

Course Name: Writing Workshop Grade 8
Course #: M1802

Course Description: Aligned to the Common Core Standards, the eighth grade writing workshop course aims to develop both technical and creative writers. Students will explore argumentative, informational and narrative genres in a workshop format. By definition, a writing workshop is a student-centered model of instruction, designed to meet the needs of each individual writers through brief mini-lessons that address strategies, grammar, and style; peer and teacher conferring; and use of portfolios in a developmentally appropriate manner. Classroom instruction emphasizes the writing process; reflection; and grammar, usage, and mechanics application in writing.

Course Proficiencies: The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

- Write arguments to support claims with clear reasons and relevant evidence.
(NJSL.S.W.8.1.)
 - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
(NJSL.S.W.8.2.)
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (NJSLS.W.8.3.)
 - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (NJSLS.W.8.4.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (NJSLS.W.8.5.)
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (NJSLS.W.8.6.)
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (NJSLS.W.8.7.)
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (NJSLS.W.8.8.)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (NJSLS.W.8.9.)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). (NJSLS.W.8.10.)
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (NJSLS.RL&I.8.1.)
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (NJSLS.RL.8.5.)
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (NJSLS.RI.8.7.)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (NJSLS.SL.8.1.)

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (NJSLS.SL.8.2.)
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (NJSLS.SL.8.3.)
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (NJSLS.SL.8.4.)
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (NJSLS.SL.8.5.)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (NJSLS.SL.8.6.)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (NJSLS.L.8.1.)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (NJSLS.L.8.2.)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (NJSLS.L.8.3.)
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies. (NJSLS.L.8.4.)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (NJSLS.L.8.5.)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (NJSLS.L.8.6.)
- Review career goals and determine steps necessary for attainment. (NJSLS. 9.2.12.C.1)
- Identify transferable career skills and design alternate career plans. (NJSLS.9.2.12.C.3)
- Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. (NJSLS.T.8.1)
- Develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. (NJSLS.T.8.2)

Assessments:

1. Tests/Quizzes
2. Open-ended responses and essays
3. Classroom discussion
4. Individual and group projects
5. Multimedia presentations
6. Portfolios

Board Adopted Materials:

Title: **Writers Inc.**
Author: Sebranek, P., Meyer, V., Kemper, D.
Publisher: Great Source Education Group (Houghton Mifflin Company)