SMART Targets 8th Grade – Unit 2.1
“Is 16 Too Young to Drive a Car”

“Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens”

(p. 247-257)

On-going:

1. Comprehension questions from both articles (CLASSWORK grade)
2. Project: Public Service Announcement Poster (PROJECT grade)
3. Writing Task: Argumentative Essay: “Should the Driving Age Be Raised from 16 to 18?” (TEST grade)
4. Critical Vocabulary/Vocabulary Strategy/Language Conventions p. 260-262 (QUIZ grade)

Assessment:

1. Analyzing the Text p. 260 (CLASSWORK grade – in-class)
2. Comprehension Test – both articles (TEST grade – in-class)

Extended Activities (“Homework”)

* Close Reader: “Much Too Young to Work So Hard” p. 83-88 (QUIZ grade)

8th Grade ELA Comprehension Questions

Unit 2.1 - Collection 4: “Is 16 Too Young to Drive a Car” by Robert Davis (p. 247-254); “Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens by Allison Aubrey (p. 256-257)

Day 1 – “Is 16 Too Young to Drive a Car” lines 1-135 (p. 247-251)

1. DETERMINE CENTRAL IDEAS AND DETAILS: The central idea of an article is the main concept a writer wants to convey. **Re-read lines 1-7 (p. 247). Identify the statement that describes the article’s central idea.**  (RI.1.1, RI.1.2, RI.2.5)
2. DETERMINE CENTRAL IDEAS AND DETAILS: Authors use details to support a central idea. **Details** are specific facts, statistics, or quotations that tell more about the central idea. **Re-read lines 39-49 (p. 248). Identify details that support the author’s statement that states have begun to restrict 16-year-old drivers.** (RI.1.1, RI.1.2, RI.1.3)
3. DETERMINE CENTRAL IDEAS AND DETAILS: Quotations can be used to support a central idea. Writers often use quotations from **experts**, people with skills or knowledge about a particular topic. **Re-read lines 84-88 (p. 249). In what way might the speaker be considered an expert on teenage driving?** (RI.1.1, RI.1.2, RI.1.3, RI.2.5)

Day 2 – “Is 16 Too Young to Drive a Car” lines 136-255 (p. 251-254)

1. DETERMINE CENTRAL IDEAS AND DETAILS: Remember, authors provide details to support a central idea. A variety of effective supporting details make it more likely that readers will accept and agree with the author’s central idea. **Re-read lines 136-151 (p. 251). Identify details in the text that support the author’s central idea.** (RI.1.1, RI.1.2, RI.1.3)
2. ANALYZE LANGUAGE: Authors use descriptive language and idioms to make their points more clearly. An **idiom** is an expression that has a meaning that is different from its literal meaning. **Re-read lines 181-188 (p. 252). Identify the idiom the author uses and explain its meaning.** (RI.2.4)
3. DETERMINE CENTRAL IDEAS AND DETAILS: When reading an informational text, pay close attention to facts, details, and other support for the writer’s central ideas. **Re-read lines 211-225 (p. 253). Identify details that explain “graduated licensing.”** (RI.1.1, RI.1.2)

Day 3 – “Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens” (p. 256-257)

1. ANALYZE TEXT: Readers use reasoning, or logic, to evaluate an author’s conclusions. **Deductive reasoning** begins with a general statement and then presents a specific situation and provides facts and evidence toward a logical conclusion. **Inductive reasoning** starts with observations, examples, and facts and moves toward a conclusion. **Re-read lines 5-15 (p. 256). The author uses inductive reasoning to make his point. Provide text details that show that the author uses inductive reasoning.** (RI.1.1, RI.1.3)
2. DETERMINE CENTRAL IDEAS AND DETAILS: The author does not express the central idea of the article until lines 21-25. **Re-read lines 21-25 (p. 256). Identify the central idea of the article. (**RI.1.1, RI.1.2)

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Grade 8 ELA Formal Writing Task

Unit 2.1: “Is 16 Too Young to Drive a Car?”/”Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens”

**Assignment**: Argumentative Writing **Mode**: Test Grade

**Due Date**: TBA in class

**Task**: Consider the arguments put forth by the authors of the two articles you read in class on the topic of rethinking the minimum driving age. Do you agree or disagree that the driving age should be raised to 18 from 16? Use the following statement as your position statement: “The legal driving age in the U.S. should/should not be raised from 16 to 18 years old.” Identify three reasons and use the articles and any other research information you wish to support your reasons.

Your essay must be five parts and include a minimum of three quotes from cited sources.

**Plan**: Review text for evidence

* Introduction – Your introduction should introduce the topic you are addressing (should scientists continue to explore our oceans), your opinion (yes/no), and the three reasons you feel best support your stated opinion and which you will write about in your main body paragraphs.
* Main body paragraphs. Each main body paragraph should include a topic sentence that identifies the reason, cited evidence from the text to support your reason, and an explanation of how this evidence supports your opinion.
* Conclusion – Your conclusion should identify and dismiss a counter-argument (opposing point of view), explaining why you disagree with the opinion, restate your three main reasons and opinion, and a strong concluding statement explaining why others should agree with you.

**Research:** Gather evidence for your topic from the articles listed above (textbook p. 247-257). Locate and present three researched pieces of evidence you will synthesize into your essay.

**Draft:** Write your essay

**Review**: Check your work

**Purpose, Focus & Organization (4 marks)**

* Does your introduction establish the focus topic?
* Do you give your opinion? Do you give three reasons why?
* Do you avoid using ‘I’ in your writing (using personal tone costs you a mark)?
* Do you use transition words at the start of paragraphs? Do you use them inside paragraphs?
* Do you use a topic sentence to identify the reason?

**Evidence and Elaboration (4 marks)**

* Do you cite evidence and state the source? Do you use evidence from each source?
* Do you explain how the evidence supports your reason?
* Do you introduce a counter-argument and explain why they are wrong?
* Do you conclude with your opinion and the three reasons why you believe you are correct?

**Conventions (2 marks)**

* Have you followed the conventions of the English language? Check spelling, punctuation, sentence structure, and vocabulary choices to ensure your writing is accurate.

Your draft must show evidence of your own review, peer-review, and teacher revisions.

**Revised copy**: an amended final version

**Reflection**: A short reflection on how you worked through the writing process and the quality of your final piece.

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Grade 8 Project – Public Service Announcement

Unit 2.1: “Is 16 Too Young to Drive a Car”, “Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens” (p. 247-257)

Assignment: Public Service Announcement Poster

Mode: In-class project (25 project marks)

Task:

The informational articles “Is 16 Too Young to Drive a Car” (p.247-254) and “Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens” (p. 256-257) present a topic, a position, and support to convince readers to agree with the authors on a particular issue. A public service announcement (PSA) is a message in the public interest distributed by the media without charge. Their objective is to raise awareness or change public attitudes and behavior in relation to a social issue.

Create a PSA poster for an audience of your peers on an issue of your choosing.

Directions:

* Sketch out your project idea on loose leaf paper first before beginning the final draft.
* Use 9 x 12” construction paper (which I will provide) for your final draft.
* State clearly the message you are trying to convey to your audience (“stop bullying”, “don’t drink and drive”, “don’t do drugs”, etc.)
* Option 1: Draw a picture that illustrates your message. Use vivid colors and details to reinforce (remember you are trying to persuade).
* Option 2: For those are may not feel they are artistically inclined, you may cut out and paste photographs or drawings that convey your message strongly (please do not cut out and paste an entire PSA. The work you do must be your own.)
* Write your name and class period on the back.