**Reading Standards for Informational Text:**

* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
* Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints
* Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, recognize when irrelevant information is introduced.
* Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact and interpretation.

**Writing Standards:**

* Write arguments to support claims with clear reasoning and relevant evidence.
  + 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 form and supports the argument presented
* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* 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.
* (MAYBE) 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

**Speaking and Listening Standards:**

* 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
  + Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas
  + Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
* 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

**Instructional Methods:**

**Monday (2/4)**

“Hold your thinking”

Author’s purpose

Lesson 7 worksheet

Sort

Go over commercial assignment \*discuss rubric, look at commercials, brainstorm ideas individually then in groups

**Tuesday (2/5)**

Journal (bucket list)

Picture book “Earrings”—why persuasion is important

Close reading for Author’s purpose

Group work on commercials \*decide upon an invention, brainstorm materials and supplies needed, come up with name for product

**Wednesday (2/6)**

Persuasive techniques (ppt)

\*work on product, script and jingle, backdrop, film

**Thursday (2/7)**

Read “Hey Little Ant”—write persuasive piece about ending

Work day

\*begin making product, begin writing script and jingle, backdrop, film

**Friday (2/8)**

Review persuasive techniques in ads (TV and magazines)

3-part magazine persuasive techniques

\*Group work on commercials if time (due in one week!)

**Monday (2/11)**

Catch-all day

**Tuesday (2/12)** \*Evaluation

Persuasion vs. argument

Articles on animal testing

Support your position

\*Bat article

**Wednesday (2/13) \*Film day**

\*Commercials due

Making inferences

Putting the pieces together

Practice using pictures

Carry over to text—Ezekial Johnson

It Says, I say, and So…

**Thursday (2/14)**

Analyze argument essay

Generate argumentative topics

\*Read recycling piece

**Friday (2/15)**

Viewing day