



The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.

Washington Township School District

Course Title:		English Language Arts			
Grade Level(s):		8			
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
Course Description:	<p>This course is designed for the eighth grade middle school student. It offers an integrated and active approach to reading, writing, vocabulary, and grammar. Students will learn 21st Century skills essential for success in college, career, and life. These include critical and creative thinking, clear reasoning, research skills, collaboration, communication, and information, media, and technology literacy. This course offers a range of fiction and nonfiction texts that differ in complexity perfect for the advancement of all learners. Activities include connecting reading, writing, speaking, and listening in order to produce successful learning of skills and content.</p>				
Grading Procedures:	<ul style="list-style-type: none"> ➤ Homework -- 15% ➤ Participation/Collaboration -- 20% (Oral Presentations, Socratic Seminars, Cooperative Activities, Literature Circles) ➤ Major Assessments & Activities -- 35% (Tests, Benchmark Assessments, Published Writings, Projects) ➤ Minor Assessments & Activities -- 30% (CW, Quizzes, Journals/WNB, Short Writing Responses) 				
Primary Resources:	<p><i>Glencoe Literature</i> <i>Glencoe Writer's Choice</i> <i>Vocabulary for Achievement</i></p>				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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BOE Approval: August 2016

Duration:*Full Year:**Semester:***Marking Period:****1****Unit Title: Narrative/Literary Analysis****Unit Description:**

At the end of this unit, students will be able to determine a theme or central idea of a text; analyze its development over the course of the text; use text support to evaluate characterization, theme, point of view, and plot development. Students will use these skills to produce clear and coherent narratives, developing real or imagined experiences and/or events while using effective technique, relevant descriptive details, and well-structured event sequences.

Unit Duration: 4 Cycles

Suggested Sequencing: When selecting narrative texts, teachers should consider all texts as mentors for subsequent writing assignments.

Vocabulary and **grammar** instruction should occur regularly to practice and reinforce skills and strategies.

Cycle 1

Reading Workshop: Summer Reading Review • Summer Reading Test and optional Project. Introduction to literature -- Fictional short stories • Introduce and review key terms -- Theme, Plot, Point of View, Inference, Summarizing • Select independent reading book (IRB)
Writing Workshop: On-demand writing piece (for pre-assessment/post-assessment purposes) • Narrative -- Introduction to narrative writing • Teachers craft mini lessons/model narrative essay • Students complete guided narrative draft • Teacher conferencing with students • Students complete drafting process • Craft mini lessons/modeling as needed: dialogue, elaboration, transitions, punctuation, etc.

Cycle 2

Reading Workshop: Continuation of short stories -- Focus on identifying theme, plot, point of view, inference, Summarizing. • Students complete literary analysis identifying author's point of view, tone and the mood of the story, elements of plot, character analysis, etc... while reading and find textual evidence to support their analysis. • Standards-driven mini lessons and related activities (group/partner/independent practice) • Short story extension activity • Students begin reading short stories with the goal of identifying author's point of view, tone and the mood of the story • IRB and AR test completed
Writing Workshop: Narrative -- Peer editing and critiques/self-editing • Students make revisions
• Students complete final draft and publish • Student self-reflections • Teachers craft mini lessons/modeling as needed for story extension • Students draft a story extension to a short story

Cycle 3

Reading Workshop: Short story extension activity • Students begin reading short stories with the goal of identifying author's point of view, tone and the mood of the story • Standards-driven mini lessons and related activities (group/partner/independent practice) • Book Talk about IRB books, students make recommendations to classmates • Continued reading of literary texts – Fiction • Standards-driven mini lessons and related activities (group/partner/independent practice) • Students complete literary analysis identifying author's point of view, tone and the mood of the story, elements of plot, character analysis, etc. while reading and find textual evidence to support their analysis
Writing Workshop: Literary Analysis -- Begin to read texts for purpose of comparing and contrasting themes, and other commonalities • Literary Analysis -- Teachers craft mini lessons/model literary analysis examples
• Students begin guided practice/whole-class writing activity • Literary Analysis -- Students complete brainstorming/draft of literary analysis • Mini lessons/teacher modeling as needed • Teacher conferencing with students

Cycle 4

Reading Workshop: Continued reading of literary texts – Fiction • Students complete literary analysis identifying author's point of view, tone and the mood of the story, elements of plot, character analysis, etc. while reading and find textual evidence to support their analysis • Review skills and design practice activities (small group and independent) in preparation for Unit 1 Reading Benchmark
Writing Workshop: Literary Analysis – Students peer edit and critique/self-edit • Students make revisions • Mini lessons/teacher modeling as needed • Teacher conferencing with students • Students complete final draft and publish Literary Analysis • Review skills and prepare for Writing benchmark

Desired Results: MP1

Standard(s): This ELA curriculum follows the current Common Core State Standards (CCSS).

*New standards have been adopted by New Jersey for use during the 2017-2018 school year and beyond. They are known as the New Jersey Student Learning Standards, and are closely related to the existing CCSS. Both sets of standards are listed below with relevant links. Common Core State Standards (CCSS - 2016) [New Jersey Student Learning Standards \(NJSL - 2017-2018\)](#)

Reading Literature	Reading Informational	Writing	Speaking/Listening	Language
Essential Standards RL.8.1 RL.8.2 RL.8.3 RL.8.4	Essential Standards RI.8.1 RI.8.2 RI.8.6	Essential Standards W.8.3 W.8.4 W.8.5 W.8.6 W.8.10	Essential Standards SL.8.1 SL.8.2 SL.8.4 SL.8.5 SL.8.6	Essential Standards L.8.1 L.8.2 L.8.3 L.8.4 L.8.5 L.8.6
Supplemental Standards RL.8.5 RL.8.6 RL.8.7 RL.8.9	Supplemental Standards RI.8.7 RI.8.9	Supplemental Standards W.8.3.A W.8.3.B W.8.3.B	Supplemental Standards SL.8.1.A SL.8.1.B SL.8.1.C SL.8.1.D	Supplemental Standards L.8.1.A L.8.2.A L.8.2.C
Anchor Standards CCRA.R.1 CCRA.R.2	Anchor Standards	Anchor Standards CCRA.W.3 CCRA.W.4 CCRA.W.5 CCRA.W.10	Anchor Standards	Anchor Standards

Indicators:

- **Students will** infer the theme or central idea of a text.
- **Students will** identify and label plot elements.
- **Students will** analyze how a theme or central idea develops over the course of a text.
- **Students will** determine when the theme or central idea first appears and is reinforced by events.
- **Students will** define and analyze the six methods of characterization.
- **Students will** explain how textual details support a theme or central idea.
- **Students will** determine the main ideas of a text to compose a written summary.
- **Students will** determine author's purpose.
- **Students will** identify and explain author's word choice and use of figurative language as it deepens the understanding of content.
- **Students will** use context clues to determine word meanings and multiple meaning words.
- **Students will** explore universal themes to compose a well-developed personal narrative.
- **Students will** engage and orient the reader by establishing a point of view and providing background.
- **Students will** organize a plot sequence that unfolds naturally and logically.
- **Students will** use dialogue, description, and reflection to develop experiences and/or characters.
- **Students will** use a variety of transition words and phrases to show the relationships among experiences and events.
- **Students will** use precise words and phrases, relevant descriptive details, and sensory language to describe experiences.
- **Students will** provide a conclusion that follows from and reflects on experiences.
- **Students will** participate in discussions with whole group, small groups, and partners.
- **Students will** self-reflect on writing by identifying strengths and areas for self-improvement.
- **Students will** analyze similarities and differences of text and explain how it effects meaning.
- **Students will** analyze the characters' points of view and how it creates mood.
- **Students will** analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text; evaluate these differences.
- **Students will** analyze how multiple texts address similar themes, patterns of events, characters, etc.
- **Students will** read text carefully to make reasonable inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- **Students will** establish central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **Students will** evaluate the advantages and disadvantages of using different mediums to present a particular topic.

Understandings:

- Students can determine what happens in the text and cite the most compelling evidence from the text itself that supports their inferences.
- Students can identify a central idea of the text and analyze its development throughout using literary elements.
- Students can examine specific lines of dialogue to determine how the text effects the plot and character development.
- Students can determine tone and meaning of a text by analyzing words and phrases in context considering both figurative and connotative meaning, analogies, and allusions.
- Students can infer the author’s point of view by determining author’s purpose, objective, and evidence provided in the text.
- Students can write narratives to develop real or imagined events by using effective technique, descriptive details, and proper sequencing.
- Students can write with clarity and coherence to develop and organize ideas and create a style that is appropriate for the audience, purpose, and occasion.
- Students can generate and gather ideas about a topic and can organize their ideas to improve their writing throughout the entire writing process while trying a new approach.
- Students can compose texts using technology to publish, distribute, and display work.
- Students can write for a range time frames, in different contexts and modes, for a variety of audiences.
- Students can determine and examine the objective of all information delivered in different media and formats, examining the motivations that inform the presentation.
- Students can present claims and conclusions focusing on the major ideas in a way that improves coherence and uses evidence, sound reasoning, and details, all while

Essential Questions:

- How do skillful readers identify what is said in the text and what pieces of evidence provide the strongest support for their inferences?
- How do skillful readers determine a theme or central idea of the text using characters, setting, and plot?
- How do skillful readers analyze specific lines of dialogue in a story or drama drive the plot and character development?
- How do skillful readers determine tone using the meaning of words or phrases?
- How do skillful readers determine author’s point of view or purpose?
- How do skillful writers effectively convey real or imagined experiences though narrative writing?
- How do skillful writers produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience?
- How do skillful writers plan, organize, revise, edit, and rewrite to create a piece focused on trying a new approach?
- How can skillful writers use technology to produce and publish a writing piece?
- How can skillful writers routinely write for a range of discipline-specific tasks, purposes, and audiences for varying time frames?
- How can skillful readers analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation?
- How do students present claims and findings that focus on coherent and thorough content, while speaking with appropriate eye contact, volume, and pronunciation?
- Why should students design and deliver presentations that incorporate multimedia including a visual display of

speaking with appropriate eye contact, volume, and pronunciation.

- Students can design and deliver presentations that incorporate multimedia including a visual display of information.
- Students can decide what to say and how to say it, adjusting their voice and style to suit the occasion, purpose, audience, while always modeling their command of formal English when it is appropriate.
- Students can apply the conventions of English grammar and usage to speaking and writing.
- Students can follow the conventions of capitalization, punctuation, and spelling.
- Students can use verbs to achieve effects in conveying an active or passive voice, mood, and/or attitude when reading, writing, and speaking.
- Students can clarify meaning of new or polysemous words they encounter by using context clues, affixes and roots, reference materials, or preliminary determination.
- Students can demonstrate their understanding of word relationships and nuances by evaluating figures of speech, word relationships, and connotations.
- Students can learn and use content specific jargon when writing or discussing about a topic.
- Students can examine the similarities and differences between multiple texts and explain how differences effect meaning and style of the text.
- Students can analyze how multiple text address similar themes, patterns of events, characters, etc.
- Students can identify different viewpoints between the characters and the audience (reader) and how it effects the mood.
- Students can examine a filmed or live performance of a story or drama, noting where there are similarities and differences, as well as, determine if the choices made enhanced or diminished the impact of the plot.
- Students can analyze how multiple text address similar themes, patterns of events, characters, etc.
- Students can read and evaluate text, make inference from the text, and use textual evidence to support their

information?

- How can students adapt their speech to a variety of contexts and tasks, while demonstrating command of formal English when indicated or appropriate?
- How can skillful writers demonstrate command of the conventions of standard English grammar and usage when writing or speaking?
- How can skillful writers demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing?
- How can skillful writers convey an active or passive voice, mood, or attitude, when reading, writing, and speaking?
- How can skillful readers determine or clarify the meaning of unknown and polysemous words?
- How can skillful readers demonstrate understanding of figurative language, word relationships, and nuances in word meanings?
- How can skillful readers and writers use and understand content specific words accurately when reading, writing, speaking, and listening?
- How will skillful readers compare and contrast multiple texts to determine both similarities and differences, and explain how the differences effect meaning and style?
- How can skillful readers evaluate a filmed or live production of a story or drama?
- How will skillful readers determine the point of view and how it effects mood?
- How can skillful readers examine how contemporary authors recast traditional myths, stories, religious texts, etc.?
- How can skillful readers analyze text logically?
- How can skillful readers determine the central idea or theme of a text, and summarize the key and supporting details and ideas.
- How can skillful readers determine which medium would be best for a presentation?

<p>thoughts and ideas.</p> <ul style="list-style-type: none"> ▪ Students can evaluate text to establish key ideas and themes and analyze the development throughout the text; summarize main points and ideas. ▪ Students can assess the advantages and disadvantages of one medium over another prior to giving a presentation. 	
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Assessment Evidence: MP1

<p>Performance Tasks:</p> <p>Students will complete unit assessments to measure ability and competency with selected standards.</p> <p>Students will produce a narrative writing piece to be assessed with a rubric.</p> <p>Students will compose a literary analysis after reading two texts.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observation • Informal checks for understanding • Independent reading and conferences • Independent writing and conferences • Class discussion • Collaboration with others • Classwork • Homework • Teacher-created tests and quizzes • Teacher-created multimedia projects
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Benchmarks: Literary Analysis/Narrative
 Benchmark will measure the Essential and Supporting Standards of this unit and will include the following: reading narrative text, answering evidence-based questions, and creating a prose constructed response (PCR). Benchmarks will be scored using a common rubric.

Literary Analysis: *The Dinner Party*
Narrative Story Extension: Extend the story focusing on how the dinner conversation continued. Did the opinions of the guests change after this incident?

Learning Plan: MP1

Learning Activities:

- * **Skill/ Topic Introduction:** Introduce, define, and model the following reading and writing strategies -- questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, analyzing plot structure, analyzing mood and tone, characterization, the writing process, and the elements of a narrative and literary analysis.
- * **Application:** Apply guided and independently practiced reading strategies: questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, writing a narrative, analyzing plot structure, analyzing mood and tone, characterization, writing a literary analysis.
- * **Accessing Prior Knowledge:** Develop K-W-L Chart and/or anticipatory guide to further activate previous knowledge.
- * **Reading Vocabulary covered during this unit:** Conflict (Internal, External); Irony (Verbal, Dramatic, Situational); Plot (Exposition, Rising Action, Climax, Falling Action, Resolution); Mood/Tone; Inferring/Predicting; Figurative Language (Imagery, Simile, Metaphor, Alliteration, Personification, Onomatopoeia, Hyperbole, Idioms).
- * **Discussion:** Conduct whole-class, small group, and paired conversation pertaining to reading strategies and examined texts.
- * **Exploring/Prewriting:** Read and discuss mentor texts to identify features of a narrative (e.g.: sensory details, early memories, voice, and indelible moments) and literary analysis.
- * **Examination:** Re-read one’s own writing and various mentor texts critically.
- * **Vocabulary Development/Word Precision:** Use District-approved *Vocabulary for Achievement* lessons, along with additional reference tools to further define and clarify vocabulary.
- * **Reflection:** Maintain Reading Response/Writer’s Notebook. Complete post writing self-reflection activities (journaling, interactive rubrics, etc.) to identify areas of strength and set specific goals.

- * **Establishing:** Work collaboratively with a writing partner within a writing community; learn procedures for offering support and suggestions while revising.
- * **Innovation:** Generate ideas and topics for independent reading novels and narrative writing; write freely concerning narrative topics of interest.
- * **Drafting:** Write drafts that incorporate the format and features of a narrative text and literary analysis. Refer to writing rubrics as a guide during all steps of the writing process.
- * **Revision:** Re-read drafts looking for the following criteria: purpose, opinion, reasons/facts/audience, grabbers, transitions, etc.
- * **Proofreading/Editing:** Provide students with regular editing practice; encourage students to proofread by checking for the following common errors: format errors, missing transition words, offensive ideas/words, capitalization, punctuation, commas, word usage errors, commonly misused words.
- * **Publishing:** Create a final copy of the writing piece and celebrate writing successes.

Secondary Resources (in addition to Primary Resources listed above):

- Sites like quizlet.com and cram.com for vocabulary reinforcement
- Sites like noredink.com for grammar skills reinforcement
- Sites like readwritethink.com for reading and critical thinking skills reinforcement
- Sites like newsela.com for various activities
- Sites like megaessays.com with examples of essays

Personal Narrative mentor texts: biographies, short stories, memoirs

- "Goodbye Grandma" by Ray Bradbury
- Glencoe Grammar and Composition Handbook – Grade 8*
- Dictionaries
- Thesaurus

Suggested Readings (per *Glencoe Literature* Course 3, National Edition)

Title	Author(s)	Genre
My Name	Sandra Cisneros	Short Story
Bums in the Attic	Sandra Cisneros	Short Story
Raymond's Run	Toni Cade Bambara	Short Story
The Medicine Bag	Virginia Driving Hawk Sneve	Short Story
Abuela Invents the Zero	Judith Ortiz Cofer	Short Story
Who Can Be Born Black	Mari Evans	Poem
Saying Yes	Diana Chang	Poem
The People Could Fly	Virginia Hamilton	Folktale
Barbara Frietchie	John Greenleaf Whittier	Narrative Poem
from Tom Sawyer	Mark Twain	Novel Excerpt
Born Worker	Gary Soto	Short Story
From The Ransom of Red Chief	O. Henry	Short Story
The Tell-Tale Heart	Edgar Allan Poe	Short Story
Stopping by Woods on a Snowy Evening	Robert Frost	Poem
The Sound of Night	Maxine Kumin	Poem
Checkouts	Cynthia Rylant	Short Story
Knoxville, Tennessee	Nikki Giovanni	Poem
Los New Yorks	Victor Hernandez Cruz	Poem
Homeless	Anna Quindlen	Essay
The Treasure of Lemon Brown	Walter Dean Myers	Short Story
Escaping	Zdenko Slobodnik	Personal Essay
A Giant Step	Henry Louis Gates, Jr.	Narrative Essay
Gentlemen of Rioen Medio	Juan A. Sedillo	Short Story
Harlem	Langston Hughes	Poem

<i>From I Chose Schooling</i>	Jacqueline Nwaiwu	Essay
Clean Sweep	Joan Bauer	Short Story
The Night Ghost <i>from</i> Woodsong	Gary Paulsen	Autobiography
TIME: A Father's Daring Trek	Julie K.L. Dam	Magazine Article
My Father's Song	Simon Ortiz	Poem
I Ask My Mother to Sing	Li-Young Lee	Poem
The March of the Mill Children	Judith Pinkerton Josephson	Historical Biography
from The Story of My Life	Helen Keller	Autobiography
from Being Japanese American	Yoshiko Uchida	Autobiography

Grade 8 Novel List	
<u>Across Five Aprils</u>	Hunt
<u>All Creatures Great & Small</u>	Herriot
<u>A Long Way from Chicago</u>	Peck
<u>And Then There Were None</u>	Christy
<u>Animal Farm</u>	Orwell
<u>Begonias for Miss Applebaum</u>	Zindel
<u>Code Orange (new title)</u>	Cooney
<u>Contender, The</u>	Lipsyte
<u>Dairy Queen (new title)</u>	Murdock
<u>Disreputable History of Frankie Landau-Banks (new title)</u>	Lockhart
<u>Driver's Ed</u>	Cooney
<u>Diary of Ann Frank</u>	Goodrich/Hackett
<u>Fallen Angels</u>	Myers
<u>Fever 1793 (new title)</u>	Anderson
<u>Flour Babies</u>	Fine
<u>Friends, The</u>	Guy
<u>Giver, The</u>	Lowry
<u>Hunger Games, The</u>	Collins
<u>I am the Cheese</u>	Cormier
<u>If I Should Die Before I Wake (new title)</u>	Nolan
<u>I, Robot</u>	Asimov
<u>Johnny Tremain</u>	Forbes
<u>Jurassic Park</u>	Crichton
<u>Kaffir Boy</u>	Mathabane
<u>Lincoln-A Pictobiography</u>	Freedman
<u>Never Cry Wolf</u>	Mowat
<u>Nothing but the Truth</u>	Avi
<u>Pigman</u>	Zindel
<u>Seedfolk</u>	Fleischman
<u>Time Machine</u>	Wells
<u>True Confess, Charl.Boyle</u>	Avi
<u>War of the Worlds</u>	Wells
<u>Wave, The</u>	Strasser
<u>When the Legends Die</u>	Borland
<u>The Boy Who Dared (Summer Reading Title)</u>	Bartoletti

Unit Learning Goal and Scale: MP1
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): (RL.8.1; RI.8.1): Cite textual evidence to support analysis of what a grade appropriate text says explicitly, as well as to support inferences drawn from text

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ determine where the text leaves matters uncertain for the reader ▪ determine lapses in logic or persuasive fallacies presented in text ▪ identify unsupported or unsubstantiated claims with in text
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ read grade level text and specify textual evidence to support a claim explicitly stated within the text ▪ use text evidence to generalizes and supports an inference drawn from text
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ recognize or recall specific vocabulary: analysis, cite, claim, inference, logical, support, textual evidence, and explanation
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): W.8.3-8.6, 8.10. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write grade-appropriate narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W.8.3): <ul style="list-style-type: none"> ➤ 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 (W.8.3a) ➤ Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters (W.8.3b) ➤ 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 (W.8.3c) ➤ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (W.8.3d) ➤ Provide a conclusion that follows from and reflects on the narrated experiences or events (W.8.3e)
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> ➤ Action, character, clause, conclusion, context, convey, description, detail, dialogue, engage, event, experience, logical, narrative, narrator, organize, orient, pacing, phrase, plan, point of view, precise, reflection, relationship, relevant, sensory, sequence, setting, technique, time frame, transition • Perform basic processes, such as: <ul style="list-style-type: none"> ➤ Use a teacher-provided template for planning and organizing a narrative ➤ Describe the use of narrative techniques such as dialogue, pacing, description, and reflection, and the use of transition words, phrases, and clauses • Write narratives using a teacher-provided template or graphic organizer
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

<p>Standard(s): L8.1-8.6. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ➤ Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ➤ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ➤ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ➤ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ➤ Interpret figures of speech (e.g. verbal irony, puns) in context. ➤ Use the relationship between particular words to better understand each of the words. ➤ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). • 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.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings and interpret figures of speech (e.g. verbal irony, puns) in context. • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students: MP1

Advanced Learners	<p>Scheduling/ Pacing:</p> <ul style="list-style-type: none"> • The teacher-student establishment of learning goals followed by time and related opportunities to work towards those goals • The availability of a teacher to oversee student work and help pace student learning • In-depth exploration of concepts through independent studies and investigations that are both student and/or teacher selected • Student-selected and content-related reading passages and writing assignments that increase student background knowledge and expand upon learning schemas <p>Literary Analysis/Narrative Anchor Texts:</p> <ul style="list-style-type: none"> • Provision of higher-level questioning that sparks student investigation and enhances student understanding; encouraging connection-making related to themselves and/or other areas • The use of additional higher-leveled texts and related supplemental materials with more abstract concepts • Exploration of varying points of view on a narrative topic • Increased use of open-ended questioning intended to stimulate learner inquiry and active exploration of concepts <p>The Literary Analysis/Narrative Writing Process:</p> <ul style="list-style-type: none"> • Study of increasingly complex narrative texts and utilization of narrative writing components (i.e. plot, conflict, themes, characterization) in their own written work • Encouraging extensive use of figurative language techniques including imagery, similes, metaphors, symbols, etc. <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Pre-assessment to determine what information is already familiar and what information can be further explored • Completion of student-choice assignments and assessments, in which learners generate ways to showcase their understanding with and/or without formal evaluation, where risk-taking is encouraged in the creation of websites, wikis, podcasts, movie makers, games, etc.
Struggling Learners	<p>Literary Analysis/Narrative Anchor Texts:</p> <ul style="list-style-type: none"> • Provision of anchor text summaries and/or synopses for on-going concept reference and review • Teacher-directed identification of key words and/or phrases and sentences to further showcase meaning, relationships, text structure, etc. • Differentiating texts by readability (when available) <p>The Literary Analysis/Narrative Writing Process:</p> <ul style="list-style-type: none"> • Teacher modeling of each step of the writing process (pre-writing, drafting, revising, editing, and publishing) • Offer additional writing samples to provide students with a better sense of assignment requirements and planning within a specified timeframe • The provision of regular teacher writing conferences and additional supervision to plan writing assignments, especially unit writing pieces, which can take several days or weeks to complete • Provide exemplars to understand rubric scoring <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Provide students with other opportunities, methods and/or test formats to demonstrate what is known, including web-based assessments, artistic creations, games, etc.

<p>English Language Learners</p>	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • Providing extended time when appropriate • Omitting assignments according to student need <p>Literary Analysis/Narrative Anchor Texts:</p> <ul style="list-style-type: none"> • Building background on topics and themes that may be unknown to students of different cultures (e.g. American history, customs, holidays, sports, etc.) • Incorporating cultural lessons that allow students to share their culture, language, and traditions with the class • Using alternative texts and leveled narrative reading materials with similar concepts * Providing narrative content in another medium (movie, audiotapes, visual aids, etc.) • Simplifying language to include use of supplementary materials to contain more precise and specified vocabulary • Using bilingual dictionaries, language learner dictionaries, and/or electronic translating programing; pre-teaching of concept vocabulary • Using mapping devices and graphic organizers (outlines, study guides, question preview, etc.) to further showcase how concepts/ideas/narrative themes are related and further establish concept schemas • Using role-playing, simulations and/or concrete examples to exemplify real life situations • Developing teacher-created checks for text and concept understanding/review <p>The Literary Analysis/Narrative Writing Process:</p> <ul style="list-style-type: none"> • Concise directions worded in small, distinct steps • The provision of oral clues and/or prompts throughout the writing process • Writing tasks broken into shorter, segmented sections • The provision of teacher selected and/or created narrative samplings as exemplars • Required use and modeling of teacher-provided graphic organizers/outlines/mapping skills to further assist learners to visualize and attend to all necessary parts of narrative construction • Regular use of computer or word processor throughout the writing process (drafting, revising, editing, publishing) to further organize and communicate student thinking, in addition to addressing minor writing errors (i.e. grammatical, spelling) <p>Alternate Assignments:</p> <ul style="list-style-type: none"> • Allow students to answer orally • Use of multiple-choice format • Teacher read assignments and/or assessments • Shortened/Reduced assignment/assessment requirements • Creation of alternative assignments/assessments: artistic creation; exhibit or showcase; chart, graph, or table; photo essay; map; review game; demonstration; taped report; etc.
<p>Special Needs Learners</p>	<p>Scheduling/ Pacing:</p> <ul style="list-style-type: none"> • The provision of additional time to process instruction, complete assignments and/or re-enforce concept mastery • ICR teacher: Chunking or breaking up instruction, practice activities and/or assessments, over several sessions based on essential concept skill mastery <p>Literary Analysis/Narrative Anchor Texts:</p> <ul style="list-style-type: none"> • ICR teacher is responsible for: The use of alternative texts and leveled narrative reading materials with similar concepts • The provision of narrative content showcased in another medium (movie, audiotapes, etc.) • Shortened length of required reading

- **ICR teacher:** Pre-teaching of difficult vocabulary terminology and multi-process concepts
- Regular stating and repeating of lesson objective, as necessary, to establish a purpose for reading, exploration, continued practice, etc.
- Thoughtful close-reading strategies through teacher-directed use of alternate colored markers and/or highlighters
- **ICR teacher:** The use of mapping devices and graphic organizers (outlines, study guides, question preview, etc.) to further showcase how concepts/ideas/narrative themes are related and further establish concept schemas
- Direct practice identifying relationships
- Use of role-playing, simulations and/or concrete examples to exemplify real life situations

The Literary Analysis/Narrative Writing Process:

- The provision of teacher-selected and/or created narrative samplings to further showcase, discuss and dissect narrative writing construction and related requirements
- Heavy concentration and student choice on idea generation, selection, and development
- **ICR teacher:** Required use and modeling of teacher-provided graphic organizers/outlines/mapping skills to further assist learners to visualize and attend to all necessary parts of narrative construction
- Enforced use of appropriate transition and sequencing words when writing
- **ICR teacher:** Re-teaching of proofreading skills and teacher-provided proofreading checklist for on-going student use and reference
- Encourage learners to orally read their writing throughout the writing process to help identify inaccurate usage, awkward sentence structure, grammatical errors, etc.
- Regular use of computer or word processor throughout the writing process (drafting, revising, editing, publishing) when indicated

[<http://www.thecurriculumcorner.com/thecurriculumcorner123/wp-content/pdf/writing/personalnarratives/personalnarratives.pdf>]

Alternate Assignments, as determined between co-teachers and determined according to each student's IEP:

- Shortened and/or reduced assignments based on individual student mastery of key concepts and/or need
- Use of altered grading rubric to more closely address individual student weakness and/or need
- Acceptance of an alternate form of information sharing and student creation, such as written report; artistic creation; exhibit or showcase; chart, graph, or table; photo essay; map; review game; demonstration; taped report; etc.

Interdisciplinary Connections: MP1

Indicators:

- Maintain a year-long, weekly (hand-written or on-line) journal written from the perspective of a scientist, a mathematician, or a historical figure from the Revolutionary War era
- Understand historical ideals behind our nation and various cultures
- Develop "This Day in History" project that includes events from the Revolutionary War era, astronomy and chemistry, and mathematics
- Classes can connect realistic fiction texts with real world events; collaborate with S.S. teacher to focus on character traits of historical figures being presented, as well as elements of plot/ setting/irony/conflict etc. within various readings

Vocabulary Development/Word Precision: Use District-approved *Vocabulary for Achievement* lessons, along with additional reference tools to further define and clarify vocabulary

Suggested reading that crosses ELA and math, science or social studies:

Paterson, Katherine. *The Same Stuff as Stars*

Isdell, Wendy. *A Gebra Named Al*

Shimony, Abner. *Tibaldo and the Hole in the Calendar*

Esther Forbes. *Johnny Tremain*

Annabel Monaghan. *A Girl Named Digit*

Integration of 21st Century Skills: MP1

Indicators:

CREATIVITY AND INNOVATION

* Use a wide range of idea creation techniques (such as brainstorming). * Create new and worthwhile ideas (both incremental and radical concepts). * Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. * Develop, implement and communicate new ideas to others effectively.

* Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work. * Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas. * View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

SOCIAL AND CROSS-CULTURAL SKILLS

* Know when it is appropriate to listen and when to speak. * Conduct themselves in a respectable, professional manner. * Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. * Respond open-mindedly to different ideas and values. * Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

* Set and meet goals, even in the face of obstacles and competing pressures. * Prioritize, plan and manage work to achieve the intended result. * Demonstrate additional attributes associated with producing high quality products including the abilities to: * Work positively and ethically. * Manage time and projects effectively. * Multi-task. * Participate actively, as well as be reliable and punctual. * Present oneself professionally and with proper etiquette. * Collaborate and cooperate effectively with teams. * Respect and appreciate team diversity. * Be accountable for results.

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Duration:*Full Year:**Semester:***Marking Period:****2****Unit Title:** Informational/Nonfiction**Unit Description:**

The following unit will focus on informational and nonfiction texts. Students will engage with texts ranging from biographies, narrative nonfiction, articles, primary documents such as journals, and other nonfiction texts. At the end of this unit, students will be able to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. Students will be able to cite textual evidence that most strongly supports an analysis of what a grade appropriate text says explicitly, as well as to support inferences drawn from text and determine the meaning of words and phrases as they are used in a text. Students will use these skills to produce an informative writing piece.

Unit Duration: 4 Cycles

Suggested Sequencing: When selecting informational or nonfiction texts, teachers should consider all texts as mentors for subsequent writing assignments.

Vocabulary and **grammar** instruction should occur regularly to practice and reinforce skills and strategies.

Cycle 1

Reading Workshop: Introduction to informational text and nonfiction • Review of skills: main idea, text features, summarizing • Students select independent reading book • Text structure: students focus on identifying text structure of informational text passages

Writing Workshop: Informational writing- Process modeled by teacher • Teacher crafted mini-lessons/model examples of informational writing • Students apply strategies from Reading Workshop to whole articles/essays: Informational writing-students select topic • Students begin pre-writing/rough draft

Cycle 2

Reading Workshop: Informational text: Journals, articles, Scope magazine, etc. Students practice summarizing and identifying main idea • Primary Documents: Students will begin to analyze primary sources • Focus will be on identifying credibility of a source • IRB AR test completed

Writing Workshop: Informational writing -- Students revise • Teacher confers with students
• Students publish final copy • Students will begin a "How To" or other informational essay • Teacher will craft mini-lessons/model examples of informational writing and organizational strategies for informational essay

Cycle 3

Reading Workshop: Primary Documents- Students will continue to analyze documents • Students will compare and contrast documents found during writing workshop • Biography and autobiography- Students will be introduced to biography and autobiography texts

Writing Workshop: Students will select a topic for how to essay • Students will begin pre-writing and draft • Students will revise "How To" or other informational essay • Teacher will confer with students • Students will self and peer edit • Students will publish essay

Cycle 4

Reading Workshop: Students will read two or more bio/autobiography excerpts about the same person • Reading Benchmark • IRB AR test completed

Writing Workshop: Student will write an informative essay on a person using information gathered
• Teacher will craft mini-lessons/model examples of an informative essay • Students will prewrite/peer-edit/revise • Writing Benchmark • Informative Essay final draft completed

Desired Results: MP2

Standard(s): This ELA curriculum follows the current Common Core State Standards (CCSS).

*New standards have been adopted by New Jersey for use during the 2017-2018 school year and beyond. They are known as the New Jersey Student Learning Standards, and are closely related to the existing CCSS. Both sets of standards are listed below with relevant links. Common Core State Standards (CCSS - 2016) [New Jersey Student Learning Standards \(NJLSL - 2017-2018\)](#)

Reading Literature	Reading Informational	Writing	Speaking/Listening	Language
Essential Standards <u>RL.8.1</u> <u>RL.8.2</u> <u>RL.8.3</u> <u>RL.8.4</u>	Essential Standards <u>RI.8.1</u> <u>RI.8.2</u> <u>RI.8.3</u> <u>RI.8.4</u> <u>RI.8.5</u> <u>RI.8.6</u>	Essential Standards <u>W.8.2</u> <u>W.8.3</u> <u>W.8.4</u> <u>W.8.5</u> <u>W.8.6</u> <u>W.8.9</u> <u>W.8.10</u>	Essential Standards <u>SL.8.1</u> <u>SL.8.2</u> <u>SL.8.4</u> <u>SL.8.5</u> <u>SL.8.6</u>	Essential Standards <u>L.8.1</u> <u>L.8.2</u> <u>L.8.3</u> <u>L.8.4</u> <u>L.8.5</u> <u>L.8.6</u>
Supplemental Standards <u>RL.8.5</u> <u>RL.8.6</u> <u>RL.8.7</u> <u>RL.8.9</u>	Supplemental Standards <u>RI.8.7</u> <u>RI.8.9</u>	Supplemental Standards <u>W.8.2.A</u> <u>W.8.2.B</u> <u>W.8.2.C</u> <u>W.8.9.B</u>	Supplemental Standards <u>SL.8.1.A</u> <u>SL.8.1.B</u> <u>SL.8.1.C</u> <u>SL.8.1.D</u>	Supplemental Standards <u>L.8.1.A</u> <u>L.8.2.A</u> <u>L.8.2.C</u>
Anchor Standards <u>CCRA.R.5</u>	Anchor Standards	Anchor Standards <u>CCRA.W.2</u> <u>CCRA.W.4</u> <u>CCRA.W.5</u> <u>CCRA.W.9</u>	Anchor Standards	Anchor Standards

Indicators:

Students will analyze and identify textual evidence.

Students will evaluate text structure.

Students will identify arguments that support a writer's claim.

Students will develop their own opinion about a variety of sources.

Students will locate, identify, and analyze propoganda and bias in nonfiction materials: such as, speeches, journalism, and historical texts.

Students will identify and evaluate the main idea and supporting details to draw conclusions from events.

Students will use context clues to determine word meanings and multi-meaning words.

Students will describe the intended effect of word choice and parallelisms.

Students will develop their own opinion based on the writer's thesis statement, evidence, main ideas, and supporting details.

Students will analyze similarities and differences of text and explain how it affects meaning.

Students will analyze the characters' points of view and how it creates mood.

Students will analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text; evaluate these differences.

Students will analyze how multiple texts address similar themes, patterns of evets, characters, etc.

Students will analyze the structure of texts, including how specific aspects of the text relate to one another and the whole.

Students will interpret words and phrases and analyze their impact on tone.

Students will evaluate the advantages and disadvantages of using different mediums to present a particular topic.

Students will introduce a topic; organize ideas, concepts, and information.

Students will develop the topic with relevant facts, concrete details, and quotations.

Students will use appropriate and varied transitions to create cohesion and clarify concepts.

Students will apply grade 8 standards to literary non-fiction and evaluate the argument and claims.

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Students will gather evidence from texts to support analysis, reflection, and research.

Students will come to discussions prepared, able to refer to specific evidence on the topic, and able to question and reflect in discussion.

Students will follow appropriate discussion etiquette, track progress, goals, and deadlines.

Students will pose questions that connect the ideas of several classmates and respond to others' questions and comments with relevant evidence, observations, and ideas.

Students will acknowledge new information expressed by others and will qualify or justify their own views when evidence is presented.
Students will demonstrate command of conventions of standard English grammar and explain the function of verbals when writing or speaking.

Students will demonstrate command of conventions of standard English grammar and use proper punctuation when writing.

Students will demonstrate command of conventions of standard English grammar and spell correctly.

Understandings:

- Students can analyze the structure of a paragraph and examine key structural elements.
- Students can explain or provide information about a subject or idea, including only the most important information, in a clear and organized manner.
- Students can write narratives to develop real or imagined events by using effective technique, descriptive details, and proper sequencing.
- Students can write with clarity and coherence to develop and organize ideas and create a style that is appropriate for the audience, purpose, and occasion.
- Students can generate and gather ideas about a topic and can organize their ideas to improve their writing throughout the entire writing process while trying a new approach.
- Students can compose texts using technology to publish, distribute, and display work.
- Students can support their interpretations, analyses, reflections, and findings with evidence.
- Students can write for a range time frames, in different contexts and modes, for a variety of audiences.
- Students can determine and examine the objective of all information delivered in different media and formats, examining the motivations that inform the presentation.
- Students can present claims and conclusions focusing on the major ideas in a way that improves coherence and uses evidence, sound reasoning, and details, all while speaking with appropriate eye contact, volume, and pronunciation.
- Students can design and deliver presentations that incorporate multimedia including a visual display of information.
- Students can decide what to say and how to say it, adjusting their voice and style to suit the occasion,

Essential Questions:

- How do skillful readers analyze the structure of text?
- How do skillful writers write informative/explanatory text that examine and convey ideas and information clearly and accurately?
- How do skillful writers effectively convey real or imagined experiences through narrative writing?
- How do skillful writers produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience?
- How do skillful writers plan, organize, revise, edit, and rewrite to create a piece focused on trying a new approach?
- How can skillful writers use technology to produce and publish a writing piece?
- How can skillful writers support their interpretations, reflections, and findings in their writing?
- How can skillful writers routinely write for a range of discipline-specific tasks, purposes, and audiences for varying time frames?
- How can skillful readers analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation?
- How do students present claims and findings that focus on coherent and thorough content, while speaking with appropriate eye contact, volume, and pronunciation?
- Why should students design and deliver presentations that incorporate multimedia including a visual display of information?
- How can students adapt their speech to a variety of contexts and tasks, while demonstrating command of formal English when indicated or appropriate?
- How can skillful writers demonstrate command of the conventions of standard English grammar and usage

purpose, audience, while always modeling their command of formal English when it is appropriate.

- Students can apply the conventions of English grammar and usage to speaking and writing.
- Students can follow the conventions of capitalization, punctuation, and spelling.
- Students can use verbs to achieve effects in conveying an active or passive voice, mood, and/or attitude when reading, writing, and speaking.
- Students can clarify meaning of new or polysemous words they encounter by using context clues, affixes and roots, reference materials, or preliminary determination.
- Students can demonstrate their understanding of word relationships and nuances by evaluating figures of speech, word relationships, and connotations.
- Students can learn and use content specific jargon when writing or discussing about a topic.
- Students can examine the similarities and differences between multiple texts and explain how differences affect meaning and style of the text.
- Students can identify different viewpoints between the characters and the audience (reader) and how it affects the mood.
- Students can examine a filmed or live performance of a story or drama, noting where there are similarities and differences, as well as, determine if the choices made enhanced or diminished the impact of the plot.
- Students can analyze how multiple text address similar themes, patterns of events, characters, etc.
- Students can analyze the structure of text and determine how each portion of the text relates to one another and the whole.
- Students can determine tone and meaning of a text by analyzing their impact including analogies, and allusions.
- Students can assess the advantages and disadvantages of one medium over another prior to giving a presentation.

when writing or speaking?

- How can skillful writers demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing?
- How can skillful writers convey an active or passive voice, mood, or attitude, when reading, writing, and speaking?
- How can skillful readers determine or clarify the meaning of unknown and polysemous words?
- How can skillful readers demonstrate understanding of figurative language, word relationships, and nuances in word meanings?
- How can skillful readers and writers use and understand content specific words accurately when reading, writing, speaking, and listening?
- How will skillful readers compare and contrast multiple texts to determine both similarities and differences, and explain how the differences affect meaning and style?
- How will skillful readers determine the point of view and how it affects mood?
- How can skillful readers evaluate a filmed or live production of a story or drama?
- How can skillful readers examine how contemporary authors recast traditional myths, stories, religious texts, etc.?
- How can skillful readers evaluate text structure and determine its impact on each part and also to the whole?
- How can skillful readers determine tone and meaning in text?
- How can skillful readers determine which medium would be best for a presentation?
- How can students provide information about a subject in a clear and organize manner?
- How can skillful writers best convey information related to the topic?
- How can skillful writers use transitions to create more cohesive writing?

<ul style="list-style-type: none"> • Students can clearly provide information about a subject, choose only details and information related to the topic, and organize information in a rational way. • Students can organize content to best convey facts, concrete details, and quotations. • Students can use transitions to create greater cohesion and create stronger relationships among ideas. • Students can apply grade 8 standards to evaluate literary non-fiction. • Students can create coherent writing with a specific task, purpose, and audience in mind. • Students can strengthen their writing by following through with the writing process. • Students can collect evidence to help support analysis, reflection, and research. • Students can hold discussions about their reading, being able to identify specific evidence, question, and reflect with classmates. • Students can participate in discussions following proper etiquette, tracking progress, goals, and deadlines. • Students can participate in group discussions by connecting what several classmates have said and responding to the group member's questions with appropriate comments. • Students can draw from what other classmates have contributed to discuss and justify their own views. • Students can converse using proper English language and explain the function of verbals when writing or speaking. • Students can use punctuation correctly when writing. • Students can spell correctly when writing. 	<ul style="list-style-type: none"> • How can skillful reader and writers apply the grade 8 standards to evaluate literary non-fiction? • How can skillful writers create coherent writing? • How can students strengthen their writing? • How can skillful writers collect valid evidence? • How can skillful readers actively participate in group discussion about their reading? • How can students effectively participate in group discussions? • How can students effectively participate in group discussions and respond to multiple classmates ideas? • How can students discuss topics with multiple classmates and contribute their own views? • How can students converse properly and explain the function of verbals when writing or speaking? • How can students use proper punctuation when writing? • How can students use proper spelling when writing?
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Assessment Evidence: MP2

<p>Performance Tasks:</p> <p>Students will complete an informational or an explanatory writing piece, i.e. "How To", explaining a quote, biographical, etc.</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observation • Informal checks for understanding • Independent reading and conferences • Independent writing and conferences • Class discussion
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Students will complete a benchmark focusing on informational texts.

- Collaboration with others
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

A new benchmark will be created to measure the Essential and Supporting Standards of this unit and will include the following: reading informational text, answering evidence-based questions, and creating a prose constructed response (PCR). Benchmarks will be scored using a uniform, districtwide rubric.

Learning Plan: MP2

Learning Activities:

- * **Reinforce reading strategies:** questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, analyzing plot structure, analyzing mood and tone, characterization, and following steps of the writing process: Introduce, define, and model synthesizing, summarizing, context clues (vocab in context), determining importance, text structure, prediction using text features, text features, inferring, main idea (topic)
- * **Skill/ Topic Introduction:** introduce, define, and model informational and analytical reading strategies, including inference, compare and contrast, identifying genre, identifying fact/opinion, identifying theme, analyzing text structure, synthesizing, summarizing, context clues (vocab in context), determining importance, text structure, prediction using text features, inferring, main idea (topic)
- * **Application:** Apply guided and independent practiced reading strategies: synthesizing, summarizing, context clues (vocab in context), determining importance, text structure, prediction using text features, text features, inferring, main idea (topic), writing an informational essay
- * **Accessing Prior Knowledge:** Develop K-W-L Chart and/or anticipatory guide to further activate previous knowledge
- * **Reading Vocabulary covered during this unit:** Synthetization, summarization, prediction, inference
- * **Discussion:** Conduct whole-class, small group, and paired conversation pertaining to reading strategies and nonfiction examined texts, to include biographical information, news articles, textbooks. etc.
- * **Exploring/Prewriting:** Read and discuss mentor texts to identify features of an informational essay (e.g.: dissecting and explaining a quote, steps in a process, directions, etc.)
- * **Examination:** Re-read one's own writing and informational anchor texts critically
- * **Vocabulary Development/Word Precision:** Use District-approved *Vocabulary for Achievement* lessons, along with additional reference tools to further define and clarify vocabulary
- * **Reflection:** Maintain Reading Response/Writer's Notebook
- * **Establishing:** Work collaboratively with a writing partner within a writing community; learn procedures for offering support and suggestions while revising

- * **Innovation:** Generate ideas and topics for independent reading novels and informational writing; write freely concerning topics of interest
- * **Drafting:** Write drafts that incorporate the format and features of informational text
- * **Revision:** Re-read drafts looking for the following criteria: purpose, opinion, reasons/facts/audience, grabbers, transitions, etc.
- * **Proofreading/Editing:** Provide students with regular editing practice; encourage students to proofread by checking for the following common errors: format errors, missing transition words, offensive ideas/words, capitalization, punctuation, commas, word usage errors, commonly misused words
- * **Publishing:** Create a final copy of the writing piece and celebrate writing successes

Secondary Resources (in addition to Primary Resources listed above):

- Sites like quizlet.com and cram.com for vocabulary reinforcement
- Sites like noredink.com for grammar skills reinforcement
- Sites like newsela.com for various activities
- Sites like readwritethink.com for reading and critical thinking skills reinforcement
- Sites like megaessays.com with examples of essays

Informational mentor texts: news articles, text book entries, biographical information, recipes, directions, encyclopedia entries, etc.

Suggested Readings (per *Glencoe Literature Course 3 National Edition*):

Title	Author(s)	Genre
Miracle Man	Sam Blair	Informational Text
Historical Perspective: <i>from</i> Sojourner Truth: Ain't I a Woman?	Patricia C. McKissack and Fredrick McKissack	Nonfiction
TIME: The Question of Popularity	Tamara Eberlein	Magazine Article
From Zoya's Story	Zoya with Rita Cristofari and John Follain	Biography
TIME: Coming to America	Joe McGowan, Marisa Wong, Vickie Bane, and Laurie Morice	Magazine Article
<i>from</i> I Know Why the Caged Bird Sings	Maya Angelou	Autobiography
Huge, Freed Pet Pythons Invade Florida Everglades	Stefan Lovgren	Informational Text
<i>from</i> The Great Fire	Jim Murphy	Informational Text
Hollywood's Rise to Fame	Robert D. San Souci	Informational Text
Historical Perspective: <i>from</i> Harriet Tubman: Conductor on the Underground Railroad	AnnPetry	Biographical Narrative
TIME: On Top of the World	Martha Pickerill	Magazine Article
The Night Ghost <i>from</i> Woodsong	Gary Paulsen	Autobiography
TIME: A Father's Daring Trek	Julie K.L. Dam	Magazine Article
The March of the Mill Children	Judith Pinkerton Josephson	Historical Biography
Social Perspective: <i>from</i> Remembering Cesar Chavez	Coretta Scott King	Nonfiction
Letters of Annie Sullivan	Annie Sullivan	Letters
<i>from</i> Being Japanese American	Yoshiko Uchida	Autobiography
Bouncing Back	Jan Farrington	Magazine Article
Historical Perspective: <i>from</i> Sky	Hanneke Ppisch	Nonfiction

TIME: Standing Tall	Michael Dolan	Magazine Article
Functional Documents: Consumer Choice Article: Choosing a Bike		
Functional Documents: Product Warranty: Bike Warranty		
Functional Documents: Technical Directions: Tire Repair		

Grade 8 Novel List	
<u>Across Five Aprils</u>	Hunt
<u>All Creatures Great & Small</u>	Herriot
<u>A Long Way from Chicago</u>	Peck
<u>And Then There Were None</u>	Christy
<u>Animal Farm</u>	Orwell
<u>Begonias for Miss Applebaum</u>	Zindel
<u>Code Orange (new title)</u>	Cooney
<u>Contender, The</u>	Lipsyte
<u>Dairy Queen (new title)</u>	Murdock
<u>Disreputable History of Frankie Landau-Banks (new title)</u>	Lockhart
<u>Driver's Ed</u>	Cooney
<u>Diary of Ann Frank</u>	Goodrich/Hackett
<u>Fallen Angels</u>	Myers
<u>Fever 1793 (new title)</u>	Anderson
<u>Flour Babies</u>	Fine
<u>Friends, The</u>	Guy
<u>Giver, The</u>	Lowry
<u>Hunger Games, The</u>	Collins
<u>I am the Cheese</u>	Cormier
<u>If I Should Die Before I Wake (new title)</u>	Nolan
<u>I, Robot</u>	Asimov
<u>Johnny Tremain</u>	Forbes
<u>Jurassic Park</u>	Crichton
<u>Kaffir Boy</u>	Mathabane
<u>Lincoln-A Pictobiography</u>	Freedman
<u>Never Cry Wolf</u>	Mowat
<u>Nothing but the Truth</u>	Avi
<u>Pigman</u>	Zindel
<u>Seedfolk</u>	Fleischman
<u>Time Machine</u>	Wells
<u>True Confess, Charl.Boyle</u>	Avi
<u>War of the Worlds</u>	Wells
<u>Wave, The</u>	Strasser
<u>When the Legends Die</u>	Borland
<u>The Boy Who Dared (Summer Reading Title)</u>	Bartoletti

Unit Learning Goal and Scale: MP2
(Level 2.0 reflects a minimal level of proficiency)

Standards: (RL8.4; RI.8.4; RI8.5): Determine the meaning of phrases, sentences and paragraphs as they are used in fiction and informational text and analyze their impact on tone and key concepts.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Evaluate the cumulative effectiveness of author’s word and sentences choices and how they impact meaning and tone. Formulate alternate text structure for informational text; contrast development of key concepts
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Read grade level text and specify textual evidence to support a claim explicitly stated within the text use text evidence to generalizes and supports an inference drawn from text
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognize or recall specific vocabulary: summary, chronological, explicit, inference, opinion, judgement, theme, central idea, supporting detail, and evaluation.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standards: (RL8.1; RI.8.1; RL8.4; RI8.4): Cite textual evidence to support analysis of what a grade appropriate text says explicitly, as well as to support inferences drawn from text. Determine the meaning of words and phrases as they are used in a text.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Determine where the text leaves matters uncertain for the reader Determine lapses in logic or persuasive fallacies presented in text Identify unsupported or unsubstantiated claims with in text
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Read grade level text and specify textual evidence to support a claim stated within the text Use text evidence to generalize and support an inference drawn from text Analyze how author’s use of word choice contributes to meaning both stated and implied.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognize or recall specific vocabulary: analysis, cite, claim, inference, logical, support, textual evidence, explanation, tone.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example, headings), graphics (for example, charts, tables), and multimedia when useful to aiding comprehension Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples Provide a concluding statement or section that follows from and supports the information or explanation presented
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts

	<ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic • Establish and maintain a formal style
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students: MP2

	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • Provide students with the ability to create personal goals and assess their progress. • Suggest quicker pacing for weekly assignments. • Allow time for: • Collaborative learning experiences (pairs, small groups) to deepen knowledge, • Accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data, and • Challenging assignments selected by students. <p>Literary Analysis/Informational Anchor Texts:</p> <ul style="list-style-type: none"> • Provide students with more rigorous, mentor texts, and related supplemental materials (e.g. novels, short stories, eBooks, poems, dramas, primary documents and so forth) with more abstract concepts. • Allow students to use the Internet to research information to support reading and to provide richer examples of literary analyses.
Advanced Learners	<p>The Literary Analysis/Informational Writing Process:</p> <ul style="list-style-type: none"> • Encourage students to produce elaborate responses to challenging writing prompts. • Provide students opportunities to respond to their classmates' written analyses. <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessment data such as STAR, AR, and Benchmarks. • Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate. • Offer students higher level comprehension questions and writing prompts that force students to utilize higher forms of cognition (i.e. analysis and knowledge utilization). • Encourage divergent thinking by empowering students to respond to text in various ways (e.g. essays, poems, collages, podcasts, songs, game creation, etc.). • Allow students enrichment and collaborative opportunities through the use of technology (e.g. blogs, emails, iPads, software programs, and the Internet). • Provide students with leadership activities such as assisting other students with specific academic tasks. • Collaborate with Humanities teachers to assign parallel texts.
Struggling Learners	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • As determined by observation and assessments, allow for additional opportunities to practice, review, and strengthen weaker skills. • Allow students extended time to complete assignments, assessments, and projects. • If possible, try alternate teaching scenarios such as parallel teaching, or small groups. • Differentiate instruction by utilizing small groups and collaborative learning. • Scaffold instruction into digestible bites.

	<ul style="list-style-type: none"> • Provide students with the ability to create academic goals and actively assess their own progress. <p>Literary Analysis/Informational Anchor Texts:</p> <ul style="list-style-type: none"> • Encourage the use of graphic organizers to support learning. • When possible, utilize literature circles with leveled reading material. • Use supplemental resources and workbooks to support the text. • Preview difficult vocabulary prior to teaching stories. • As needed, use assistive technologies that read materials aloud to the student during independent reading. <p>The Literary Analysis/Informational Writing Process:</p> <ul style="list-style-type: none"> • Provide students with graphic organizers and writing checklists to assist with writing. • Show students exemplars to assist with all aspects of the writing process and the final product. <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Where available, allow students to self-select from a given selection of texts, alternate or adapted texts that are age, ability, and topic-appropriate. • Differentiate and adapt instruction to include goal-specific choices. • Offer technology software programs for extra help (e.g. Study Island). • Allow students to respond to text in a variety of ways (e.g. essays, poems, collages, podcasts, songs, game creation, etc.).
<p>English Language Learners</p>	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • As needed, allow students extended time to complete assignments, assessments, and projects. • Omit assignments, assessments, projects, as needed. • As possible, try alternate teaching scenarios (pull out/push in), parallel teaching, or small groups. <p>Literary Analysis/Informational Anchor Texts:</p> <ul style="list-style-type: none"> • Check prior knowledge and build background on topics that may be unknown to students of different cultures (e.g. sports, American history, customs and traditions). • Select texts that incorporate themes and cultural elements that allow the ELL to share his/her language, culture, and traditions. • Use alternative and leveled materials (texts, movies, audio) with similar concepts. • Provide students with translation dictionaries and software (e.g. bilingual, language learner, electronic translating programing) to assist with English vocabulary. • Simplify language and use supplementary materials which suggest advanced vocabulary. • Provide students with graphic organizers such as outlines, study guides, and question preview to increase understanding of reading assignments. • Use role plays, simulations, or concrete examples to clarify concepts. <p>The Literary Analysis/Informational Writing Process:</p> <ul style="list-style-type: none"> • Provide students with graphic organizers and writing checklists to assist with writing. • Allow students to utilize visual aids and images to assist with the planning process. • Provide students with exemplars of graphic organizers and writing checklists to assist with writing. • Show students exemplars that assist with all aspects of the writing process as well as the final product. • Provide shortened, simplified writing prompts and clarify as appropriate.

	<ul style="list-style-type: none"> • Break writing tasks into shorter, segmented sections. • Allow students to complete writing via technology. • Encourage students to utilize technology tools while writing (e.g. dictionary, grammar checker, thesaurus, and so forth). <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Allow students to answer comprehension questions orally. • Use multiple choice responses when appropriate. • Read directions to students. • Provide students with assignments, assessments, and projects that are shorter in length and that contain step by step instructions. • Use the abbreviated story versions as provided in the supplemental workbooks when appropriate. • Offer technology software programs that can provide students extra help and practice (e.g. Study Island). • Allow for alternate assignments (e.g. artistic creations, exhibits, charts, graphs, tables, photo essays, maps, review games, and so forth).
<p>Special Needs Learners</p>	<p>Scheduling/Pacing</p> <ul style="list-style-type: none"> • Allow students extended time to complete assignments, assessments, and projects, as needed. • ICR teacher: Omit assignments, assessments, projects, as needed. • If possible, try alternate teaching scenarios such as pull out/push in, parallel teaching, or small groups. • ICR teacher: Scaffold instruction into digestible bites. • Provide students with the ability to create academic goals and assess their progress. <p>Literary Analysis/Informational Anchor Texts:</p> <ul style="list-style-type: none"> • Provide ample opportunity for students to collaborate in small peer groups to discuss anchor texts. • ICR teacher is responsible for: Use alternate and leveled materials (such as adapted texts, movies, or audio texts) with similar concepts. • Shorten length and duration of reading. • Provide students with developmentally appropriate dictionaries and software to assist with English vocabulary. • Simplify language; use supplementary materials which contain precise and specific vocabulary. • ICR teacher: Provide students with graphic organizers (e.g. outlines, study guides, question preview) to increase understanding of reading assignments. • Use role plays, simulations, and/or concrete examples to exemplify real life situations • ICR teacher: Encourage students to highlight and annotate text. • Use frequent formative and summative assessments to check for understanding. <p>The Literary Analysis/Informational Writing Process:</p> <ul style="list-style-type: none"> • ICR teacher: Provide students with graphic organizers and writing checklists to assist with writing. • Provide students with exemplars of literary analyses. • ICR teacher: Provide shortened, simplified writing prompts, and clarify as appropriate. • As needed, review writing structure, transition words, opening sentences, commonly misspelled words, commonly overused words, and grammar. • ICR teacher: Break writing tasks into shorter, segmented sections. • Encourage students to utilize technology while writing (e.g. dictionaries, grammar, and so forth.). <p>Alternative Assignments, as determined between co-teachers and determined according to each student's IEP:</p>

- Allow students to self-select texts from a given selection of texts that are age, ability, and topic-appropriate.
- Differentiate assignments to address self-selected literary and informational text choices.
- Implement necessary IEP modifications.
- Offer technology and software programs that can provide students extra help and practice (e.g. Study Island).
- Modify grading rubrics to students' needs.
- Allow for alternate assignments (e.g. artistic creations, exhibits, charts, graphs, tables, photo essays, maps, review games, and so forth).

Interdisciplinary Connections: MP2

Indicators:

- Maintain a year-long, weekly (hand-written or on-line) journal written from the perspective of a scientist, a mathematician, or a historical figure from the Revolutionary War era
- Informative articles and text based on content-area subjects
- Coordinate specific materials choices with social studies, math, and science teachers for projects
- Collaborate with science and social studies teachers to use the same reading strategies for non-fiction text, as well as the same format for written responses
- Science and Social Studies teachers should review primary/secondary sources
- Understand historical ideals behind our nation and various cultures
- Develop "This Day in History" project that includes events from the Revolutionary War era, astronomy and chemistry, and mathematics

Vocabulary Development/Word Precision: Use District-approved *Vocabulary for Achievement* lessons, along with additional reference tools to further define and clarify vocabulary

Suggested reading that crosses ELA and math, science or social studies:

Benson Bobrick. *Fight for Freedom*

Pascal Lee. *Mission: Mars*

Wendy Lichtman. *Do the Math: Secrets, Lies, and Algebra*

Integration of 21st Century Skills: MP2

Indicators:

CRITICAL THINKING AND PROBLEM SOLVING

* Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. * Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. * Analyze and evaluate major alternative points of view. * Interpret information and draw conclusions based on the best analysis. * Reflect critically on learning experiences and processes. * Solve different kinds of non-familiar problems in both conventional and innovative ways. * Identify and ask significant questions that clarify various points of view and lead to better solutions.

INFORMATION LITERACY

* Access information efficiently (time) and effectively (sources). * Evaluate information critically and competently. * Use information accurately and creatively for the issue or problem at hand. * Manage the flow of information from a wide variety of sources. * Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

MEDIA LITERACY

* Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. * Understand and utilize the most appropriate media creation tools, characteristics and conventions. * Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments. ICT (Information, Communications and Technology)

LITERACY

* Use technology as a tool to research, organize, evaluate and communicate information * Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy. * Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Duration:*Full Year:**Semester:***Marking Period:****3****Unit Title:** Argument**Unit Description:**

By the end of this unit, students will differentiate between argumentative/persuasive texts and other types of texts, identify key words that trigger argument, differentiate between fact and opinion, and develop arguments that use appropriate openings and closings, developed body paragraphs including solid reasons and supporting details, appropriate transition words, and demonstrate higher-level critical thinking skills.

Unit Duration: 4 Cycles

Suggested Sequencing: When selecting argumentative and/or persuasive texts, teachers should consider all texts as mentors for subsequent writing assignments.

Vocabulary and **grammar** instruction should occur regularly to practice and reinforce skills and strategies.

Cycle 1

Reading Workshop: Introduction to argumentative and persuasive literature • Review of differences between argumentative and persuasive texts and other types of text • Students begin reading novel or story ("Flower's for Algernon" is suggested) and have students complete a double-sided journal • Students read various persuasive articles and materials (suggested: articles related to "Flowers for Algernon" topic of Animal Testing) • Students complete literary analysis identifying author's point of view, tone and the mood of the story/article, elements of plot, character analysis, etc... while reading and find textual evidence to support their analysis • Students continue to read novel or story and complete double sided journal • While reading students will conduct literary analysis to interpret author's purpose, determine the author's central message, identify tone and mood, use text evidence to support writing, determine meaning of figurative language, use context to identify intended meaning, use roots and affixes to determine vocabulary meaning, etc.

Writing Workshop: Argumentative writing modeled by teacher will review the writing process and organization of persuasive essay, discuss word choice, experiment with successful introductions, use personal details to emphasize their point. • Teacher will craft mini-lessons/model examples of argumentative writing • Teacher will craft mini-lessons/model examples of persuasive writing to review the writing process and organization of persuasive essay, discuss word choice, experiment with successful introductions, use personal details to emphasize their point

Cycle 2

Reading Workshop: Students continue to read novel or story and complete double sided journal • While reading students will conduct literary analysis to interpret author's purpose, determine the author's central message, identify tone and mood, use text evidence to support writing, determine meaning of figurative language, use context to identify intended meaning, use roots and affixes to determine vocabulary meaning, etc. • Students continue to read novel or story and complete double sided journal • While reading students will conduct literary analysis to interpret author's purpose, determine the author's central message, identify tone and mood, use text evidence to support writing, determine meaning of figurative language, use context to identify intended meaning, use roots and affixes to determine vocabulary meaning, etc.

Writing Workshop: Teacher will craft mini-lessons/model examples of argumentative writing • Students select topic for argumentative writing piece • Students begin pre-writing/ rough draft • Teacher conferences with students • Students revise and edit

Cycle 3

Reading Workshop: Students finish reading novel or story • Students complete literary analysis to identify author's point of view, tone, and mood of the story/article; as well as, elements of plot, character analysis/development, etc. while finding textual evidence to support their analysis • Review for novel test • Complete test • Students will begin novel study or poetry • Teacher can do a whole class novel or conduct literature groups, articles identifying author's point of view, tone and the mood of the story or poem, elements of plot, character analysis, figurative language, etc. while reading and find textual evidence to support their analysis

Writing Workshop: Students discuss controversial issues • Students decide where they stand with controversial issue. • Students publish final copy of argumentative essay • Students begin to discuss controversial issues they came up with and begin prewriting for persuasive essay • Students continue pre-writing/rough draft of persuasive essay

Cycle 4

Reading Workshop: Complete reading and activities accordingly • Hold class discussions about each novel • Discuss literary elements, compare/contrast to other characters read about, keep students engaged in the literature • Students complete literary analysis to identify author’s point of view, tone and the mood of the story, elements of plot, character analysis, etc... while reading and find textual evidence to support their analysis • Benchmark Test

Writing Workshop: Students complete draft of persuasive essay • Teacher conferences with students • Students begin to make edit and make revisions • Students complete final draft of persuasive essay • Benchmark Test

Desired Results: MP3

Standard(s): This ELA curriculum follows the current Common Core State Standards (CCSS).

*New standards have been adopted by New Jersey for use during the 2017-2018 school year and beyond. They are known as the New Jersey Student Learning Standards, and are closely related to the existing CCSS. Both sets of standards are listed below with relevant links. Common Core State Standards (CCSS - 2016) [New Jersey Student Learning Standards \(NJSL - 2017-2018\)](#)

Reading Literature	Reading Informational	Writing	Speaking/Listening	Language
Essential Standards				
RL.8.1	RI.8.1	W.8.1	SL.8.1	L.8.1
RL.8.2	RI.8.2	W.8.4	SL.8.2	L.8.2
RL.8.3	RI.8.3	W.8.5	SL.8.4	L.8.3
RL.8.4	RI.8.4	W.8.6	SL.8.5	L.8.4
RL.8.6	RI.8.6	W.8.10	SL.8.6	L.8.5
	RI.8.9			L.8.6
Supplemental Standards				
RL.8.5	RI.8.5	W.8.1.A	SL.8.1.A	
RL.8.6	RI.8.7	W.8.1.B	SL.8.1.B	
RL.8.7	RI.8.8	W.8.1.C	SL.8.1.C	
RL.8.9			SL.8.1.D	
Anchor Standards				
		CCRA.W.1		
		CCRA.W.4		
		CCRA.W.5		
		CCRA.W.6		
		CCRA.W.10		

Indicators:

Students will read assorted persuasive texts to examine a topic and determine how text conveys ideas, concepts, and information.

Students will use appropriate and varied and appropriate transitions.

Students will use precise language and domain-specific vocabulary.

Students will establish and maintain a formal style.

Students will provide a conclusion that supports the information or explanation

Students will compose an argumentative or persuasive essay.

Students will introduce a topic.

Students will use topic-appropriate precise language and vocabulary.

Students will maintain a formal writing style.

Students will develop a topic with facts, definitions, details, quotations, and other related information.

Students will write a conclusion that supports the information or topic presented.

Students will use a variety of sentence types.

Students will analyze similarities and differences of text and explain how it affects meaning.

Students will analyze the characters’ points of view and how it creates mood.

Students will analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text; evaluate these differences.

Students will analyze how multiple texts address similar themes, patterns of events, characters, etc.

Students will interpret words and phrases and analyze their impact on tone.

Students will evaluate the advantages and disadvantages of using different mediums to present a particular topic.

Students will write arguments with clear reasons and relevant evidence.

Students will support claims with logical reasoning.

Students will use words, phrases, and clauses to create cohesion and clarify the relationships between claim(s), counterclaims, reasons, and evidence.

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Students will write routinely in varying time frames, for a range of tasks, purposes, and audiences.

Students will come to discussions prepared, able to refer to specific evidence on the topic, and able to question and reflect in discussion.

Students will follow appropriate discussion etiquette, track progress, goals, and deadlines.

Students will pose questions that connect the ideas of several classmates and respond to others' questions and comments with relevant evidence, observations, and ideas.

Students will acknowledge new information expressed by others and will qualify or justify their own views when evidence is presented.

Understandings:

- Students can examine details of a text and assess claims, reasoning, and evidence that is both relevant and sufficient.
- Students can analyze two or more texts that address similar themes to compare and contrast the authors claims.
- Students can construct arguments to defend a claim and provide logical reasoning and evidence.
- Students can explain or provide information about a subject or idea, including only the most important information, in a clear and organized manner.
- Students can write with clarity and coherence to develop and organize ideas and create a style that is appropriate for the audience, purpose, and occasion.
- Students can generate and gather ideas about a topic and can organize their ideas to improve their writing throughout the entire writing process while trying a new approach.
- Students can compose texts using technology to publish, distribute, and display work.

Essential Questions:

- How do skillful readers examine a text to determine validity and relevance?
- How do skillful readers analyze two or more texts with similar themes?
- How do skillful writers write arguments to support claims?
- How do skillful writers write informative/explanatory text that examine and convey ideas and information clearly and accurately?
- How do skillful writers produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience?
- How do skillful writers plan, organize, revise, edit, and rewrite to create a piece focused on trying a new approach?
- How can skillful writers use technology to produce and publish a writing piece?
- How can skillful writers routinely write for a range of discipline-specific tasks, purposes, and audiences for

<ul style="list-style-type: none"> • Students can write for a range of time frames, in different contexts and modes, for a variety of audiences. • Students can participate in various discussions with their peers about grade 8 topics, texts, and issues; and contribute their own ideas. • Students can determine and examine the objective of all information delivered in different media and formats, examining the motivations that inform the presentation. • Students can recall specific details about a speaker's talk, and then make strong, logical claims about speaker's argument. • Students can present claims and conclusions focusing on the major ideas in a way that improves coherence and uses evidence, sound reasoning, and details, all while speaking with appropriate eye contact, volume, and pronunciation. • Students can design and deliver presentations that incorporate multimedia including a visual display of information. • Students can decide what to say and how to say it, adjusting their voice and style to suit the occasion, purpose, audience, while always modeling their command of formal English when it is appropriate. • Students can apply the conventions of English grammar and usage to speaking and writing. • Students can follow the conventions of capitalization, punctuation, and spelling. • Students can use verbs to achieve effects in conveying an active or passive voice, mood, and/or attitude when reading, writing, and speaking. • Students can clarify meaning of new or polysemous words they encounter by using context clues, affixes and roots, reference materials, or preliminary determination. • Students can demonstrate their understanding of word relationships and nuances by evaluating figures of speech, word relationships, and connotations. • Students can learn and use content specific jargon when writing or discussing about a topic. 	<p>varying time frames?</p> <ul style="list-style-type: none"> • How can students actively participate in peer discussions effectively? • How can skillful readers analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation? • How can students evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric? • How do students present claims and findings that focus on coherent and thorough content, while speaking with appropriate eye contact, volume, and pronunciation? • Why should students design and deliver presentations that incorporate multimedia including a visual display of information? • How can students adapt their speech to a variety of contexts and tasks, while demonstrating command of formal English when indicated or appropriate? • How can skillful writers demonstrate command of the conventions of standard English grammar and usage when writing or speaking? • How can skillful writers demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing? • How can skillful writers convey an active or passive voice, mood, or attitude, when reading, writing, and speaking? • How can skillful readers determine or clarify the meaning of unknown and polysemous words? • How can skillful readers demonstrate understanding of figurative language, word relationships, and nuances in word meanings? • How can skillful readers and writers use and understand content specific words accurately when reading, writing, speaking, and listening? • How will skillful readers compare and contrast multiple texts to determine both similarities and differences, and explain how the differences affect meaning and style?
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<ul style="list-style-type: none"> • Students can examine the similarities and differences between multiple texts and explain how differences affect meaning and style of the text. • Students can identify different viewpoints between the characters and the audience (reader) and how it affects the mood. • Students can examine a filmed or live performance of a story or drama, noting where there are similarities and differences, as well as, determine if the choices made enhanced or diminished the impact of the plot. • Students can analyze how multiple text address similar themes, patterns of events, characters, etc. • Students can determine tone and meaning of a text by analyzing their impact including analogies, and allusions. • Students can assess the advantages and disadvantages of one medium over another prior to giving a presentation. • Students can construct arguments to defend claims, providing logical evidence to support claims. • Students can support claims with valid reasoning from responsible and reliable sources. • Students can clarify the different relationships between their claim(s), counterclaims, reasons, and evidence. • Students can create coherent writing with a specific task, purpose, and audience in mind. • Students can strengthen their writing by following through with the writing process. • Students can exhibit writing stamina and produce writing for multiple tasks, purposes, and audiences. • Students can hold discussions about their reading, being able to identify specific evidence, question, and reflect with classmates. • Students can participate in discussions following proper etiquette, tracking progress, goals, and deadlines. • Students can participate in group discussions by connecting what several classmates have said and responding to the group member's questions with appropriate comments. 	<ul style="list-style-type: none"> • How will skillful readers determine the point of view and how it affects mood? • How can skillful readers evaluate a filmed or live production of a story or drama? • How can skillful readers examine how contemporary authors recast traditional myths, stories, religious texts, etc.? • How can skillful readers determine tone and meaning in text? • How can skillful readers determine which medium would be best for a presentation? • How can skillful writers construct an argument that provides logical evidence to support and defend their claims? • How can skillful writers support claims? • How can skillful writers determine how their claim is distinct from all others? • How can skillful writers create coherent writing? • How can students strengthen their writing? • How can skillful writers exhibit writing stamina? • How can skillful readers actively participate in group discussion about their reading? • How can students effectively participate in group discussions? • How can students effectively participate in group discussions and respond to multiple classmates' ideas? • How can students discuss topics with multiple classmates and contribute their own views?
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- Students can draw from what other classmates have contributed to discuss and justify their own views.

Assessment Evidence: MP3

Performance Tasks:

Students will compose an argumentative writing piece.

Students will complete a standards based assessment to measure acquisition of skills and knowledge.

Other Evidence:

- Teacher observation
- Informal checks for understanding
- Independent reading and conferences
- Independent writing and conferences
- Class discussion
- Collaboration with others
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

A new benchmark will be created to measure the Essential and Supporting Standards of this unit and will include the following: reading argumentative text, answering evidence-based questions, and creating a prose constructed response (PCR). Benchmarks will be scored using a uniform, district wide rubric.

Learning Plan: MP3

Learning Activities:

- * **Reinforce reading strategies** -- questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, analyzing plot structure, analyzing mood and tone, characterization, and following steps of the writing process: introduce, define, and model synthesizing, summarizing, context clues (vocab in context), determining importance, text structure, prediction using text features, text features, inferring, main idea (topic)
- * **Skill/ Topic Introduction:** Reinforce reading strategies -- questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, analyzing plot structure, analyzing mood and tone, characterization, and following steps of the writing process; introduce, define, and model strategies necessary for instructing nonfiction text, including synthesizing, summarizing, context clues (vocab in context), determining importance, text structure, prediction using text features, text features, inferring, main idea (topic), point of view (argumentative/persuasive)
- * **Application:** Apply guided and independent practiced reading strategies: synthesizing, summarizing, context clues (vocab in context), determining importance, text structure, prediction using text features, text features, inferring, main idea (topic), writing an argumentative essay
- * **Accessing Prior Knowledge:** Develop K-W-L Chart and/or anticipatory guide to further activate previous knowledge
- * **Reading Vocabulary covered during this unit:** Synthetization, summarization, inference, point of view
- * **Discussion:** Conduct whole-class, small group, and paired conversation pertaining to reading strategies and nonfiction examined texts, to include informational articles, news articles, reference materials, scientific studies, opposing viewpoints, etc.
- * **Exploring/Prewriting:** Read and discuss mentor texts to identify features of an argumentative essay (e.g.: determining various sides of an issue, listing supporting details, developing examples that support a claim, etc.)
- * **Examination:** Re-read one's own writing and argumentative and persuasive anchor texts critically
- * **Vocabulary Development/Word Precision:** Use District-approved *Vocabulary for Achievement* lessons, along with additional reference tools to further define and clarify vocabulary
- * **Reflection:** Maintain Reading Response/Writer's Notebook
- * **Establishing:** Work collaboratively with a writing partner within a writing community; learn procedures for offering support and suggestions while revising
- * **Innovation:** Generate ideas and topics for independent reading novels and argumentative writing; write freely concerning topics of interest
- * **Drafting:** Write drafts that incorporate the format and features of argumentative text

- * **Revision:** Re-read drafts looking for the following criteria: purpose, opinion, reasons/facts/ audience, grabbers, transitions, etc.
- * **Proofreading/Editing:** Provide students with regular editing practice; encourage students to proofread by checking for the following common errors: format errors, missing transition words, offensive ideas/words, capitalization, punctuation, commas, word usage errors, commonly misused words
- * **Publishing:** Create a final copy of the writing piece and celebrate writing successes

Secondary Resources (in addition to Primary Resources listed above):

- Sites like quizlet.com and cram.com for vocabulary reinforcement
- Sites like noredink.com for grammar skills reinforcement
- Sites like newsela.com for various activities
- Sites like readwritethink.com for reading and critical thinking skills reinforcement
- Sites like megaessays.com with examples of essays

Argumentative mentor texts: newspaper Op-Ed articles, letters to editors, political propaganda, sales brochures and circulars, etc.

Suggested Readings (per *Glencoe Literature Course 3 National Edition*)

Title	Author(s)	Genre
Homeless	Anna Quindlen	Essay
Saving Water	Marjorie Lamb	Persuasive Essay
The Trouble with Television	Robert MacNeil	Persuasive Essay
from Civil War Journal	Louisa May Alcott	Journal
The Gettysburg Address	Abraham Lincoln	Speech
Historical Perspective: <i>from</i> Lincoln: A Photo-biography	Russell Freedman	Photo Essay
Going, Going Green...	Alexander Wolff	Persuasive Essay
Flowers for Algernon, Part 1	Daniel Keys	Short Story
Flowers for Algernon, Part 2	Daniel Keys	Short Story

Grade 8 Novel List	
<u>Across Five Aprils</u>	Hunt
<u>All Creatures Great & Small</u>	Herriot
<u>A Long Way from Chicago</u>	Peck
<u>And Then There Were None</u>	Christy
<u>Animal Farm</u>	Orwell
<u>Begonias for Miss Applebaum</u>	Zindel
<u>Code Orange (new title)</u>	Cooney
<u>Contender, The</u>	Lipsyte
<u>Dairy Queen (new title)</u>	Murdock
<u>Disreputable History of Frankie Landau-Banks (new title)</u>	Lockhart
<u>Driver's Ed</u>	Cooney
<u>Diary of Ann Frank</u>	Goodrich/Hackett
<u>Fallen Angels</u>	Myers
<u>Fever 1793 (new title)</u>	Anderson
<u>Flour Babies</u>	Fine
<u>Friends, The</u>	Guy
<u>Giver, The</u>	Lowry
<u>Hunger Games, The</u>	Collins
<u>I am the Cheese</u>	Cormier
<u>If I Should Die Before I Wake (new title)</u>	Nolan
<u>I, Robot</u>	Asimov
<u>Johnny Tremain</u>	Forbes
<u>Jurassic Park</u>	Crichton
<u>Kaffir Boy</u>	Mathabane
<u>Lincoln-A Pictobiography</u>	Freedman
<u>Never Cry Wolf</u>	Mowat
<u>Nothing but the Truth</u>	Avi
<u>Pigman</u>	Zindel
<u>Seedfolk</u>	Fleischman
<u>Time Machine</u>	Wells
<u>True Confess, Charl.Boyle</u>	Avi
<u>War of the Worlds</u>	Wells
<u>Wave, The</u>	Strasser
<u>When the Legends Die</u>	Borland
<u>The Boy Who Dared (Summer Reading Title)</u>	Bartoletti

Unit Learning Goal and Scale: MP3
(Level 2.0 reflects a minimal level of proficiency)

Standards: RL.8.1; RI.8.1; RL.8.4; RI.8.4 Cite textual evidence to support analysis of what a grade appropriate text says explicitly, as well as to support inferences drawn from text. Determine the meaning of words and phrases as they are used in a text.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • determine where the text leaves matters uncertain for the reader • determine lapses in logic or persuasive fallacies presented in text • identify unsupported or unsubstantiated claims with in text
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • read grade level text and specify textual evidence to support a claim stated within the text • use text evidence to generalize and support an inference drawn from text • analyze how author’s use of word choice contributes to meaning both stated and implied.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • recognize or recall specific vocabulary: analysis, cite, claim, inference, logical, support, textual evidence, explanation, tone.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standards:
 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • reconstruct a drama from an alternate character’s point of view. • justify how lines of dialogue reflect a character’s point of view.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • analyze how particular lines of dialogue advance the plot. • analyze how particular lines of dialogue reveal aspects of the characters. • analyze how different points of view create suspense or humor.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • recognize or recall academic vocabulary including: analyze, author, character, dramatic irony, evidence, humor, narrator, point of view, purpose, suspense, viewpoint, action, decision, dialogue, drama, impact, incident, propel, reveal, story • identify lines of dialogue or incidents that have an impact on a grade appropriate story. • describe the differences in the points of view of characters and narrators in a grade appropriate text. • identify an example of dramatic irony within text.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
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3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • write arguments to support claims -Use clear reasons and relevant/applicable evidence • with guidance and support, develop and strengthen writing by planning, editing, rewriting, or trying a new approach • focus on how well purpose and audience have been addressed • gather relevant information from multiple print and digital sources using search terms effectively • assess credibility and accuracy of sources • quote and/or paraphrase data and conclusions of others while avoiding plagiarism and or basic bibliographic information from sources
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define argument and claim • Identify pros/cons • Use t-charts and other graphic organizers to list pros/cons • Define what purpose and audience are • Identify the parts of the “Writing Process” • Define quotation and paraphrase • Identify a variety of print/digital sources • View/Distinguish/Identify credible and non-credible sources
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students: MP3

Advanced Learners	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • Provide students with the ability to create personal goals and assess their progress. • Suggest quicker pacing for weekly assignments. • Allow time for: • Collaborative learning experiences (pairs, small groups) to deepen knowledge, • Accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data, and • Challenging assignments selected by students. <p>Argument/Persuasive Anchor Texts:</p> <ul style="list-style-type: none"> • Provide students with more rigorous, mentor texts, and related supplemental materials (e.g. novels, short stories, eBooks, poems, dramas, primary documents, and so forth) with more abstract concepts. • Allow students to use the Internet to research information to support reading and to provide richer examples of argument and persuasion. <p>The Argument/Persuasive Writing Process:</p> <ul style="list-style-type: none"> • Encourage students to produce elaborate responses to challenging writing prompts. • Provide students opportunities to respond to their classmates' written analyses. <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessment data such as STAR, AR, and Benchmarks. • Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate. • Offer students higher level comprehension questions and writing prompts that force students to utilize higher forms of cognition (i.e. analysis and knowledge utilization). • Encourage divergent thinking by empowering students to respond to text in various ways (e.g. essays, poems, collages, podcasts, songs, game creation, etc.).
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	<ul style="list-style-type: none"> • Allow students enrichment and collaborative opportunities through the use of technology (e.g. blogs, emails, iPads, software programs, and the Internet). • Provide students with leadership activities such as assisting other students with specific academic tasks. • Collaborate with Humanities teachers to assign parallel text
Struggling Learners	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • As determined by observation and assessments, allow for additional opportunities to practice, review, and strengthen weaker skills. • Allow students extended time to complete assignments, assessments, and projects. • If possible, try alternate teaching scenarios such as parallel teaching, or small groups. • Differentiate instruction by utilizing small groups and collaborative learning. • Scaffold instruction into digestible bites. • Provide students with the ability to create academic goals and actively assess their own progress. <p>Argument/Persuasive Anchor Texts:</p> <ul style="list-style-type: none"> • Encourage the use of graphic organizers to support learning. • When possible, utilize literature circles with leveled reading material. • Use supplemental resources and workbooks to support the text. • Preview difficult vocabulary prior to teaching stories. • As needed, use assistive technologies that read materials aloud to the student during independent reading. <p>The Argument/Persuasive Writing Process:</p> <ul style="list-style-type: none"> • Provide students with graphic organizers and writing checklists to assist with writing. • Show students exemplars to assist with all aspects of the writing process and the final product. <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Where available, allow students to self-select from a given selection of texts, alternate or adapted texts that are age, ability, and topic-appropriate. • Differentiate and adapt instruction to include goal-specific choices. • Offer technology software programs for extra help (e.g. Study Island). • Allow students to respond to text in a variety of ways (e.g. essays, poems, collages, podcasts, songs, game creation, etc.)
English Language Learners	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • As needed, allow students extended time to complete assignments, assessments, and projects. • Omit assignments, assessments, projects, as needed. • As possible, try alternate teaching scenarios (pull out/push in), parallel teaching, or small groups. <p>Argument/Persuasive Anchor Texts:</p> <ul style="list-style-type: none"> • Check prior knowledge and build background on topics that may be unknown to students of different cultures (e.g. sports, American history, customs and traditions). • Select texts that incorporate themes and cultural elements that allow the ELL to share his/her language, culture, and traditions. • Use alternative and leveled materials (texts, movies, audio) with similar concepts. • Provide students with translation dictionaries and software (e.g. bilingual, language learner, electronic translating programing) to assist with English vocabulary. • Simplify language and use supplementary materials which suggest advanced vocabulary. • Provide students with graphic organizers such as outlines, study guides, and question preview to increase understanding of reading assignments. • Use role plays, simulations, or concrete examples to clarify concepts. <p>The Argument/Persuasive Writing Process:</p> <ul style="list-style-type: none"> • Provide students with graphic organizers and writing checklists to assist with writing.

	<ul style="list-style-type: none"> • Allow students to utilize visual aids and images to assist with the planning process. • Provide students with exemplars of graphic organizers and writing checklists to assist with writing. • Show students exemplars that assist with all aspects of the writing process as well as the final product. • Provide shortened, simplified writing prompts and clarify as appropriate. • Break writing tasks into shorter, segmented sections. • Allow students to complete writing via technology. • Encourage students to utilize technology tools while writing (e.g. dictionary, grammar checker, thesaurus, and so forth). <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Allow students to answer comprehension questions orally. • Use multiple choice responses when appropriate. • Read directions to students. • Provide students with assignments, assessments, and projects that are shorter in length and that contain step by step instructions. • Use the abbreviated story versions as provided in the supplemental workbooks when appropriate. • Offer technology software programs that can provide students extra help and practice (e.g. Study Island). • Allow for alternate assignments (e.g. artistic creations, exhibits, charts, graphs, tables, photo essays, maps, review games, and so forth).
<p>Special Needs Learners</p>	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • Allow students extended time to complete assignments, assessments, and projects, as needed. • ICR teacher: Omit assignments, assessments, projects, as needed. • If possible, try alternate teaching scenarios such as pull out/push in, parallel teaching, or small groups. • Scaffold instruction into digestible bites. • ICR teacher: Provide students with the ability to create academic goals and assess their progress. <p>Argument/Persuasive Anchor Texts:</p> <ul style="list-style-type: none"> • Provide ample opportunity for students to collaborate in small peer groups to discuss anchor texts. • Use alternate and leveled materials (such as adapted texts, movies, or audio texts) with similar concepts. • ICR teacher: Shorten length and duration of reading. • Provide students with developmentally appropriate dictionaries and software to assist with English vocabulary. • Simplify language; use supplementary materials which contain precise and specific vocabulary. • ICR teacher: Provide students with graphic organizers (e.g. outlines, study guides, question preview) to increase understanding of reading assignments. • Use role plays, simulations, and/or concrete examples to exemplify real life situations • Encourage students to highlight and annotate text. • Use frequent formative and summative assessments to check for understanding. <p>The Argument/Persuasive Writing Process:</p> <ul style="list-style-type: none"> • ICR teacher: Provide students with graphic organizers and writing checklists to assist with writing. • Provide students with exemplars of argument. • ICR teacher: Provide shortened, simplified writing prompts, and clarify as appropriate. • As needed, review writing structure, transition words, opening sentences, commonly misspelled words, commonly overused words, and grammar. • ICR teacher: Break writing tasks into shorter, segmented sections. • Encourage students to utilize technology while writing (e.g. dictionaries, grammar, and so forth.). <p>Alternative Assignments, as determined between co-teachers and determined according to each student's IEP:</p> <ul style="list-style-type: none"> • Allow students to self-select texts from a given selection of texts that are age, ability, and topic-appropriate.

- Differentiate assignments to address self-selected argumentative and persuasive text choices.
- Implement necessary IEP modifications.
- Offer technology and software programs that can provide students extra help and practice (e.g. Study Island).
- Modify grading rubrics to students' needs.
- Allow for alternate assignments (e.g. artistic creations, exhibits, charts, graphs, tables, photo essays, maps, review games, and so forth).

Interdisciplinary Connections: MP3

Indicators:

- Maintain a year-long, weekly (hand-written or on-line) journal written from the perspective of a scientist, a mathematician, or a historical figure from the Revolutionary War era
- Informative articles and text based on content-area subjects
- Coordinate specific materials choices with social studies, math, and science teachers
- Collaborate with Social Studies teachers to discuss societal structures, freedoms, etc.
- Understand historical ideals behind our nation and various cultures
- Develop "This Day in History" project that includes events from the Revolutionary War era, astronomy and chemistry, and mathematics

Vocabulary Development/Word Precision: Use District-approved Vocabulary for Achievement lessons, along with additional reference tools to further define and clarify vocabulary

Suggested reading that crosses ELA and math, science or social studies:

Rosalyn Schanzer. *George vs. George*

Oliver Doyle. *Strange Mysteries of the Unexplained*

Hans Magnus Enzensberger, Rotraut Susanne Berner. *The Number Devil: A Mathematical Adventure*

Leith Hathout. *Crime and Math Demeanors*

Integration of 21st Century Skills: MP3

Indicators:

CRITICAL THINKING AND PROBLEM SOLVING

* Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. * Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. * Analyze and evaluate major alternative points of view. * Interpret information and draw conclusions based on the best analysis. * Reflect critically on learning experiences and processes. * Solve different kinds of non-familiar problems in both conventional and innovative ways. * Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION

* Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. * Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. * Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade). * Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact. * Communicate effectively in diverse environments (including multi-lingual). * Demonstrate ability to work effectively and respectfully with diverse teams. * Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. * Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

INFORMATION LITERACY

* Access information efficiently (time) and effectively (sources). * Evaluate information critically and competently. * Use information accurately and creatively for the issue or problem at hand. * Manage the flow of information from a wide variety of sources. * Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

SOCIAL AND CROSS-CULTURAL SKILLS

* Know when it is appropriate to listen and when to speak. * Conduct themselves in a respectable, professional manner. * Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. * Respond open-mindedly to different ideas and values. * Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Duration:	<i>Full Year:</i>		<i>Semester:</i>		Marking Period:	4
Unit Title: Research						
Unit Description: By the end of this unit, students will be equipped to differentiate among various types of research, conduct research using authentic resources, avoid plagiarism by paraphrasing, cite sources according to MLA format, and complete a research project.						
Unit Duration: 4 Cycles						
<i>Suggested Sequencing: Teachers should consider all texts as mentors for subsequent writing assignments.</i>						
Vocabulary and grammar instruction should occur regularly to practice and reinforce skills and strategies.						
Cycle 1						
Reading Workshop: Introduction to WWII and the Holocaust, Anne Frank and other background information • Timeline of events, key world leaders, geography of WWII and Holocaust concentration camps • Discuss Drama and how to read a play • Assign roles • Begin reading the play in textbook "The Diary of Anne Frank" • Select IRB for Marking Period 4 • As reading each week in class, students will complete summaries, vocabulary, and comprehension questions on each Act/Scene • Students will be graded on participation and effort as well as class preparedness • Continue reading IRB, complete packet (summaries and key elements of the text)						
Writing Workshop: Introduce a research paper • Discuss elements and structure of a research paper including textual evidence, proper citations, plagiarism vs. paraphrasing • Teacher will craft mini-lessons/model examples of the process of a research paper. • Choose research topic • Begin research of topic for paper. • Begin pre-writing of research paper						
Cycle 2						
Reading Workshop: As reading, students will focus on literary analysis of play through characterization, plot, conflict, mood and tone, theme, etc. • Students will continue to complete summaries, vocabulary, and comprehension questions on each Act/ Scene • Continue reading IRB and complete packet • Continue reading, students will focus on literary analysis of play through characterization, plot, conflict, mood and tone, theme, etc. • Students will continue to complete summaries, vocabulary, and comprehension questions on each Act/ Scene • Continue reading IRB and complete packet						
Writing Workshop: Continue to draft research paper • Conference with teacher, receive feedback, and edit/revise paper • Students continue to revise and edit paper						
Cycle 3						
Reading Workshop: Continue reading, students will focus on literary analysis of play through characterization, plot, conflict, mood and tone, theme, etc. • Students will continue to complete summaries, vocabulary, and comprehension questions on each Act/ Scene • Continue reading IRB and complete packet • Finish reading, students will focus on literary analysis of play through characterization, plot, conflict, mood and tone, theme, etc. • Students will finish completing summaries, vocabulary, and comprehension questions on each Act/ Scene • Continue finish reading IRB and complete packet						
Writing Workshop: Students continue to revise and edit paper and begin final copy • Students will begin working on works cited pages						

Cycle 4

Reading Workshop: Students will wrap up this unit with additional materials focusing on the Holocaust, they will listen to a holocaust speaker, and reflect on this learning experience • Review for test on Anne Frank • Review for AR test on IRB • Reading Benchmark • Final Exam

Writing Workshop: Teacher conferences with students • Students begin to make edit and make revisions • Writing Benchmark • Students complete final draft of research paper/project • Final Exam

Desired Results: MP4

Standard(s): This ELA curriculum follows the current Common Core State Standards (CCSS).

*New standards have been adopted by New Jersey for use during the 2017-2018 school year and beyond. They are known as the New Jersey Student Learning Standards, and are closely related to the existing CCSS. Both sets of standards are listed below with relevant links. Common Core State Standards (CCSS - 2016) [New Jersey Student Learning Standards \(NJSLS - 2017-2018\)](#)

Reading Literature	Reading Informational	Writing	Speaking/Listening	Language
Essential Standards				
RL.8.1	RI.8.1	W.8.1	SL.8.1	L.8.1
RL.8.2	RI.8.2	W.8.2	SL.8.2	L.8.2
RL.8.3	RI.8.3	W.8.4	SL.8.4	L.8.3
RL.8.4	RI.8.4	W.8.5	SL.8.5	L.8.4
RL.8.7	RI.8.5	W.8.6	SL.8.6	L.8.5
RL.8.9	RI.8.6	W.8.7		L.8.6
RL.8.10	RI.8.10	W.8.8		
		W.8.9		
		W.8.10		
Supplemental Standards				
RL.8.5	RI.8.7	W.8.9.B	SL.8.1.A	L.8.1.A
	RI.8.9		SL.8.1.B	L.8.2.A
			SL.8.1.C	L.8.2.C
			SL.8.1.D	
Anchor Standards				
		CCRA.W.4		
		CCRA.W.5		
		CCRA.W.7		
		CCRA.W.8		
		CCRA.W.10		

Indicators:

Students will perform a task and make a decision using different types of functional materials including but not limited to: transportation schedules, direction documents, warranty documents, menus, recipes, and/or technical directions.

Students will practice locating key information using the reading strategies skimming and scanning.

Students will describe the tools or materials needed to perform a task.

Students will organize the steps of a process.

Students will use text features to clarify information when making a decision based on functional material.

Students will cite textual evidence required to support idea or claim.

Students will identify and use boldface text features, and functional text features to improve comprehension.

Students will use the skills of skimming and scanning to locate important information and dismiss unnecessary information.

Students will take necessary and appropriate information from text to complete an everyday task or make a decision.

Students will select and use functional text to solve a problem.

Students will select and use functional text to complete an unfamiliar tasks.

Students will analyze similarities and differences of text and explain how it affects meaning.

Students will analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text; evaluate these differences.

Students will analyze how multiple texts address similar themes, patterns of events, characters, etc.

Students will read and comprehend literature, including dramas, poems, stories independently and proficiently by the end of the year.

Students will interpret words and phrases and analyze their impact on tone.

Students will evaluate the advantages and disadvantages of using different mediums to present a particular topic.

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Students will gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Students will apply grade 8 standards to literary non-fiction and evaluate the argument and claims.

Students will write routinely in varying time frames, for a range of tasks, purposes, and audiences.

Students will come to discussions prepared, able to refer to specific evidence on the topic, and able to question and reflect in discussion.

Students will follow appropriate discussion etiquette, track progress, goals, and deadlines.

Students will pose questions that connect the ideas of several classmates and respond to others' questions and comments with relevant evidence, observations, and ideas.

Students will acknowledge new information expressed by others and will qualify or justify their own views when evidence is presented.

Students will demonstrate command of conventions of standard English grammar and explain the function of verbals when writing or speaking.

Students will demonstrate command of conventions of standard English grammar and use proper punctuation when writing.

Students will demonstrate command of conventions of standard English grammar and spell correctly.

<p>Understandings:</p> <ul style="list-style-type: none"> • Students can explain the techniques used to connect and distinguish between people, ideas, and events. • Students can read a range of literary nonfiction with appropriate complexity, receiving help only when necessary. • Students can construct arguments to defend a claim and provide logical reasoning and evidence. • Students can write with clarity and coherence to develop and organize ideas and create a style that is appropriate for the audience, purpose, and occasion. • Students can generate and gather ideas about a topic and can organize their ideas to improve their writing throughout the entire writing process while trying a new 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do skillful readers analyze details about individuals, events, and ideas throughout a text? • How do skillful readers read and comprehend literary nonfiction? • How do skillful writers write arguments to support claims? • How do skillful writers produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? • How do skillful writers plan, organize, revise, edit, and rewrite to create a piece focused on trying a new approach?
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approach.

- Students can compose texts using technology to publish, distribute, and display work.
- Students can respond to a research question through a brief investigation, using multiple sources and developing relevant follow-up questions that invite a range of possible investigations.
- Students can support their interpretations, analyses, reflections, and findings with evidence.
- Students can write for a range time frames, in different contexts and modes, for a variety of audiences.
- Students can participate in various discussions with their peers about grade 8 topics, texts, and issues; and contribute their own ideas.
- Students can determine and examine the objective of all information delivered in different media and formats, examining the motivations that inform the presentation.
- Students can present claims and conclusions focusing on the major ideas in a way that improves coherence and uses evidence, sound reasoning, and details, all while speaking with appropriate eye contact, volume, and pronunciation.
- Students can design and deliver presentations that incorporate multimedia including a visual display of information.
- Students can decide what to say and how to say it, adjusting their voice and style to suit the occasion, purpose, audience, while always modeling their command of formal English when it is appropriate.
- Students can apply the conventions of English grammar and usage to speaking and writing.
- Students can follow the conventions of capitalization, punctuation, and spelling.
- Students can use verbs to achieve effects in conveying an active or passive voice, mood, and/or attitude when reading, writing, and speaking.
- Students can clarify meaning of new or polysemous words they encounter by using context clues, affixes and roots,

- How can skillful writers use technology to produce and publish a writing piece?
- How do skillful writers respond to a research question, with a broad or narrow focus, using multiple sources, while demonstrating understanding of the subject under investigation?
- How can skillful writers support their interpretations, reflections, and findings in their writing?
- How can skillful writers routinely write for a range of discipline-specific tasks, purposes, and audiences for varying time frames?
- How can students actively participate in peer discussions effectively?
- How can skillful readers analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation?
- How do students present claims and findings that focus on coherent and thorough content, while speaking with appropriate eye contact, volume, and pronunciation?
- Why should students design and deliver presentations that incorporate multimedia including a visual display of information?
- How can students adapt their speech to a variety of contexts and tasks, while demonstrating command of formal English when indicated or appropriate?
- How can skillful writers demonstrate command of the conventions of standard English grammar and usage when writing or speaking?
- How can skillful writers demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing?
- How can skillful writers convey an active or passive voice, mood, or attitude, when reading, writing, and speaking?
- How can skillful readers determine or clarify the meaning of unknown and polysemous words?
- How can skillful readers demonstrate understanding of figurative language, word relationships, and nuances in

reference materials, or preliminary determination.

- Students can demonstrate their understanding of word relationships and nuances by evaluating figures of speech, word relationships, and connotations.
- Students can learn and use content specific jargon when writing or discussing about a topic.
- Students can examine the similarities and differences between multiple texts and explain how differences affect meaning and style of the text.
- Students can examine a filmed or live performance of a story or drama, noting where there are similarities and differences, as well as, determine if the choices made enhanced or diminished the impact of the plot.
- Students can analyze how multiple text address similar themes, patterns of events, characters, etc.
- Students can read and comprehend literature independently and proficiently by the end of the year.
- Students can determine tone and meaning of a text by analyzing their impact including analogies, and allusions.
- Students can assess the advantages and disadvantages of one medium over another prior to giving a presentation.
- Students can apply grade 8 standards to evaluate literary non-fiction.
- Students can create coherent writing with a specific task, purpose, and audience in mind.
- Students can strengthen their writing by following through with the writing process.
- Students can write in varying lengths to demonstrate understanding of the subject.
- Students can accurately assess the credibility of multiple sources and avoid plagiarism.
- Students can exhibit writing stamina and produce writing for multiple tasks, purposes, and audiences.

word meanings?

- How can skillful readers and writers use and understand content specific words accurately when reading, writing, speaking, and listening?
- How will skillful readers compare and contrast multiple texts to determine both similarities and differences, and explain how the differences affect meaning and style?
- How can skillful readers evaluate a filmed or live production of a story or drama?
- How can skillful readers examine how contemporary authors recast traditional myths, stories, religious texts, etc.?
- How can skillful readers read and comprehend a range of texts within grades 6-8-text complexity, receiving help only when needed?
- How can skillful readers determine tone and meaning in text?
- How can skillful readers determine which medium would be best for a presentation?
- How can skillful reader and writers apply the grade 8 standards to evaluate literary non-fiction?
- How can skillful writers create coherent writing?
- How can students strengthen their writing?
- How can skillful writers demonstrate understanding of a subject?
- How can students evaluate credible sources?
- How can skillful writers exhibit writing stamina?
- How can skillful readers actively participate in group discussion about their reading?
- How can students effectively participate in group discussions?
- How can students effectively participate in group discussions and respond to multiple classmates ideas?

- Students can hold discussions about their reading, being able to identify specific evidence, question, and reflect with classmates.
- Students can participate in discussions following proper etiquette, tracking progress, goals, and deadlines.
- Students can participate in group discussions by connecting what several classmates have said and responding to the group member's questions with appropriate comments.
- Students can draw from what other classmates have contributed to discuss and justify their own views.
- Students can converse using proper English language and explain the function of verbals when writing or speaking.
- Students can use punctuation correctly when writing.
- Students can spell correctly when writing.

- How can students discuss topics with multiple classmates and contribute their own views?
- How can students converse properly and explain the function of verbals when writing or speaking?
- How can students use proper punctuation when writing?
- How can students use proper spelling when writing?

Assessment Evidence: MP4

Performance Tasks:

Students will complete a research paper by doing research, selecting credible sources, composing a draft, revising, and citing their work.

Students will complete an End of Year assessment.

- Other Evidence:**
- Teacher observation
 - Informal checks for understanding
 - Independent reading and conferences
 - Independent writing and conferences
 - Class discussion
 - Collaboration with others
 - Classwork
 - Homework
 - Teacher-created tests and quizzes
 - Teacher-created multimedia projects

Benchmarks:

A new benchmark will be created to measure the Essential and Supporting Standards of this unit and will include the following: reading narrative text, answering evidence-based questions, and creating a prose constructed response (PCR). Benchmarks will be scored using a uniform, district wide rubric.

Research Paper or Project
End of Year Benchmark Assessment

Learning Plan: MP4

Learning Activities:

- * **Reinforce reading strategies:** questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, analyzing plot structure, analyzing mood and tone, characterization, and following steps of the writing process. Introduce, define, and model synthesizing, summarizing, context clues (vocab in context), determining importance, text structure, prediction using text features, text features, inferring, main idea (topic)
- * **Skill/ Topic Introduction:** Reinforce reading strategies -- questioning, previewing, connecting, identifying cause/effect, identifying theme, using context clues, analyzing plot structure, analyzing mood and tone, characterization, and following steps of the writing process; introduce, define, and model strategies necessary for instructing nonfiction text, including synthesizing, summarizing, context clues (vocab in context), determining importance, text structure, prediction using text features, text features, inferring, main idea (topic), point of view (argumentative/persuasive)
- * **Application:** Apply guided and independent practiced reading strategies: synthesizing, summarizing, context clues (vocab in context), determining importance, text structure, prediction using text features, text features, inferring, main idea (topic), writing an argumentative essay
- * **Accessing Prior Knowledge:** Develop K-W-L Chart and/or anticipatory guide to further activate previous knowledge
- * Reading Vocabulary covered during this unit: Synthetization, summarization, prediction, inference
- * **Discussion:** Conduct whole-class, small group, and paired conversation pertaining to reading strategies and nonfiction examined texts, to include biographical information, news articles, textbooks. etc.
- * **Exploring/Prewriting:** Read and discuss mentor texts to identify features of a research paper (e.g.: dissecting informational, biographical, factual, information and reference materials)
- * **Examination:** Re-read one's own writing and informational, reference anchor texts critically
- * **Vocabulary Development/Word Precision:** Use District-approved *Vocabulary for Achievement* lessons, along with additional reference tools to further define and clarify vocabulary
- * **Reflection:** Maintain Reading Response/Writer's Notebook
- * **Establishing:** Work collaboratively with a writing partner within a writing community; learn procedures for offering support and suggestions while revising
- * **Innovation:** Generate ideas and topics for independent reading novels and argumentative writing; write freely concerning topics of interest
- * **Drafting:** Write drafts that incorporate the format and features of a research paper (including MLA citation and references)
- * **Revision:** Re-read drafts looking for the following criteria: purpose, opinion, reasons/facts/ audience, grabbers, transitions, etc.
- * **Proofreading/Editing:** Provide students with regular editing practice; encourage students to proofread by checking for the following common errors: format errors, missing transition words, offensive ideas/words, capitalization, punctuation, commas, word usage errors, commonly misused words
- * **Publishing:** Create a final copy of the writing piece and celebrate writing successes

Secondary Resources (in addition to Primary Resources listed above):

Sites like quizlet.com and cram.com for vocabulary reinforcement

Sites like noredink.com for grammar skills reinforcement

Sites like newsela.com for various activities

Sites like readwritethink.com for reading and critical thinking skills reinforcement

Sites like megaessays.com with examples of essays

Informational/Research-based mentor texts: journal articles, textbook entries, biographical information, encyclopedia entries, etc.

Suggested Readings (per *Glencoe Literature Course 3 National Edition*)

Title	Author(s)	Genre
Paul Revere's Ride	Henry Wadsworth Longfellow	Poem
Exile	Julia Alvarez	Poem
The Oxcart	Eric A. Kimmel	Folktale
Harriet Tubman	Eloise Greenfield	Poem
Waters of Gold	Laurence Yep	Folktale
Pretty Words	Elinor Wylie	Poem

Introduction to Poetry	Billy Collins	Poem
Casey at the Bat	Ernest Lawrence Thayer	Poem
Travel	Edna St. Vincent Millay	Poem
Who Can Be Born Black	Mari Evans	Poem
Saying Yes	Diana Chang	Poem
Harriet Tubman	Eloise Greenfield	Poem
Paul Revere's Ride	Henry Wadsworth Longfellow	Poem
Exile	Julia Alvarez	Poem
Stopping by Woods on a Snowy Evening	Robert Frost	Poem
The Sound of Night	Maxine Kumin	Poem
Knoxville, Tennessee	Nikki Giovanni	Poem
Los New Yorks	Victor Hernandez Cruz	Poem
The New Colossus	Emma Lazarus	Sonnet
Childhood	Margaret Walker	Sonnet
from Beowulf	translated by Burton Raffel	Epic Poem
Racing the Great Bear	Joseph Bruchac	Folktale
Jenny Kissed Me	Leigh Hunt	Poem
The Cloud Mobile	May Swenson	Poem
Fog	Carl Sandburg	Poem
Ode to Thanks	Pablo Neruda	Ode
Ode to Rain	Pat Mora	Ode
The Diary of Anne Frank, Act One	Frances Goodrich and Albert Hackett	Drama
The Diary of Anne Frank, Act Two	Frances Goodrich and Albert Hackett	Drama
<i>from</i> The Diary of a Young Girl	Anne Frank	Diary
<i>Mother to Son</i>	Langston Hughes	Poem
<i>Speech to the Young, Speech to the Progress-Toward</i>	Gwendolyn Brooks	Poem
<i>from The Miracle Worker</i>	William Gibson	Drama

Grade 8 Novel List	
<u>Across Five Aprils</u>	Hunt
<u>All Creatures Great & Small</u>	Herriot
<u>A Long Way from Chicago</u>	Peck
<u>And Then There Were None</u>	Christy
<u>Animal Farm</u>	Orwell
<u>Begonias for Miss Applebaum</u>	Zindel
<u>Code Orange (new title)</u>	Cooney
<u>Contender, The</u>	Lipsyte
<u>Dairy Queen (new title)</u>	Murdock
<u>Disreputable History of Frankie Landau-Banks (new title)</u>	Lockhart
<u>Driver's Ed</u>	Cooney
<u>Diary of Ann Frank</u>	Goodrich/Hackett
<u>Fallen Angels</u>	Myers
<u>Fever 1793 (new title)</u>	Anderson
<u>Flour Babies</u>	Fine
<u>Friends, The</u>	Guy
<u>Giver, The</u>	Lowry
<u>Hunger Games, The</u>	Collins
<u>I am the Cheese</u>	Cormier
<u>If I Should Die Before I Wake (new title)</u>	Nolan
<u>I, Robot</u>	Asimov
<u>Johnny Tremain</u>	Forbes
<u>Jurassic Park</u>	Crichton
<u>Kaffir Boy</u>	Mathabane
<u>Lincoln-A Pictobiography</u>	Freedman
<u>Never Cry Wolf</u>	Mowat
<u>Nothing but the Truth</u>	Avi
<u>Pigman</u>	Zindel
<u>Seedfolk</u>	Fleischman
<u>Time Machine</u>	Wells
<u>True Confess, Charl.Boyle</u>	Avi
<u>War of the Worlds</u>	Wells
<u>Wave, The</u>	Strasser
<u>When the Legends Die</u>	Borland
<u>The Boy Who Dared (Summer Reading Title)</u>	Bartoletti

Unit Learning Goal and Scale: MP4

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): RL 8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

4.0	Students will be able to: <ul style="list-style-type: none"> • Reconstruct a drama from an alternate character’s point of view. • Justify how lines of dialogue reflect a character’s point of view.
3.0	Students will be able to: <ul style="list-style-type: none"> • Analyze how particular lines of dialogue advance the plot. • Analyze how particular lines of dialogue reveal aspects of the characters. • Analyze how different points of view create suspense or humor.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify lines of dialogue or incidents that have an impact on a grade appropriate story. • Describe the differences in the points of view of characters and narrators in a grade appropriate text. • Identify an example of dramatic irony within text.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events

4.0	Students will be able to: <ul style="list-style-type: none"> • Investigate a nonfiction “What If” hypothesis related to the topic and theme. • Experiment with the story and re-write the text from a different point of view changing its intended theme. • Connect the theme to a current event or social issue and write an original analysis with text evidence and logical evaluation.
3.0	Students will be able to: <ul style="list-style-type: none"> • Synthesize text and write an objective summary distinct from personal opinion or judgments in chronological order identifying key details and main characters. • Specify relevant text details to determine theme. • Determine how text makes connections among events or individuals.
2.0	Students will be able to: <ul style="list-style-type: none"> • recognize or recall specific vocabulary: summary, chronological, explicit, inference, opinion, judgement, theme, central idea, supporting detail, and evaluation
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):

W.8.7 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.

W.8.8 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.

4.0	Students will be able to:
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	<ul style="list-style-type: none"> In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use various authentic sources, including reference sources, books, and Internet sites, to gather information for research Determine which information is factual and which is opinion Use critical thinking skills to determine which information is pertinent to topic Organize notes on cards on Internet site to gather information for research project Use MLA format to cite sources used
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use appropriate 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
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students: MP4

Advanced Learners	<p>Scheduling/Pacing: Provide students with the ability to create personal goals and assess their progress. Suggest quicker pacing for weekly assignments. Allow time for: Collaborative learning experiences (pairs, small groups) to deepen knowledge, Accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data, and Challenging assignments selected by students.</p> <p>Research Anchor Texts: Provide students with more rigorous, mentor texts, and related supplemental materials (e.g. novels, short stories, eBooks, poems, dramas, primary documents, and so forth) with more abstract concepts. Allow students to use the Internet to research information to support reading and to provide richer support for their research.</p> <p>The Research Writing Process: Encourage students to produce elaborate responses to challenging writing prompts. Provide students opportunities to respond to their classmates' written analyses.</p> <p>Alternative Assignments: Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessment data such as STAR, AR, and Benchmarks. Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate. Offer students higher level comprehension questions and writing prompts that force students to utilize higher forms of cognition (i.e. analysis and knowledge utilization). Encourage divergent thinking by empowering students to respond to text in various ways (e.g. essays, poems, collages, podcasts, songs, game creation, etc.). Allow students enrichment and collaborative opportunities through the use of technology (e.g. blogs, emails, iPads, software programs, and the Internet). Provide students with leadership activities such as assisting other students with specific academic tasks. Collaborate with Humanities teachers to assign parallel text.</p>
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<p>Struggling Learners</p>	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • As determined by observation and assessments, allow for additional opportunities to practice, review, and strengthen weaker skills. • Allow students extended time to complete assignments, assessments, and projects. • If possible, try alternate teaching scenarios such as parallel teaching, or small groups. • Differentiate instruction by utilizing small groups and collaborative learning. • Scaffold instruction into digestible bites. • Provide students with the ability to create academic goals and actively assess their own progress. <p>Research Anchor Texts:</p> <ul style="list-style-type: none"> • Encourage the use of graphic organizers to support learning. • When possible, utilize literature circles with leveled reading material. • Use supplemental resources and workbooks to support the text. • Preview difficult vocabulary prior to teaching stories. • As needed, use assistive technologies that read materials aloud to the student during independent reading. <p>The Research Writing Process:</p> <ul style="list-style-type: none"> • Provide students with graphic organizers and writing checklists to assist with writing. • Show students exemplars to assist with all aspects of the writing process and the final product. <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Where available, allow students to self-select from a given selection of texts, alternate or adapted texts that are age, ability, and topic-appropriate. • Differentiate and adapt instruction to include goal-specific choices. • Offer technology software programs for extra help (e.g. Study Island). • Allow students to respond to text in a variety of ways (e.g. essays, poems, collages, podcasts, songs, game creation, etc.)
<p>English Language Learners</p>	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • As needed, allow students extended time to complete assignments, assessments, and projects. • Omit assignments, assessments, projects, as needed. • As possible, try alternate teaching scenarios (pull out/push in), parallel teaching, or small groups. <p>Research Anchor Texts:</p> <ul style="list-style-type: none"> • Check prior knowledge and build background on topics that may be unknown to students of different cultures (e.g. sports, American history, customs and traditions). • Select texts that incorporate themes and cultural elements that allow the ELL to share his/her language, culture, and traditions. • Use alternative and leveled materials (texts, movies, audio) with similar concepts. • Provide students with translation dictionaries and software (e.g. bilingual, language learner, electronic translating programing) to assist with English vocabulary. • Simplify language and use supplementary materials which suggest advanced vocabulary. • Provide students with graphic organizers such as outlines, study guides, and question preview to increase understanding of reading assignments. • Use role plays, simulations, or concrete examples to clarify concepts. <p>The Research Writing Process:</p> <ul style="list-style-type: none"> • Provide students with graphic organizers and writing checklists to assist with writing. • Allow students to utilize visual aids and images to assist with the planning process. • Provide students with exemplars of graphic organizers and writing checklists to assist with writing. • Show students exemplars that assist with all aspects of the writing process as well as the final product. • Provide shortened, simplified writing prompts and clarify as appropriate.

	<ul style="list-style-type: none"> • Break writing tasks into shorter, segmented sections. • Allow students to complete writing via technology. • Encourage students to utilize technology tools while writing (e.g. dictionary, grammar checker, thesaurus, and so forth). <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Allow students to answer comprehension questions orally. • Use multiple choice responses when appropriate. • Read directions to students. • Provide students with assignments, assessments, and projects that are shorter in length and that contain step by step instructions. • Use the abbreviated story versions as provided in the supplemental workbooks when appropriate. • Offer technology software programs that can provide students extra help and practice (e.g. Study Island). • Allow for alternate assignments (e.g. artistic creations, exhibits, charts, graphs, tables, photo essays, maps, review games, and so forth).
<p>Special Needs Learners</p>	<p>Scheduling/Pacing:</p> <ul style="list-style-type: none"> • Allow students extended time to complete assignments, assessments, and projects, as needed. • ICR teacher: Omit assignments, assessments, projects, as needed. • If possible, try alternate teaching scenarios such as pull out/push in, parallel teaching, or small groups. • Scaffold instruction into digestible bites. • ICR teacher: Provide students with the ability to create academic goals and assess their progress. <p>Research Anchor Texts:</p> <ul style="list-style-type: none"> • Provide ample opportunity for students to collaborate in small peer groups to discuss anchor texts. • Use alternate and leveled materials (such as adapted texts, movies, or audio texts) with similar concepts. • ICR teacher: Shorten length and duration of reading. • Provide students with developmentally appropriate dictionaries and software to assist with English vocabulary. • Simplify language; use supplementary materials which contain precise and specific vocabulary. • ICR teacher: Provide students with graphic organizers (e.g. outlines, study guides, question preview) to increase understanding of reading assignments. • Use role plays, simulations, and/or concrete examples to exemplify real life situations • Encourage students to highlight and annotate text. • Use frequent formative and summative assessments to check for understanding. <p>The Research Writing Process:</p> <ul style="list-style-type: none"> • ICR teacher: Provide students with graphic organizers and writing checklists to assist with writing. • Provide students with exemplars of research. • ICR teacher: Provide shortened, simplified writing prompts, and clarify as appropriate. • As needed, review writing structure, transition words, opening sentences, commonly misspelled words, commonly overused words, and grammar. • ICR teacher: Break writing tasks into shorter, segmented sections. • Encourage students to utilize technology while writing (e.g. dictionaries, grammar, and so forth.). <p>Alternative Assignments, as determined between co-teachers and determined according to each student's IEP:</p> <ul style="list-style-type: none"> • Allow students to self-select texts from a given selection of texts that are age, ability, and topic-appropriate. • Differentiate assignments to address self-selected informational and research text choices. • Implement necessary IEP modifications. • Offer technology and software programs that can provide students extra help and practice (e.g. Study Island).

- Modify grading rubrics to students' needs.
- Allow for alternate assignments (e.g. artistic creations, exhibits, charts, graphs, tables, photo essays, maps, review games, and so forth).
- As needed, review writing structure, transition words, opening sentences, commonly misspelled words, commonly overused words, and grammar.
- Break writing tasks into shorter, segmented sections.
- Encourage students to utilize technology while writing (e.g. dictionaries, grammar, and so forth.).

Interdisciplinary Connections : MP4

Indicators:

- Maintain a year-long, weekly (hand-written or on-line) journal written from the perspective of a scientist, a mathematician, or a historical figure from the Revolutionary War era
- Informational articles and text based on content-area subjects
- Research and report on historical ideals behind our nation and various cultures
- Develop "This Day in History" project that includes events from the Revolutionary War era, astronomy and chemistry, and mathematics

Plan with Social Studies teachers to discuss discrimination, equal rights, and freedoms projects

Vocabulary Development/Word Precision: Use District-approved *Vocabulary for Achievement* lessons, along with additional reference tools to further define and clarify vocabulary

Suggested reading that crosses ELA and math, science or social studies:

Harriet Rohmer. *Heroes of the Environment*

Dr. Mike Goldsmith. *Universe: Journey into Deep Space*

Nikki Giovanni. *Lincoln and Douglass: An American Friendship*

Martin W. Sandler. *Lincoln Through the Lens*

Margaret B.W. Tent. *Emmy Noether: The Mother of Modern Algebra*

Integration of 21st Century Skills: MP4

Indicators:

COMMUNICATION AND COLLABORATION

* Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. * Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. * Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade). * Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact. * Communicate effectively in diverse environments (including multi-lingual). * Demonstrate ability to work effectively and respectfully with diverse teams. * Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. * Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

MEDIA LITERACY

* Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. * Understand and utilize the most appropriate media creation tools, characteristics and conventions. * Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments. ICT (Information, Communications and Technology)

LITERACY

* Use technology as a tool to research, organize, evaluate and communicate information * Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and

create information to successfully function in a knowledge economy. * Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

INITIATIVE AND SELF-DIRECTION

* Set goals with tangible and intangible success criteria. * Balance tactical (short-term) and strategic (long-term) goals. * Utilize time and manage workload efficiently. * Monitor, define, prioritize, and complete tasks without direct oversight. * Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. * Demonstrate initiative to advance skill levels towards a professional level. * Demonstrate commitment to learning as a lifelong process. * Reflect critically on past experiences in order to inform future progress.

Framework for 21st Century Learning

http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf