>Political Cartoons taken from 8th grade Social Studies textbook</p> <p><i>For Home and Country</i> by Norman Bolotin and Angela Herb</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> When is it appropriate to rebel? What strengths do we need to face firestorms? What problems might we encounter? How does voice within writing make it more effective? 	<p>The following selections are found within the anthology and tie well to the theme:</p> <p><i>Civil War Journal</i> by Louisa May Alcott page 784</p> <p><i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry page 756</p> <p><i>Letter to Harriet Tubman</i> by Frederick Douglass page 765</p> <p>Reader's Workshop Novels provided by the district:</p> <p><u>High</u></p> <p><i>Killer Angels</i> by Michael Shaara</p> <p><i>Across Five Aprils</i> by Irene Hunt</p> <p>The Glory Field by Walter Dean Myers</p> <p><u>Medium</u></p> <p><i>With Every Drop of Blood</i> by James and Lincoln Collier</p> <p><i>Letters from a Slave Girl</i> by Mary Lyons</p> <p><u>Low</u></p> <p><i>Behind Rebel Lines</i> by Seymour Reit</p> <p>Soldier's Heart by Gary Paulson</p> <p>Recommended Resources:</p> <p><u>Picture Books</u></p> <p><i>Pink and Say</i> by Patricia Polacco</p> <p><i>Nettie's Trip South</i> by Ann Turner</p> <p><i>Under the Quilt of Night</i> by Deborah Hopkinson</p> <p><i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkinson</p> <p><i>From Slave Ship to Freedom Road</i> by Julius Lester and Rod Brown</p>	<p>Possible Assessment Opportunities to monitor student learning to and to inform instruction (Assessments for Learning):</p> <ul style="list-style-type: none"> Students mark text with sticky notes or identify examples symbolism and voice from their reading within a reflective reading journal Students will identify the components of historical fiction within the novel that they're reading <p>Common Assessment for Reading:</p> <p>Students will read a short historical fiction piece and identify the components of historical fiction and examples from the piece that illustrate that this piece is historical fiction. They will also answer explicit and implicit comprehension questions relating to the selection.</p> <p>Common Assessment for Writing:</p> <p>Students will select a real or fictional character from the time period and creates a simulated memoir, journal or biography. A common rubric aligned with six traits (found in shared folder) will be used to assess the piece of writing. (done in this unit or in Unit 4)</p>	<p>Teaching Points: <i>Teachers make thinking visible as they identify the following:</i></p> <ul style="list-style-type: none"> the components of historical fiction components of a biography, journal entry and memoir symbolism Recognizing voice in writing 	<p>Teaching Points: <i>Teachers make thinking visible as they utilize the following strategies:</i></p> <ul style="list-style-type: none"> Inferencing Summarizing 	<p>Teaching Points: <i>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</i></p> <ul style="list-style-type: none"> Present methods / craft authors use when writing historical fiction. Ex: Ann Rinaldi Incorporating voice into writing <p>Anchor Writing:</p> <ul style="list-style-type: none"> Student selects a real or fictional character from the time period and creates a simulated memoir, journal or biography (In this unit or in unit 4) <p>Writing Suggestions:</p> <ul style="list-style-type: none"> Student writes an essay from the perspective of a key player within the time period <p>Opportunities for Curricular Integration (when time permits):</p> <ul style="list-style-type: none"> Analyze and create political cartoons Research the music of a turbulent time period in our history. How do the music and/or lyrics reflect that time period? Role play civil war activities and/or take part in a civil war day <p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> Students will listen to two sides of an issue (i.e. a debate), 	<p>R.NT.08.02 Analyze the structure, elements, style and purpose of historical fiction</p> <p>R.NT..08.03 Analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.</p> <p>R.MT.08.01 Self monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing and engaging in interpretive discussions.</p> <p>W.GN.08.02 Write an historical expository piece such as a journal, biography or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations</p> <p>W.PS.08.01 Exhibit individual style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing</p>

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			<p><u>Novels</u> <i>Gods and Generals</i> by Jeff Shaara (H) <i>In My Father's House</i> by Ann Rinaldi (M) <i>Stonewall's Gold</i> by Robert Mrazek (M) <i>The Last Silk Dress</i> by Ann Rinaldi (M) Bull Run by Paul Fleischman (L) Shades of Gray by Carolyn Reeder (L) <i>Behind Rebel Lines</i> by Seymour Reit (L)</p> <p><u>Music</u> Civil War Ballads Steal Away—Songs of the Underground Railroad by Kim and Reggie Harris— Portraits of Freedom—Music of Aaron Copland and Roy Harris—James Earl Jones as Speaker</p> <p><u>Art</u> The Photographs of Matthew Brady <u>Film clips from:</u> Glory (edited version) Gone With the Wind (clip of Atlanta) Civil War Diary Roots The Biography of Miss Jane Pittman</p> <p>Online Resources www.digitalstoryquilt.com www.americanrhetoric.com www.negrospirituals.com "I have a Dream" MLK</p>				<ul style="list-style-type: none"> write a journal entry or one-page summary choosing a side and explaining how the presenter convinced you to make that choice. Students will do impromptu speeches on a variety of topics. They will be assessed using a common rubric or checklist (see Appendix D for topic ideas) 	strong opinion, credible support) S.CN.08.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting

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4	<p>COURAGE OF THE HUMAN SPIRIT</p> <p>NT: <i>The Diary of Anne Frank</i> found on page 444 in the anthology</p> <p>IT: <i>All But My Life</i> by Gerda Weissmann Klein p. 522</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> • What is the human spirit? • What causes "man's inhumanity to man"? • How do we survive in the face of oppression? • What legacy do I want to leave? 	<p>The following selections are found within the anthology and tie well to the theme:</p> <p><i>The Last Seven Months of Anne Frank</i> by Willy Lindner p. 515</p> <p><i>A Diary From Another World</i> by Gerda Weissmann Klein p. 528</p> <p><i>Anne Frank—Beyond the Diary</i> by Ruud van der Rol and Rian Verhoeven for the Anne Frank House</p> <p>Reader's Workshop Novels provided by the district</p> <p><u>High</u> <i>House of the Scorpion</i> by Nancy Farber <i>Into Thin Air</i> by Jon Krakaur</p> <p><u>Medium</u> <i>I am David</i> by Anne Holm <i>Maus I</i> by Art Spiegelman</p> <p><u>Low</u> <i>Maus II</i> by Art Spiegelman <i>Jacob's Rescue</i> by Drucker</p> <p>Recommended Resources:</p> <p><u>Novels</u> <i>The Diary of a Young Girl</i> by Anne Frank (H) <i>The Hiding Place</i> by Corrie Ten Boom (H) <i>Summer of My German Soldier</i> by Bette Green (M) <i>The Upstairs Room</i> by Johanna Reiss (M/L) <i>The Devil's Arithmetic</i> by Jane Yolen (L)</p>	<p>Possible Assessment Opportunities to monitor student learning to and to inform instruction (Assessments for Learning):</p> <ul style="list-style-type: none"> • Students will use response journals to analyze characters and themes within the literature they are reading. <p>Common Assessment for Reading:</p> <ul style="list-style-type: none"> ✓ Students will read a piece of informational text and answer questions relating to text structure / text features and comprehension. <p>Common Assessment for Writing:</p> <ul style="list-style-type: none"> ✓ Students will select a real or fictional character from the time period and creates a simulated memoir, journal or biography. A common rubric aligned with six traits (found in the shared folder) will be used to assess the piece of writing. (done in this unit or in Unit 3) 	<p>Teaching Points:</p> <p><i>Teachers make thinking visible as they identify the following:</i></p> <ul style="list-style-type: none"> ✓ Informational text structures and how to organize information from a variety of structures ✓ Text features and illustrate how they help to make meaning 	<p>Teaching Points:</p> <p><i>Teachers make thinking visible as they utilize the following strategies:</i></p> <ul style="list-style-type: none"> ✓ Inferencing ✓ Determining theme <p>Finding evidence to support position</p>	<p>Teaching Points:</p> <p><i>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</i></p> <ul style="list-style-type: none"> ✓ Identify effective use of author's craft within the historical fiction read in class to improve upon our own writing ✓ Utilize our rubrics to analyze other students' writing <p>Anchor Writing:</p> <ul style="list-style-type: none"> • Student selects a real or fictional character from the time period and creates a simulated memoir, journal or biography (In this unit or in unit 3) <p>Writing Suggestions:</p> <ul style="list-style-type: none"> • Butterfly project (see shared folder for project description and assessment rubric) • Students write a character sketch showcasing ways that the character has faced adversity and shown the courage of the human spirit. • Students write an essay comparing and contrasting two characters from the play. 	<p>R.IT.08.02 analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect</p> <p>R.IT.08.03 Explain how authors use text features including graphics, author's pages, prefaces and marginal notes to enhance the understanding of central, key and supporting ideas</p> <p>S.SD.08.02 Respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme</p>

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			<p><u>Picture Books</u> <i>Rose Blanche</i> <u>Video</u> The World of Anne Frank The Diary of Anne Frank Anne Frank Remembered Clips from A Band of Brothers</p> <p>Oprah and Elie Wiesel <i>Auschwitz Death Camp</i> <u>Paperclips</u> <i>Anne Frank—The Whole Story</i> <i>Devil's Arithmetic</i> <u>Suggested Field Trips:</u> The Holocaust Memorial Center The Jewish Ensemble Theater, March Productions <u>Online Resources</u> United States Holocaust Memorial Museum www.ushmm.org Teaching Tolerance www.teachingtolerance.org www.channels.nl/amsterdam/annefran.html www.annefrank.com/0home.htm www.time.com/time/time100/heroes/profile/frank01.html www.radio.cbc.ca/programs/thismorning/sites/people/hanassuitcase_010119/hana_main www.holocaustcenter.org/oralhistory/ www.motlc.wiesenthal.com/pages/</p>				<p>Opportunities for Integration (when there is time):</p> <ol style="list-style-type: none"> 1. Compare and contrast how people have faced adversity and shown the courage of the human spirit throughout American history (American Revolution, Slavery, Civil War, the Holocaust, the Great Depression, etc.) 2. Create a bar graph that shows: <ol style="list-style-type: none"> a. The number of people who went into hiding within various countries and survived during the Holocaust b. The number of people who hid people in danger during the holocaust within various countries 3. Research an organization or individual who is working to prevent another Holocaust from occurring. Explain how they are educating the public. 4. Research a person who has faced and conquered adversity. Create a video or skit illustrating how that person has faced and overcome adversity 5. Create a song of hope that could be used to inspire people who are facing adversity. 6. Create a piece of artwork that shows your interpretation of the courage of the human spirit. 	

Unit	Literary Genre Focus/ Anchor Texts	Big Ideas/ Essential Questions	Linking Texts/Themes Media	Assessment For and Of Learning	Text Features: Narrative / Informational Text	Reading, Listening/Viewing Strategies and Activities	Writing, Speaking, Expressing Strategies and Activities	Power Benchmarks
5 Exploring the Wider World	NT: IT: Samples of informational text that students will utilize for their research project (article, encyclopedia, internet, books)	Focus Questions <ul style="list-style-type: none"> What are some state, national, or global topics or issues that I would like to learn more about? How do I gather information from several sources and compile it into a research paper or a multi genre project? 	Instructional Resources Index of Skills, from anthology Write Source 2005 Internet Resources: Noodle Tools Ebsco Grolier Worldbook Opposing View.	Common Assessment: <ul style="list-style-type: none"> Students will choose a topic tied to one of the themes within the curriculum to research from a variety of sources, including, but not limited to electronic sources. They will present their information in a research paper format or a multi genre project format. A common research checklist will be used to assess the research process components. Students will present their research to their peers within small groups or as a whole class presentation. A common oral presentation rubric will be used to assess the presentations. 	Teaching Points: <i>Teachers make thinking visible as they identify the following:</i> <ul style="list-style-type: none"> ✓ how to incorporate appropriate text features into my project 	Teaching Points: <i>Teachers make thinking visible as they utilize the following strategies:</i> <ul style="list-style-type: none"> ✓ Developing research questions ✓ Note taking without plagiarism 	Teaching Points: <i>Teachers will make their thinking visible as they model how writers make intentional decisions to effectively communicate their thinking. They will focus on the following:</i> <ul style="list-style-type: none"> ✓ Organizing information ✓ Effectively communicating information within my paper / project ✓ Planning and presenting an effective oral presentation Anchor Writing <ul style="list-style-type: none"> Research paper or multi-genre project. Opportunities for Integration (when there is time) <ol style="list-style-type: none"> Multi-media presentations (technology) Visual aids, including charts, graphs, pictures, etc. (art, math) Topics chosen could connect to any content area (math, science, social studies, music, art, etc.).	R.IT.08.01 Analyze the structure, elements, features, style and purpose of informational genre including comparative essays, newspaper writings, technical writings and persuasive essays W.GN.08.03 Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives and arguments/ counterarguments that culminate in a presented final project using the writing process W.PR.08.03 Draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions W.PS.08.01 Exhibit individual style and voice to enhance the written message in informational writing (e.g., emotional appeal, strong opinion, credible support) S.DS.08.04 Plan, outline and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience

