

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 8/from Memoir to Metacognition

Course Code: ELA

COURSE INTRODUCTION:

Eighth grade builds on 6th and 7th grade skills by providing both more complexity and independence in tasks and materials in order to prepare students for the rigor of high school and the 21st Century. Students will tackle works of exceptional craft across genres through wide and deep reading of literature and literary non-fiction of increasing complexity. Students will write in narrative, expository and persuasive modes while considering task, purpose and audience. They will explore a variety of structures and formats in order to create both on-demand and multiple draft writing. Students will have multiple opportunities to contribute appropriately and listen attentively to others as they participate in a variety of conversational modes: whole class, small group and partner. Students will develop more control over the conventions of standard English. Units in this course are designed to draw standards from all strands to emphasize the skills are interwoven in school and life.

UNIT DESCRIPTION:

From Memoirs and Metacognition

This beginning of the year unit allows students to hone their narrative writing skills and then use that writing to analyze themselves and their generation. They will craft a memoir using narrative techniques such as dialogue, interior monologue and commentary as well as create an engaging introduction and a satisfying conclusion. After completing their memoirs, students will use grounded theory to analyze their personal writings and develop themes of their lives. They will compare these personal themes with descriptors sociologists have for their generation. Through modeling and guided practice, students will learn how to gather evidence to support or refute the claims of the sociologists in a visual essay.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students,

SUGGESTED UNIT TIMELINE:

Five Weeks

CLASS PERIOD (min.):

50 min

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<p>English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>						
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What shapes the types of people we become? 2. What do our stories say about us? 3. What do our stories say about our generation? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
<p>1. Students will keep a writer’s notebook of ideas, stories, clippings, drawings, etc.</p>	<p>W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.3.A.8.a</p>	<p>1.1</p>	<p>W.8.10</p>		<p>3</p>
<p>2. Students will read and understand memoirs and other first person accounts.</p>	<p>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>R.1.H.8.a R.1.H.8.b R.1.H.8.c</p>	<p>1.5</p>	<p>RL.8.1</p>		<p>2</p>

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<p>3. Students will be able to draw specific references from the text in order to justify their answers to literal and inferential questions.</p>	<p>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>R.1.H.8.a R.1.H.8.b R.1.H.8.c</p>	<p>1.5</p>	<p>RL.8.1</p>		<p>2</p>
<p>4. Students will be able to determine themes (life lessons one could learn) from the memoirs and support those themes with evidence.</p>	<p>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>R.1.H.8.b R.1.H.8.i</p>	<p>1.5 1.6</p>	<p>RL.8.2</p>		<p>2</p>
<p>5. Students can read a memoir and figure out the overall structure (e.g. chronological, topical) and internal structures (e.g. interior monologue, commentary, description) used by the author.</p>	<p>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>R.2.A.8.b</p>	<p>1.6</p>	<p>RL.8.5</p>		<p>2</p>
<p>6. Students can prewrite in order to generate ideas.</p>	<p>W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p>	<p>W.1.A.8.a</p>	<p>1.1</p>	<p>W.8.5</p>		<p>3</p>

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<p>7. Students will create a memoir describing a significant person, place or event in their lives.</p>	<p>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.2.A.8.a W.2.A.8.b</p>	<p>1.8</p>	<p>W.8.4</p>		<p>3</p>
<p>8. Students will create a visual essay to compare the stories of their lives with the descriptions of their generation.</p>	<p>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.2.A.8.a W.2.A.8.b</p>	<p>1.8</p>	<p>W.8.4</p>		<p>3</p>
<p>9. Students will write an introduction that draws the reader in and establishes the thesis of the memoir.</p>	<p>W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.2.C.8.a W.2.C.8.b W.2.D.8.a W.2.D.8.b</p>	<p>1.8</p>	<p>W.8.3.a W.8.3.b W.8.3.e</p>		<p>3</p>

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<p>10. Students will incorporate internal structures such as dialogue, interior monologue, and vivid description.</p>	<p>W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.2.C.8.a W.2.C.8.b W.2.D.8.a W.2.D.8.b</p>	<p>1.8</p>	<p>W.8.3.a W.8.3.b W.8.3.e</p>		<p>3</p>
<p>11. Students will write an ending the pulls the piece together and explains the significance of the person, place or event described in the memoir.</p>	<p>W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.2.C.8.a W.2.C.8.b W.2.D.8.a W.2.D.8.b</p>	<p>1.8</p>	<p>W.8.3.a W.8.3.b W.8.3.e</p>		<p>3</p>

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<p>12. Students will code their own writing in order to find evidence to support or refute the claims sociologists make about their generation.</p>	<p>W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.A.8.a</p>	<p>1.6</p>	<p>W.8.8</p>		<p>3</p>
<p>13. Students will incorporate this evidence into their visual essay.</p>	<p>W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.3.A.8.a</p>	<p>1.6</p>	<p>W.8.8</p>		<p>3</p>
<p>14. Students (working in pairs) can use PowerPoint or a video production program (e.g. PhotoStory3, Movie Maker) to create a visual essay.</p>	<p>W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p>	<p>I.1.B.8.b</p>	<p>1.8</p>	<p>W.8.6</p>		<p>3</p>
<p>15. Student pairs will present their visual essays to class members using appropriate rate, eye contact and volume.</p>	<p>SL.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>L.2.A.8.b</p>	<p>2.1</p>	<p>SL.8.3 SL.8.4</p>		<p>3</p>

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16. Students will give each other constructive feedback on content and presentation.	SL.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.2.A.8.b	2.1	SL.8.3 SL.8.4		3
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)						
Formative Assessments : bell ringers, worksheets, writing conferences,						
Summative assessment: rubric-graded memoir; rubric-graded visual essay						
INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)						
Obj. 1	Establish writer’s notebook. This is a place (usually a composition book, but it could be a homemade booklet of paper stapled together). Students write in this notebook every day/week gathering ideas. Students will ultimately select one for the final draft of the memoir and use the other entries for evidence in their visual essays. Kelly Gallagher in <i>Teaching Adolescent Writers</i> has a great collection of things you might have students write about. For additional information about setting up a writer’s notebook see Ralph Fletcher’s <i>Writer’s Notebook</i> or Amie Buckner’s <i>Notebook Know-How</i> .					
INSTRUCTIONAL ACTIVITIES: (What students do):						
Obj. 1	Students will write in their notebooks/journals every night (or at least twice a week) in order to gather stories of their lives.					
INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)						
Obj. 2	<u>Mini-lesson/modeling:</u> Using a variety of memoirs, read and analyze memoirs for literal and inferential comprehension. From this assortment, select three mentor texts to use throughout the unit. One should revolve around a place (e.g. “Being Mean” by Gary Soto), one around a person (e.g. “Herbert Hahn” by Andy Rooney),and one around an event (e.g. “The Laminator” by Phillip Done). Using an					

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3	<p>organizer such as “It Says, I Know, So Then,” model making an inference and the clues from the text that caused you to make the inference.</p> <p>Over time, create a class chart that addresses Essential Question #1, “What shapes the type of people we become?” Use evidence from the memoirs to support your thinking. Model the first several for students and then have them do several on their own.</p> <p><u>Guided Practice:</u> Have students complete inferences on their own.</p>
	INSTRUCTIONAL ACTIVITIES: (What students do)
Obj. 2 3	<p><u>Mini-lesson/modeling:</u> Students will read memoirs and discuss them with their peers. Students will complete the organizer and discuss the Essential Question with their peers.</p> <p><u>Guided Practice:</u> Students will read a memoir on their own and complete inferences.</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)
Obj. 4	<p>While reading and analyzing memoirs, discuss the themes of each. Theme is a one sentence non-judgmental statement about life or humanity that one may learn from the story. Provide students with this or a similar definition and help the class generate possible themes. Select one of the possible themes and model choosing evidence to support that theme. The work sheet “Figuring Out Theme” could help with this work. Use gradual release of responsibility to slowly ask students to be able to first justify themes created by you and then create their own themes and provide evidence to support their theme.</p>
	INSTRUCTIONAL ACTIVITIES: (What students do)
Obj. 4	<p>Students will read the memoirs and think about theme. They will create themes of their own and select evidence from the memoir to support their theme.</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)
Obj. 5	<p><u>1. Mini-lesson/modeling:</u> Using the three mentor texts, label their overall structure with chronological or topical. Describe and mark for the student how you knew the overall structure of each memoir. Fill in a graphic organizer to show students how the author might have done some of their pre-writing.</p> <p><u>1. Guided Practice:</u> Provide students with previously read memoirs and ask them to work in pairs to identify overall structure and complete a graphic organizer for each text. Ask pairs to work in groups of four to compare and reach consensus about the overall</p>

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	<p>structure.</p> <p><u>2. Mini-lesson/modeling:</u> Using the three mentor texts, label the interior structures (e.g. anecdote, vignette, description, interior monologue, dialog) used by the author. Working with the class, describe and list the characteristics of each interior structure.</p> <p><u>2. Guided Practice:</u> Provide pairs of students with a memoir the class has previously read. Then have the students label the interior structure of that memoir. Ask pairs to work in groups of four to compare and reach consensus about the interior structures.</p>
Obj. 5	<p>INSTRUCTIONAL ACTIVITIES: (What students do)</p> <p><u>1. Mini-lesson/modeling:</u> Listen as the teacher models. Think about how you might use the structures when it is your turn.</p> <p><u>1. Guided Practice:</u> Students will take notes about the types of overall and interior structures in their writer’s notebook.</p> <p><u>2. Mini-lesson/modeling:</u> Work with the class to describe and list the characteristics of each interior structure.</p> <p><u>2. Guided Practice:</u> Students will work with peers to determine and the overall and interior structures of the memoir.</p>
	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)</p>
Obj. 6	<p><i>Student will prewrite for each of the three structures but will ultimately only write one. The teacher will model the steps for writing the memoir throughout this unit.</i></p> <p><u>1. Mini-lesson/Modeling:</u> Put your writer’s notebook pages on the board and model highlighting lines, phrases and stories that stand out. Copy these words, phrases and story ideas into a list. Select the three you are most interested in expanding into a full memoir.</p> <p><u>1. Guided Practice:</u> Confer with students as they make their selections from their writer’s notebook.</p> <p><u>2. Mini-lesson/modeling:</u> Over three days, using a different graphic organizer for each overall structure (stick figure for person, tree for place, star for event), model brainstorming ideas for each memoir. After students have finished their initial brainstorming, model how you determine the order in which you will write about each idea. Number and label this order on your shape graphic organizer. Model turning these notes into separate paragraphs with a topic sentence and supporting details.</p> <p><u>2. Guided practice:</u> Provide student with their own copy of the graphic organizer and provide class time for them to brainstorm. Have students number and label the order in which they will write about each idea. Have students write at least one of the middle paragraphs for their memoir. Confer with students about their brainstorming and paragraphs</p>
	<p>INSTRUCTIONAL ACTIVITIES: (What students do)</p>
Obj. 6	<p><u>1. Mini-lesson/modeling:</u> Listen as the teacher models. Think about how to use your writer’s notebook to find an idea.</p> <p><u>1. Guided Practice:</u> Students will mark their notebook to select ideas for their memoir.</p> <p><u>2. Mini-lesson/modeling:</u> Think about how you will organize your memoir. Consider the order you will write in.</p>

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	2. <u>Guided Practice</u> : Create three graphic organizers, one for each memoir idea. Students will write one middle paragraph.
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)
Obj. 7 9	<p>1. <u>Mini-lesson/modeling</u>: Provide students with information/examples of leads (Barry Lane’s Revision Toolbox or the website below is a good place to start). Examine the mentor texts and determine their introduction style. Model writing an introduction for the memoir topic of your choice. (It is always best to be writing along with your students so pick something you could share with your students and continue to use that as you model writing throughout the unit.) Show students how to do two different types of introductions for the same memoir, using types from the Lane’s list. Lane does not include thesis statements so you will want to be sure and add that at the end of your introductions.</p> <p>1. <u>Independent Work</u>: Confer with students about their introductions.</p> <p>2. <u>Mini-lesson</u>: Pull some sample thesis statements from student examples and rewrite them yourself into better examples. Have the students look for the characteristics of a thesis statement in your better examples.</p> <p>2. <u>Independent Work</u>: Confer with students about their thesis statements.</p>
	INSTRUCTIONAL ACTIVITIES: (What students do)
Obj. 7 9	<p>1. <u>Mini-lesson/modeling</u>: Listen as the teacher models. Think about the types of leads and how they work in the memoirs.</p> <p>1. <u>Guided Practice</u>: Students will write two different introductions for the memoir they’ve decided is their final one.</p> <p>2. <u>Mini-lesson/modeling</u>: Look for the characteristics of a thesis statement in the better examples on the board. Discuss what makes them better thesis statements.</p> <p>2. <u>Guided Practice</u>: Students will revise their thesis statement and select one introduction to use for their final memoir.</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)
Obj. 7 10	<p><i>Over several days...</i></p> <p>Mini-lesson: Conduct a series of mini-lessons on several of the following topics. During the mini-lesson, model for students how you would incorporate the structure into your memoir and why. Refer back to the mentor texts to explore how the published author used the structure and why.</p> <ul style="list-style-type: none"> • Interior monologue • Dialogue

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	<ul style="list-style-type: none"> • Description • Reflection • Transitions <p>Barry Lane’s <i>Revision Toolbox</i>, Ralph Fletcher’s <i>Craft Lessons</i>, and Kelly Gallagher’s <i>Teaching Adolescent Writers</i> are all good sources for mini-lessons.</p>
	INSTRUCTIONAL ACTIVITIES: (What students do)
Obj. 7 10	Students will try out each of the techniques introduced and then incorporate several of them into their final memoir. They will make final decisions about the introduction, conclusion and middle of their memoir. They will create a complete memoir.
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)
Obj. 7 11	<p><u>Mini-lesson/modeling:</u> Provide students with information/examples of endings (Barry Lane’s <i>Revision Toolbox</i> or the website below is a good place to start). Examine the mentor texts and determine their conclusion style. Model writing a conclusion for the memoir topic of your choice. Show students how to do two different types of conclusions for the same memoir, using types from the Lane’s list.</p> <p><u>Independent Work:</u> Confer with students about their conclusions.</p>
	INSTRUCTIONAL ACTIVITIES: (What students do)
Obj. 7 11	<p><u>Mini-lesson/modeling:</u> Think about the endings. Think about the memoirs you’ve examined. Think about the type of ending you are going to write for your final memoir</p> <p><u>Independent Work:</u> Students will write two versions of an ending and select one for their final memoir.</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)
Obj.	<i>After students have completed their memoir, they will use their memoirs and writer’s notebook entries to investigate Essential Questions #2 (What do our stories say about us?)</i>

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12	<p>Essential Question #2: “What do our stories say about us?”</p> <p><u>1. Mini-lesson/modeling:</u> Put your memoir up for the students to read and then write topics, ideas or concepts that come up in each sentence/paragraph. These are phrases or single words that represent concepts in the text. Examples include mentor, eating out, friendship, email, office supplies. This will be a lot of things. You could have as many as 15 in a paragraph. Model this for the first few paragraphs of your memoir. Once students have coded the rest of your memoir, write their ideas in the margin of your memoir for the whole class to see.</p> <p><u>1. Guided/Independent Practice:</u> Ask students to first code the rest of your memoir and share their thinking with the class. Then while students are coding their own memoirs and writer’s notebook entries, confer with students about their work.</p> <p><u>2. Mini-lesson/modeling:</u> Model compiling your many, many markings in the margins into 5-10 big topics that come up over and over. Once you have a list, make inferences about what this means about you. Translate those inferences into themes about your life. List them on a class chart titled “What do our stories say about us?”</p> <p><u>2. Guided/Independent Practice:</u> While students are working on their own list, confer with them.</p>
	<p>INSTRUCTIONAL ACTIVITIES: (What students do)</p>
Obj. 12	<p>1. <u>Mini-lesson/modeling:</u> Listen as the teacher models. Think about how he/she is coming up with codes.</p> <p>1. <u>Guided Practice:</u> Students code the remainder of the teacher’s memoir. Discuss codes with class. Code own memoir and writer’s notebook.</p> <p>2. <u>Mini-lesson/modeling:</u> Think about the teacher’s list of codes and the inferences she/he is making. Contribute to the class discussion about this work.</p> <p>2. <u>Guided Practice:</u> Using your own codes, make a list of 5-10 big ideas and develop themes from them.</p>
Obj. 12	<p><i>After students have completed their memoir, they will use their memoirs and writer’s notebook entries to investigate Essential Questions #3 (What do our stories say about our generation?)</i></p> <p>Essential Question #3: “What do our stories say about our generation?”</p> <p>Have students get out their lists of 5-10 topics that came up over and over in their coding. Have the class make a list of all of their topics and keep track of how many people said each thing. Explain to them that they might need to combine things such as “tennis” and “baseball” become “sports”.</p> <p><u>1. Mini-lesson/modeling:</u> Once they have a complete class list, model inferences that can be made about them as a group.</p> <p><u>1. Guided Practice:</u> Ask students to make other inferences to continue this list. Post list for the class.</p>

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	<p><u>2. Mini-lesson:</u> Share with students the list of descriptors for Generation Z. Ask students to mark the descriptors they agree with and the ones they don't. Model comparing the class list of themes they wrote in answer to "What do our stories say about us?" to the Generation Z list of descriptors. Which themes match and which don't? What evidence do you have in your memoir to support or refute one of the claims. The "How do I prove it?" worksheet might help with this.</p> <p><u>2. Guided Practice:</u> Pair students up and assign them the task of creating a visual essay to support or refute the statements in the Generation Z list using writing they have generated during this memoir writing unit. Have students compare the list of descriptors with the list of themes they wrote in answer to "What do our stories say about us?"</p>
<p>Obj. 12</p>	<p>INSTRUCTIONAL ACTIVITIES: (What students do)</p> <p>1. <u>Mini-lesson/modeling:</u> Work with class to create a class list of topics/codes. Listen as the teacher makes inferences from them.</p> <p>1. <u>Guided Practice:</u> Create an inference of your own from the topics and share it with the class.</p> <p>2. <u>Mini-lesson/modeling:</u> Students will compare the class themes with the Generation Z list.</p> <p>2. <u>Guided Practice:</u> Students work with a partner to select the Generation Z claims they want to support or refute.</p>
	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)</p>
<p>Obj. 8 13</p>	<p><u>Mini-lesson/modeling:</u> Over the course of a few days, model for students...</p> <ul style="list-style-type: none"> • Writing a thesis statement • Selecting the Generation Z descriptors they agree and disagree with. • Selecting evidence from their writer's notebooks, memoirs and class charts to support or refute the Generation Z statements. • Writing theme statements to describe their generation in their own words based on the evidence in their texts. • Organizing the themes and evidence into a visual essay. <p><u>Guided/Independent Practice:</u> Confer with the students about their independent work.</p>
	<p>INSTRUCTIONAL ACTIVITIES: (What students do)</p>
<p>Obj. 8 13</p>	<p><u>Mini-lesson/modeling:</u> Take notes in your writer's notebook about each of the mini-lessons. Think about how you will apply it to your visual essay.</p> <p><u>Guided/Independent Practice:</u> Create a visual essay by selecting evidence from their writer's notebooks and memoirs to support or refute the statements on the Generation Z list.</p>

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	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)
Obj. 14	<p><u>Mini-lesson:</u> Over the course of a few days, model for students...</p> <ul style="list-style-type: none"> • Finding pictures, quotes and music that support the thesis and themes of the essay. • Place pictures, quotes and music for best visual impact. <p><u>Guided/Independent Practice:</u> Confer with students about their visual essays.</p>
	INSTRUCTIONAL ACTIVITIES: (What students do)
Obj. 14	<p><u>Mini-lesson:</u> Take notes in your writer’s notebook about each of the mini-lessons. Think about how you will apply it to your visual essay.</p> <p><u>Guided/Independent Practice:</u> Find images, quotes and lyrics to supplement their ideas and create a visually cohesive essay.</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher methods)
Obj. 15 16	<p><u>Mini-lesson:</u> Over the course of a few days, model for students...</p> <ul style="list-style-type: none"> • eye contact, volume, rate • Giving constructive feedback on presentation and content <p><u>Guided/Independent Practice:</u> Provide students with rubrics for giving each other feedback about the presentations.</p>
	INSTRUCTIONAL ACTIVITIES: (What students do)
Obj. 15 16	<p><u>Mini-lesson:</u> Take notes in your writer’s notebook about presentation styles and constructive feedback.</p> <p><u>Guided/Independent Practice:</u> Student groups (pairs) will present their visual essays using Team Inside/Outside Circle, a cooperative learning strategy by Spencer Kagan.</p>
<p>UNIT RESOURCES: (include internet addresses for linking) <u>Possible Texts to Use:</u> Internet:</p> <ol style="list-style-type: none"> 1. <i>32 Third Graders and One Class Bunny</i> by Phillip Done 2. <i>Knuckleheads</i> by Jon Scieszka 	

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3. **“Being Mean” by Gary Soto**
4. **“Growing Pains” by Walter Dean Myers**
5. **“Not Poor, Just Broke” by Dick Gregory**
6. **“Camp Harmony” by Nisei Daughter**
7. **“On Being a Granddaughter” by Margaret Mead**
8. **“Herbert Hahn” by Andy Rooney**
9. **Barry Lanes’ Leads in Expository writing: <http://www.mcte.org/resources/laneleads.html>**
10. **Lists of transitional words <http://www.smart-words.org/transition-words.html>**
11. **Barry Lane’s *Revision Toolbox*,**
12. **Ralph Fletcher’s *Craft Lessons***
13. **Kelly Gallagher’s *Teaching Adolescent Writers***
14. **Ralph Fletcher’s *Writer’s Notebook***
15. **Kagan, Stephen (1992). *Cooperative Learning*. San Juan Capistrano, CA: Kagan Cooperative Learning**
16. **Ralph Fletcher and Amie Buckner’s *Notebook Know-How*.**