



MISSISSIPPI
EXEMPLAR
Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 8

Lesson 7: Creating the Audiovisual Presentation

Focus Standard(s): SL.8.5, W.8.5

Additional Standard(s): SL.8.1a-d, SL.8.2, SL.8.6

Estimated Time: 4-5 days

Text(s): Student-collected primary and secondary sources

Resources and Materials:

- Handout 1.1: Unit Introduction Activity
- Handout 1.2: Performance Task Motivation Questionnaire
- Handout 1.3: Learning Targets for the Unit
- Handout 1.4: Performance Task Planning Sheet
- Handout 1.5: Investigation Notes- Model
- Handout 1.6: Investigation Notes- Student Copy
- Student copies of the [Rubric for the Performance Task](#)
- Student copies of [Performance Task](#)
- Handout 2.1: Analysis Lens 1
- Handout 2.2: Analysis Lens 2
- [Speaking and Listening Tracker](#)
- [Discussion Stems](#)
- [ReadWriteThink resource](#)

Lesson Target(s):


Students will show understanding of the following concepts: See this [ReadWriteThink resource](#) and **Handout 1.3**.

Students will complete the following actions: See this [ReadWriteThink resource](#) and **Handout 1.3**.

Guiding Question(s):

- See this [ReadWriteThink resource](#).

Vocabulary

<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • In-Text Citations • Reference List Citations • See this section in previous lessons for review of other words. 		<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words 	
<p>In-ConTEXT Vocabulary:</p> <ul style="list-style-type: none"> • Students should analyze the sources they have chosen before/as they read and utilize the strategies suggested to the right. 		<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the CPR context clue strategy. 	
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Students should analyze the sources they have chosen before/as they read and utilize the strategies suggested to the right. 		<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students act out the words or attach movements to the words 	
Symbol	Type of Text and Interpretation of Symbol		
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level		
✓	Assessment (Pre-assessment, Formative, Self, or Summative)		

Instructional Plan

Understanding Lesson Purpose and Student Outcomes

See this [ReadWriteThink resource](#) and review objectives with students.

Activities 1-10: Scaffolding the Research Presentation

See this [ReadWriteThink resource](#) to scaffold students through the research process and adapt appropriately.

Note: Students will use their notes from **Handout 1.6** to guide the content of the presentation.

Activity 11: Evaluating with the Grade Sheet

- ✓ Have students use the unit project rubric to evaluate their progress. Allow them time to ask you and other groups questions for feedback.

Reflection and Closing

- ✓ Have students use the grade sheet in **Handout 1.3: Learning Targets for the Unit** to evaluate their progress. Allow them time to ask you and other groups questions for feedback.

Homework

Each day, have students explain with specific examples what they learned about creating an audiovisual presentation with their parents. They should use their own research paper and **Handout 1.3: Learning Target for the Unit** and/or the unit rubric as a guide for conversation. Have that person rate their understanding on a scale of 1-5 and return with a signature.

For training or questions regarding this unit,
please contact:

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