

English Language Arts- Grade 8

Standards for English Language Arts Literacy are based on the Common Core State Standards, adopted by the New Jersey Board of Education in 2010 and implemented in 2012. The curriculum was again revised in 2016 and adapted to the New Jersey Student Learning Standards and officially adopted by the Egg Harbor Township School Board for the 2017-2018 school year.

The curriculum is a living and breathing document that is updated each marking period to reflect technology, authentic resources and the needs of the student population.

Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing the provided reading/writing trade books and novels located in the classroom and school library aligned to the NJ state standards. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Reading and writing should be integrated to include elements of grammar and reading, spelling, mechanics, traits of writing, and the writing process. The integration of Social Studies texts and topics provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. Instruction should take place in the form of mini-lessons, targeted small group instruction, and guided reading/writing groups in order to meet the needs of all learners.

Each thematic based unit allows students to deeply analyze text. Students take a thematic approach to text to enhance student agency and independence.

Unit 1 (Marking Period 1): Find Your Place (45 Days)

Unit 2 (Marking Period 2): What Carries Us Through Hardship (45 Days)

Unit 3 (marking Period 3): Taking Action to Care for Others (45 Days)

Unit 4 (marking Period 4): Drawing on Inner Strength (45 Days)

This document outlines in detail the answers to following four questions:

1. What do we want our students to know?
2. How do we know if they learned it?
3. What do we do if they did not learn it?
4. What do we do when they did learn it?

Board Approval: August 2020

Title of Unit: Find Your Place

Timeframe: Marking Period 1 (45 Days)

DESIRED RESULTS

CONTENT STANDARDS

Progress Indicators for Reading Literature

RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3 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.

Progress Indicators for Reading Informational Text

RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Progress Indicators for Writing

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. 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.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. 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.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](#).)

Progress Indicators for Language

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.

- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

Knowledge of Language:

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use:

L.8.4 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.

- a. 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized 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.
- d. 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).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6 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.

Progress Indicators for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant

evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and

clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims

and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Primary Interdisciplinary Connections

Infused within the unit are connections to the NJSLs for Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

D. History, Culture, and Perspectives

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP7. Employ valid and reliable research strategies.
 CRP9. Model integrity, ethical leadership and effective management.

Understandings	Essential Questions
<p>In order to analyze the text, you need to be able to determine a theme and justify it with key pieces of textual evidence.</p>	<p>OVERARCHING: What does a good reader do to understand text? How does the reader’s ability to identify theme help create a personal connection to the text? Why is it beneficial to find one’s place in society? TOPICAL: How does analyzing __ (insert lit element) __ help me understand _____ (insert text) ?</p>
KNOWLEDGE Students will know...	SKILLS Students will be able to...
<p>Students will know the meaning of inference, characterization and theme and how to apply that knowledge to analyze a text.</p>	<p>Reading Skills Cite textual evidence to make inferences about:</p> <ul style="list-style-type: none"> ● Character: direct and indirect; protagonists and antagonists; conflict ● Mood: word choice; characterization; text features ● Tone: word choice; elements of plot ● Point of view: different perspectives of characters <p>Writing Skills Write narratives that clearly:</p> <ul style="list-style-type: none"> ● Draw conclusions using reasonable textual evidence. ● List and identify characterization traits that are physical, emotional and psychological. ● Express the author’s message
ASSESSMENT	
PERFORMANCE TASK (WRITING)	EVIDENCE

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Common Writing Prompt: Write a continuation of the story _____ using details from the passage. Describe what you think might happen after _____. What obstacles might the character face, and what actions might he/she take to overcome them?

OR

Describe what you think (insert a situation based on the exemplar text). How does ___ (insert character) handle the conflict between _____ and _____? How does the character's experience with _____ change _____ and _____ in life? (Fill in the blanks with appropriate words based on exemplar text).

- Attribute chart for characterization
- KWL chart
- Word Web: character chart
- Double entry diary
- Journal topics
- Text-based questions
- Common Assessments (PLCs)

LEARNING ACTIVITIES

1. "The Treasure of Lemon Brown"
2. "The Road Not Taken"
3. Articles on homelessness
4. Writing: Homelessness is a problem in the US or not. Students will be given a side and defend using textual evidence from multiple texts.

Novels:

Johnny Tremain - Z
Adventures of Tom Sawyer- Z
The Giver- Y
Silent to the Bone- V
The Little Prince- X

Short Stories:

Stop the Sun Gary Paulsen
Harriet Tubman: Conductor
Charles, Shirley Jackson
The Landlady, Roald Dahl

<https://www.weareteachers.com/best-short-stories-for-middle-schoolers/>

Suggested

Rubric
Plot diagram
Character chart
Citing Textual Evidence Rubric

***Open Resource Links:**

- [Edulastic](#)
- [The Teaching Channel](#)
- [Commonlit.org](#)

- 4Teachers.org
- [Web English Teacher](http://WebEnglishTeacher.com)
- Readwritethink.org
- [Learnzillion](http://Learnzillion.com)
- [Literacy Design Collaborative](http://LiteracyDesignCollaborative.org)
- [OER Commons](http://OERCommons.org)
- [Engage NY](http://EngageNY.org)
- [Hudson County Curriculum Consortium](http://HudsonCountyCurriculumConsortium.org)

Title of Unit: What Carries Us Through
Hardship

Timeframe: Marking Period 2 (45 Days)

DESIRED RESULTS

CONTENT STANDARDS

Progress Indicators of Reading Literature

RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3 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.

RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

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.

Progress Indicators of Reading Informational Text

RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Progress Indicators of Writing

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.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and

audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](#).)

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. ***Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").**
- b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Progress Indicators of Language

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- e. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- f. Form and use verbs in the active and passive voice.
- g. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- h. Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- e. Use an ellipsis to indicate an omission.
- f. Spell correctly.

Knowledge of Language:

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- b. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use:

L.8.4 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.

- e. 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.
- f. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- g. Consult general and specialized 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.
- h. 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).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- d. Interpret figures of speech (e.g. verbal irony, puns) in context.
- e. Use the relationship between particular words to better understand each of the words.
- f. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6 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.

Progress Indicators of Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- E. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- F. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- G. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- H. new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Primary Interdisciplinary Connections

Infused within the unit are connections to the NJSLs for Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

B. Geography, People, and the Environment

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP7. Employ valid and reliable research strategies.

CRP9. Model integrity, ethical leadership and effective management

Understandings	Essential Questions
In order to analyze the text, you need to be able to determine the author’s point of view and justify with key pieces of textual evidence.	<p>OVERARCHING: What does a good reader do to understand text? How does the reader’s ability to identify author’s point of view help create a personal connection to the text?</p> <p>TOPICAL: How does analyzing (insert literature element) help the reader understand (insert the test title)?</p>
KNOWLEDGE Students will know...	SKILLS Students will be able to...
The meaning of author’s point of view and context clues, and how to analyze details to determine meaning of text.	<p><u>Reading Skills</u> Analyze thematic development through:</p> <ul style="list-style-type: none"> • Plot • Text Structure <ul style="list-style-type: none"> ○ Author’s choices/point of view ○ Diction: key words and phrases ○ Style: details in paragraphs • Character development <p><u>Writing Skills</u> Draw evidence from text to support literary analysis:</p> <ul style="list-style-type: none"> • Analyze how a work of fiction draws on themes, patterns of events, or character types

	<ul style="list-style-type: none"> • 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 have clear thesis • Develop the topic with relevant, well-chosen facts, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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ASSESSMENT

PERFORMANCE TASK (WRITING)	EVIDENCE
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<p>Literary analysis – Write a literary analysis to support claims with clear reasons and relevant evidence. (W.8.2, W.8.9)</p> <p>Common Prompt: In the passages _____ and _____, the narrators have points of view (or other literary element) different from those of _____. Write an essay analyzing how these differences in points of view (or other literary element) in both stories create _____ in the stories. Remember to use details from both texts to support your ideas.</p>	<ul style="list-style-type: none"> • Double entry log • Journal topics • Revise and edit activities • Semantic mapping • Text based questions • Open ended questions • Common Assessments (PLCs)
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LEARNING ACTIVITIES

1. “The Circuit” 1st person point of view
2. “Monkey’s Paw” 3rd person omniscient point of view
3. “The Treasure of Lemon Brown” (revisit for point of view) 3rd person limited point of view
4. Incorporate smaller writing pieces to focus on word choice and structure.

Novels:

Nothing But the Truth- U

Hound of the Baskervilles-T

So Far From the Bamboo Grove- v

Liar and Spy-U

Short Stories:

Treasure of Lemon Brown , Walter Dean Myers

Retrieved Reformation, O Henry

***Open Resource Links:**

- [EduLastic](#)
- [The Teaching Channel](#)
- [Commonlit.org](#)
- [4Teachers.org](#)
- [Web English Teacher](#)
- [Readwritethink.org](#)
- [Learnzillion](#)
- [Literacy Design Collaborative](#)
- [OER Commons](#)
- [Engage NY](#)
- [Hudson County Curriculum Consortium](#)

DESIRED RESULTS

CONTENT STANDARDS

Progress Indicators for Reading Literature (building standards taught throughout the year)

RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3 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.

Progress Indicators for Reading Informational Text

RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Progress Indicators for Writing

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](#).)

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Language

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

Knowledge of Language:

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use:

L.8.4 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.

- a. 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized 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.
- d. 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).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6 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.

Progress Indicators for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant

evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and

clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims

and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Primary Interdisciplinary Connections

Infused within the unit are connections to the NJSLs for Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

A.-D.

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP 7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

Understandings	Essential Questions
<p>In order to analyze text, you need to be able to determine theme, identify conflicting views, and justify findings with key pieces of textual evidence.</p>	<p>OVERARCHING: What does a good reader and writer do to understand text and write clearly and coherently? TOPICAL: How does analyzing (lit./writing element) help the reader/writer understand (test/task)?</p>
KNOWLEDGE Students will know...	SKILLS Students will be able to...
<p>The meaning of argument and claim, and how to write clear and coherent paragraphs and essays.</p>	<p><u>Reading Skills</u> Assess for relevant evidence by identifying:</p> <ul style="list-style-type: none"> • Thesis of the argument • Claims • Relevant evidence • Differences in factual information <p><u>Writing Skills</u> Evaluate or compose an argument that:</p> <ul style="list-style-type: none"> • Introduces an argument – Structure of introductory paragraph • Has clear thesis • State strong and relevant claims • Use strong and relevant evidence to support claims • Explain how claims and evidence support the argument • Maintains formal style throughout

ASSESSMENT

PERFORMANCE TASK (WRITING)	EVIDENCE
<p>Argumentative (W.8.1) Write an essay based on a thesis statement. Common Prompt: Write an essay comparing how the information was presented in the _____ (list the articles read and/or video viewed). Remember to use evidence from the _____ (list the articles read and/or video viewed) to support your answer.</p>	<ul style="list-style-type: none"> ● Journal topics ● Revise and edit activities ● Text based questions ● Outlining ● Note taking

LEARNING ACTIVITIES

1. “Flowers for Algernon” p.52 *Elements of Literature*
2. “Stop the Sun” p. 266 *Elements of Literature*
3. Research post-traumatic stress disorder (PTSD)
4. Nonfiction articles on slavery pages 566, 567, 570 *Elements of Literature*

Novels:

Kwame Alexander, *The Crossover*-Z

Paul Zindel, *The Pigman*-U

Priscilla Cummings, *Red Kayak*- Y

Short Stories:

Mrs. Flowers

***Open Resource Links:**

- [Edulastic](#)
- [The Teaching Channel](#)
- [Commonlit.org](#)
- [4Teachers.org](#)
- [Web English Teacher](#)
- [Readwritethink.org](#)
- [Learnzillion](#)
- [Literacy Design Collaborative](#)
- [OER Commons](#)
- [Engage NY](#)
- [Hudson County Curriculum Consortium](#)

Title of Unit: Drawing on Inner Strength	Timeframe: Marking Period 4 (45 Days)
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DESIRED RESULTS

CONTENT STANDARDS

Progress Indicators for Reading Literature (to be taught all year)

RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3 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.

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Progress Indicators for Reading Informational Text

RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Progress Indicators for Writing

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](#).)

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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.

Progress Indicators for Language

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

Knowledge of Language:

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use:

L.8.4 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.

- a. 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized 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.
- d. 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).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6 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.

Progress Indicators for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that

preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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and evidence, and add interest.

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D. History, Culture, and Perspectives

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate

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E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP7. Employ valid and reliable research strategies.

CRP9. Model integrity, ethical leadership and effective management.

Understandings	Essential Questions
In order to analyze the text you need to be able to determine advantages and disadvantages of using different mediums; analyze production vs, text and read fiction and non-fiction independently.	<p>OVERARCHING: What does a good reader do to produce clear and coherent writing (expository/informative)</p> <p>TOPICAL: Reading and writing fiction/non-fiction independently helps to understand mediums.</p>
KNOWLEDGE Students will know...	SKILLS Students will be able to...
<ol style="list-style-type: none"> The meaning of mediums, live productions, media, scripts. How to analyze different mediums to produce clear and coherent writing. 	<p><u>Reading Skills</u> Compare and contrast a drama or film to written text or script through:</p> <ul style="list-style-type: none"> Characterization Plot Point of view <p><u>Writing Skills</u> Write clearly and concisely for:</p> <ul style="list-style-type: none"> Research Reflection Revision
ASSESSMENT	
PERFORMANCE TASK (WRITING)	EVIDENCE
<p>Research Common Prompt: Using the internet and print sources research a topic related to _____.</p> <p>Write an essay analyzing how these differences in _____ (literary element) in the selections create _____ in the stories.</p> <p>OR Write an essay comparing the information presented in the internet sources (name them) and the print sources (name them). Remember to use evidence from the _____ (internet sources and print sources) to support your answers.</p>	<ul style="list-style-type: none"> Journal topics Outlining Text based questions Viewing and listening Common Assessments (PLCs)

LEARNING ACTIVITIES

1. The Diary of Anne Frank (Drama- in *Elements of Literature*)
2. The Diary of Anne Frank (common drive)
3. Research Holocaust/Anne Frank Foundation
4. Oral presentation/survivor- U.S. Holocaust Memorial Museum

Novels:

Night-Z

The Devil's Arithmetic

I Have Lived 1000 Years- V

*Open Resource Links:

- [EduLastic](#)
- [The Teaching Channel](#)
- [Commonlit.org](#)
- [4Teachers.org](#)
- [Web English Teacher](#)
- [Readwritethink.org](#)
- [Learnzillion](#)
- [Literacy Design Collaborative](#)
- [OER Commons](#)
- [Engage NY](#)
- [Hudson County Curriculum Consortium](#)

Assessments, Accommodations and Modifications

<p>Special Education</p>	<ul style="list-style-type: none"> ● Learning Ally ● Additional guided reading time based on targeted intervention ● Skills groups and practice via small group instruction and/or MobyMax individualized learning path ● Phonics First small group instruction ● Use of graphic organizers to complete assignments ● Appropriate text
<p>English Language Learners</p>	<ul style="list-style-type: none"> ● L1 supports- Google translate, native language dictionary, etc. ● Additional guided reading time based on targeted intervention ● Skills groups and practice via small group instruction and/or MobyMax individualized learning path ● Phonics First small group instruction ● Use of graphic organizers to complete assignments ● Use of audible and books on tape ● Use of word walls ● Alternate assessments that demonstrate non-verbal understanding ● Use of visuals and manipulatives
<p>504 Plans</p>	<ul style="list-style-type: none"> ● Extended time ● Listening centers ● Phonics First ● Graphic organizers ● Written, visual or audible supports and/or alternates
<p>Students at Risk (I&RS - Rtl)</p>	<p>Tier 1</p> <ul style="list-style-type: none"> ● Word work ● Differentiated literacy centers ● Small group instruction formed through formative assessment and progress monitoring data <p>Tier 2</p> <ul style="list-style-type: none"> ● Additional Guided Reading and/or teacher supported small group time based on targeted intervention ● Skills small group instruction based on formative assessment and progress monitoring data <p>Tier 3</p> <ul style="list-style-type: none"> ● Leveled Literacy Intervention (LLI)- (MS only) ● Phonics First ● English lab and MobyMax individualized learning path ● Maximum small group literacy instruction based on

	formative assessment and progress monitoring data
Gifted and Talented	<ul style="list-style-type: none"> ● Skills groups and practice via small group instruction and/or MobyMax individualized learning path ● Word Work ● Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans
Alternative Assessments	<ul style="list-style-type: none"> ● Formative <ul style="list-style-type: none"> ○ Conferring ○ Anecdotal notes ○ Reader's Response Journals ○ Visual/Manipulative demonstrations ○ Oral response ○ Literature Circles/Book Clubs ● Summative <ul style="list-style-type: none"> ○ Project-based ○ Student choice ○ Demonstrations ○ Visual choice to show comprehension ○ Written responses ○ Oral responses ● Performance Tasks (Use of Technology) <ul style="list-style-type: none"> ○ MobyMax individualized assigned assessments ○ LinkIt! Standards based assessments ○ Kahoot ○ Socrative ○ Plickers