MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT
8TH GRADE ENGLISH LANGUAGE ARTS CURRICULUM

2016 ELA Standards with companion June 2020 NJSLS
Board Approval: August 2022

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New Jersey English Language Arts Standards:
[2016 New Jersey Student Learning Standards - ELA](#)

2016 New Jersey Student Learning Standards for English Language Arts

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that:

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts; and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

The NJSLS-ELA feature the following elements:

- Anchor Standards: general expectations consistent across grades that must be met for students to be prepared to enter college and workforce training programs ready to succeed.
- Strands: Broad ideas nested within each of the anchor standards that describe the areas of focus for the NJSLS-ELA.
- Progress Indicators: define grade-specific expectations and frame a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

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- Companion Standards: Grades 6-12 feature content area-specific guidance in history/social studies, science, and technical subjects based on anchor standards, and include expectations refined by the unique literacy requirements of the particular discipline(s).

Reading (NJSLA.R): Text complexity and the growth of comprehension

The Reading anchor standards place equal emphasis on the sophistication of what students read and the skill with which they read. NJSLA.R defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing (NJSLA.W): Text types, responding to reading, and research

The Writing anchor standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. NJSLA.W stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening (NJSLA.SL): Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language (NJSLA.L): Conventions, effective use, and vocabulary

The Language anchor standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

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New Jersey Computer Science and Design Thinking Standards

[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

New Jersey Career Readiness, Life Literacies, and Key Skills Standards

[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

Pacing Guide

Topic	Unit #	Unit Length
Literary Analysis	1	~9 Weeks
Research Simulation	2	~9 Weeks
Narrative	3	~9 Weeks
Historical Fiction/The Holocaust	4	~9 Weeks

Unit #1	
Unit Title	Literary Analysis
Reading Genre(s)	Realistic Fiction; Non-Fiction; Poetry; Novels in verse
Writing Tasks	Argumentative Writing, Routine Writing, NJSLA Literary Analysis Task (LAT)
Recommended Pacing	~ 9 Weeks
Unit Summary	The Literary Analysis unit will challenge students to find deeper-level meanings in a text by examining small portions and understanding how they affect the whole. To accomplish this, they will analyze

	poems, short dramas, short stories, informational texts, and/or novels that align to the New Jersey Student Learning Standards.
	The extended reading for this unit is <u>Long Way Down</u> by Jason Reynolds. Throughout this unit, the students will be able to analyze the development of the characters, settings, and plot to connect them with the implied themes of the novel. In addition, students will analyze other informational texts, poetry, and short stories that connect to the ideas found within the novel. Teachers will incorporate financial literacy standards relating to supply and demand to the novel as well.
	In this unit, the students will focus on citing textual evidence, making inferences and predictions from implied information, and comparing and contrasting two or more texts that focus on a similar theme/idea. Short reading selections will have the students focusing on note taking, figurative language, and connections between texts.
	Students will also regularly use technology, such as Google Drive and/or Google Classroom, to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously addressing their content standard knowledge.
	During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose "Just Right" books, use reading logs, reading journals, create text evidence-based claims, set reading goals, and set up and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year.
	During Literary Analysis Tasks (LATs), the expected strategy will incorporate the "I Do, We Do, You Do" approach. The teacher will model writing techniques; the class may write pieces together; students will write independently. Writing techniques will be taught through mini-lessons and modeling.
Career Readiness, Life Literacies, and Key Skills Standards	**Civic Financial Responsibility:**

	• 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures. • 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. • 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. • 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions. **Career Awareness and Planning:** • 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. • 9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics. • 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. **Creativity and Innovation:** • 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). • 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

	Global and Cultural Awareness: • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Computer Science and Design Thinking (Technology)	**Interaction of Technology and Humans:** • 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. • 8.2.8.ITH.2: Compare how technologies have influenced society over time. • 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system. • 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact. • 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Diversity and equity are explored within the study of the Harlem Renaissance, as well as its effects on contemporary writing from African-American authors.
Amistad	Addressed in Unit 2
Holocaust	Addressed in Unit 4

Enduring Understandings	Essential Questions
- Effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening. - An individual's choice to act as an ally, bystander, or perpetrator impacts individuals, their community, and whole nations. - Authors make choices that will best convey their experience to the reader. - Reading expands the understanding of the world and its people. - Learning foundational skills in reading, writing, and speaking are fundamental to success.	- What do good readers do? - Am I clear about what I just read? How do I know? - How do strategic readers create meaning from informational and literary text? - How do good writers express themselves? - How do reading skills help us better understand the experiences in literature?
District/School Required Texts and Media Formats	**District/School Supplementary Resources**
Anchor Text(s): *Long Way Down* by Jason Reynolds **Paired Text(s):** - "The Harlem Renaissance" by NewsELA (article) - "Thank You, M'am" by Langston Hughes (short story) - "Harlem" by Langston Hughes (poem) - "The Rose That Grew From Concrete" by Tupac Shakur (poem) - "I, Too" by Langston Hughes (poem) - Excerpts from *Bad Boy* by Walter Dean Myers (novel) - Excerpts from *Look Both Ways* by Jason Reynolds (novel) - *For Everyone* by Jason Reynolds (spoken word poem) - Jason Reynolds 2018 Lesley University Commencement Speech (video/speech)	**Supplementary Resources:** - Scholastic SCOPE Magazine - NewsELA - Learning Ally - ReadWorks - Core Standards: Appendix B - Flocabulary **Unit 1 Optional Paired Texts:** - CommonLit: Harlem Renaissance Text Sets "The Treasure of Lemon Brown" by Walter Dean Myers (short story) - Selected poems by Jason Reynolds

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Optional Advanced Anchor Text: *Lord of the Flies* by William Golding
- Required Financial Literacy Standard 9.1.8.D.5

"Supply and Demand" Lesson

Advanced Paired Text(s):
- "The Lottery" by Shirley Jackson (short story)
- The Stanford Prison Experiment (article)
- "Online Identity" (article)
- "The 1972 Flight Disaster" (article)
- "We Wear the Mask" by Paul Laurence Dunbar (poem)

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Independent Reading:
- Student selected novels at "Just Right" level for Independent Reading
    - How to Select "Just Right" texts:
        - Link to Assessing Student Lexiles
        - Lexile Framework for Reading

- "The Weary Blues" by Langston Hughes (poem)
- "The Harlem Renaissance" by CommonLit (article)
- "Why Your Worst Deeds Don't Define You" TEDTalk (video/speech)
- "Mother to Son" by Langston Hughes (poem)

Pre-Reading Activities:
- Literary Analysis Pre-Test (Linkit!)
- Slideshows:
    - Langston Hughes and the Harlem Renaissance
    - Walter Dean Myers (background)
    - Jason Reynolds (background)

Post-Reading Activities:
- Literary Analysis Post-Test Benchmark (Linkit!)

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Lord of the Flies **Optional Paired Texts:**
- CommonLit: *Lord of the Flies* Paired Text Suggestions
- Explorable article about the Stanford Prison Experiment
- Background information on William Golding
- William Golding and WWII

Pre-Reading Activities:
- Literary Analysis Pre-Test (Linkit!)
- "Could You Survive?" group activity
- "Mind's Eye" *Lord of the Flies* activity

Post-Reading Activities:
- Double Voice Poem
- Literary Analysis Post-Test Benchmark (Linkit!)

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District/School Formative Assessments	District/School Summative Assessments
- Anecdotal Records - Writing Portfolios (Argumentative) - iReady Instruction	- District Benchmarks - Writing Assessment - Literary Analysis (LAT) - iReady Diagnostic

Instructional Best Practices	
- Identifying Similarities and Differences - Summarizing and Note Taking - Reinforcing Effort and Providing Recognition - Homework and Practice - Modeling - Cooperative Learning - Setting Objectives and Providing Feedback - Cues, Questions, and Advance Organizers - Gradual Release of Responsibility	- Managing response rates - Checks for Understanding - Diagrams, Charts and Graphs - Coaching - Reading Partners - Visuals - Collaborative Problem Solving - Active Engagement Strategies - Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Learning Plan	
NJSLS	**Learning Targets and Exemplar Lessons:**
9.1.8.D.5 - Explain the economic principle of supply and demand.	**9.1.8.D.5** **Supply and Demand- Link for Lord of the Flies Financial Activity** - Identify factors that impact people's wants and spending decisions. - Prioritize a list of spending alternatives. - Identify the trade-offs and opportunity costs of spending decisions.

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	Lesson: https://economicscenter.org/teaching-resources/classroom-lessons/budget-lesson-3.aspx

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.8.1**
	    1. Closely read a text to:
	        ● Find relevant evidence
	        ● Make connections
	        ● Find evidence to support predictions
	        ● Find evidence to support conclusions
	  A. <u>Choosing Relevant Evidence</u>
	    3. Consider what makes certain quotes relevant to your analysis.
	  C. <u>Making Connections</u>
	    4. Predict what will happen in the future using text-to-self connections.
	    5. Predict what will happen in the future using text-to-text connections.
	    6. Predict what will happen in the future using text-to-world connections.
	  D. <u>Gather Evidence for Inferences from Implied Information</u>
	    7. Gather evidence to support predictions.
	    8. Gather evidence to support conclusions.
	    9. Gather evidence from the text to support the meaning of a word inferred from context clues.

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.8.2**
	  A. <u>Theme</u>
	    2. Analyze the development of a theme over the course of the text.
	  B. <u>Relationships Among Theme, Characters, Settings and Plot</u>
	    4. Analyze the relationship between the theme and supporting ideas in the text.

	5. Explain how the character's actions and dialogue develop the theme. 6. Analyze how aspects of setting support a stated theme. 7. Analyze plot points and explain how they develop the theme.

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.8.3**
	  A. <u>**Taking Notes to Track**</u>
	    1. Use a note taking structure to track key individuals in literature.
	    2. Use a note taking structure to track key events in literature.
	    3. Use a note taking structure to track key ideas in literature.
	  B. <u>**Analyzing Dialogue**</u>
	    4. Analyze the diction used in the dialogue of different characters.
	    5. Determine differences in character's dialogue patterns and explain how they reveal aspects of character.
	    6. Compare and contrast the dialogue of different characters.
	    7. Explain how differences in character reveal character traits.

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.8.4**
	  A. <u>**Analyzing Figurative Language**</u>
	    1. Tell the meaning of figurative words and phrases as they are used in text.
	    2. Analyze the impact of figurative language on meaning.
	    3. Analyze the impact of figurative language on tone.
	    4. Analyze why the author used a specific figurative language.
	    5. Evaluate the effectiveness of the author's choice of a figurative word or phrase.
	  E. <u>**Analyzing Allusions**</u>
	    21. Tell the meaning of allusions as they are used in a text.
	    22. Analyze the impact of specific allusions on the meaning of the text.
	    23. Analyze the impact of a specific allusion on the tone of the text.
	    24. Analyze the impact of a particular allusion on the reader.

	25. Evaluate the effectiveness of the author's choice of allusion.

	RL.8.6
	  C. <u>Determine Types of Irony</u>
	    8. Differentiate between dramatic, situational, and verbal irony.
	    9. Determine the reasons why an author would include irony.
	  D. <u>How Suspense and Humor is Created</u>
	    10. Determine how irony creates suspense.
	    11. Determine how irony creates humor.

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

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.8.1
1. Closely read a text to:
   - Pull evidence
   - Analyze Literary Devices
   - Make Connections
   - Find evidence to support predictions and conclusions
   - Find context clues
   - Determine multiple meanings

A. <u>Pulling Evidence from Text</u>
  3. Determine importance to extract quality evidence to support a claim

C. <u>Making Connections</u>
  7. Make connections to self when relevant.
  8. Make connections to other texts when relevant.
  9. Make global connections when relevant.

D. <u>Gather Evidence for Predictions (Predictions, Conclusions, and Context Clues</u>
  10. Gather evidence from the text to support conclusions.
  11. Gather evidence from the text to support predictions.
  12. Gather evidence from the text to support the meaning of a word inferred from context clues.

F. <u>Literary and Informational Text</u>
  17. Analyze a variety of literary genres and informational texts.

	G. **Multiple and Deeper Meaning**
	18. Probe a segment of text in order to study its multiple meanings.
	19. Probe a segment of text to study its deeper meaning.
	20. Probe a segment of text in order to evaluate its multiple, deeper, and varied meanings.
	H. **Form Conclusions and Making Predictions**
	21. Combine text information and prior knowledge to create new information in the form of creating a conclusion.
	22. Refer to the text for support when analyzing conclusions and predictions.
	23. Refer to the text for support when drawing conclusions and making predictions.

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.8.2**
	
	A. **Analyze Theme**
	    2. Analyze the development of the theme over the course of the text.
	B. **Analyze Relationships Between Theme and Supporting Ideas**
	    4. Analyze the relationship between the theme and supporting ideas in the text.

RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (ex: through comparisons, analogies, or categories).	**RI.8.3**
	A. **Taking Notes to Track**
	    1. Use a note taking structure to track key individuals in informational texts.
	    2. Use a note taking structure to track key events in informational texts.
	    3. Use a note taking structure to track key ideas in informational texts.

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RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	**RI.8.4**
	  A. <u>Analyze Figurative Language</u>
	      1. Tell the meaning of figurative words and phrases as they are used in a text.
	      2. Analyze the impact of figurative language on meaning.
	      3. Analyze the impact of figurative language on tone.
	      4. Analyze why the author used a specific figurative language.
	      5. Analyze the effectiveness of an author's choice of a figurative word or phrase.

W.8.1 - Write arguments to support claims with clear reasons and relevant evidence
    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.
    W.8.1.C - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    W.8.1.D - Establish and maintain a formal style/academic style, approach, and form.
    W.8.1.E - Provide a concluding statement or section that follows from and supports the argument presented.
	W.8.1
	● Write arguments to support claims with clear reasons and relevant evidence
	● Introduce claim(s)
	● Write a clear thesis statement
	● Address opposing claims
	● Discern claims from opposing claims
	● Organize the reasons and evidence logically.
	● Choose appropriate reasoning and evidence to support claims
	● Evaluate sources for accuracy and reliability
	● Demonstrate an understanding of the topic or text
	● Use transitional words and phrases
	● Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence
	● Choose a consistent style, approach, and form for the task
	● Close the text with a conclusion

W.8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	**W.8.4** ● Identify defining characteristics of a variety of writing tasks ● Utilize strategies to unpack a writing prompt

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	- Write for a specific purpose and audience - Select an appropriate text structure or format for the task - Use language that is precise and powerful to create voice - Create a tone that is appropriate for one's audience
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.	**W.8.5** - Revise and edit intentionally to improve writing - Generate ideas to develop topic - Revise writing with a partner or self-editing checklists - View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
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.8.6** - Use technological resources to enhance writing - Use technology to broaden research base - Use evidence found online to support ideas - Give and receive feedback using technology - Seek out authentic publishing opportunities

W.8.9 - Apply *grade 8 Reading standards* to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).
    W.8.9.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").
    W.8.9.B - Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in
	W.8.9
	- Identify evidence that supports claims in literary analysis
	- Incorporate textual evidence into written pieces
	- Logically connect evidence to claims in writing
	- Analyze author's use of style and structure
	- Identify and analyze allusions
	- Select direct and indirect quotations that relate to the topic as evidence

a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

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

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.

      SL.8.1.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.

      SL.8.1.B - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

      SL.8.1.C - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

      SL.8.1.D - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

W.8.10
- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- Produce written reflections
- Explain stylistic choices made while writing

SL.8.1
- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed

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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.8.3** ● Determine the speaker's argument and claims ● Evaluate whether the speaker's reasoning is rational and legitimate ● Evaluate whether there is enough evidence to support the claims ● Identify when extraneous information is presented
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.8.4** ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**SL.8.6** ● Orally present information, using appropriate speech, in a variety of situations
L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.8.1.B** - Form and use verbs in the active and passive voice.	**L.8.1** ● Differentiate between active and passive voice ● Identify active and passive voice in reading ● Correctly use verbs in the active and passive voice when writing or speaking

L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.8.2.B - Use an ellipsis to indicate an omission.
    L.8.2.C - Spell correctly.
	L.8.2
	● Use punctuation (comma, ellipsis, dash) to indicate an omission
	● Apply common rules and patterns to spell words correctly

L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.8.3.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).	**L.8.3** ● Identify verbs used in the active and passive voice and in the conditional and subjunctive mood ● Select verbs in various moods to achieve an intentional effect

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.
    L.8.4.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.
    L.8.4.C - 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.
    L.8.4.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.8.4
	● Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases
	● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
	● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
	● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
	● Consult reference materials that are both printed and digital

L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **L.8.5.B** - Use the relationship between particular words to better understand each of the words.	**L.8.5** ● Identify the relationship of words ● Clarify words by using the relationship between them
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.	**L.8.6** ● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

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Writing Tasks	

Primary Focus: Portfolio Pieces:
● Writing: Argumentative
   ○ Advanced: Unit 1 Literary Analysis (LAT)
   ○ Literary Analysis Post-Test Benchmark (Linkit!)
 	
Secondary Focus: Grammar and Vocabulary
● Correctly use verbs in the active and passive voice when writing or speaking
● Use punctuation (comma, ellipsis, dash) to indicate an omission
● Apply common rules and patterns to spell words correctly
● Incorporate unit vocabulary.
	Routine Writing:
	● Reading Logs/Journals
	● Exit Ticket / DOL
	● Warm-Ups
	● Note Taking

Content Vocabulary	
Teacher-selected tier II words from each chapter of the anchor text(s) (*Long Way Down* by Jason Reynolds or *Lord of the Flies* by William Golding).	**Tier 2 Words:** Abhor, adversity, advocate, ambiguous, amiss, anarchy, anonymous, apathy, apprehend, assimilate, audacious, avid, behoove, belligerent, commemorate, conscientious, conspire, convey, disgruntled, evoke, exasperated, facetious, flippant, gallantly, genocide, inane, inconsequential, meticulous, muster, mutiny, obligation, obsolete, opposition, ornery, persistent, prejudice, prevalent, pseudonym, rebel, resilient, rivalry, succumb, spontaneous, surreptitious, tedious, tension, tirade.

Required Speaking and Listening	Suggested Speaking and Listening
● Whole group discussion ● Pair-Share ● Turn-and-Talk ● Small group discussions ● Teacher directed discussions	● Create audio recordings ● Class debates ● Readers' Theater ● Oral Presentation ● Student-led presentations ● Station activities

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● Follow agreed upon rules for discussion ● Questioning techniques ● Active Listening Strategies ● Oral response to questions ● Book discussions	● Literature Circle ● Partner talk

Performance Task Options/Interdisciplinary Connections	Professional Resources
Science: SWBAT create an informational product identifying important points of elements from the periodic table. **Social Studies**: SWBAT connect the events of the Harlem Renaissance to the events learned about in American History.	**Science Resource:** http://betterlesson.com/lesson/548742/funky-element-informative-text-project

Academic Vocabulary	
RL.8.1 - textual evidence, inferences (conclusions, predictions, context clues). RL.8.2 - theme, central idea, objective summary. RL.8.3 - dialogue. RL.8.4 - figurative meanings, connotative meanings, tone, analogies, allusions. RL.8.6 - point of view, dramatic irony, suspense. RI.8.1 - textual evidence, inferences. RI.8.2 - central idea, supporting ideas, objective summary. RI.8.3 - analyze, analogies. RI.8.4 - figurative meaning, connotative meaning, technical meanings, analogies, allusions. L.8.1 - conventions, grammar. L.8.1.b - active voice, passive voice, verbs. L.8.2 - capitalization, punctuation, spelling.	W.8.1 - arguments, relevant. W.8.1.a - introduce, claim, opposing, evidence. W.8.1.b - support, claim, reasoning, credible. W.8.1.c - clauses, cohesion, clarify, claim, counterclaim. W.8.1.d - establish, maintain, formal style, academic style. W.8.1.e - concluding statement/section. W.8.4 - produce, voice. W.8.5 - planning, revising, editing, rewriting. W.8.6 - technology, produce, publish, interact, collaborate. W.8.9 - analyze, themes, patterns, evaluation of arguments, claims, relevant evidence, irrelevant evidence. W.8.9a - themes, patterns, character types, myths, traditional stories, religious works. W.8.9b - delineate, evaluate, argument, claim, assess, reasoning. W.8.10 - research, reflection, metacognition, self-correction, revision. SL.8.1 - engage, collaborative, diverse.

L.8.2.b - ellipsis. L.8.2.c - spell. L.8.3.a - active voice verbs, passive voice verbs, conditional mood, subjunctive mood. L.8.4 - determine, clarify, multiple-meaning words. L.8.4.a - context. L.8.4.c - reference materials, dictionaries, glossaries, thesauruses. L.8.4.d - verify, inferred. L.8.5 - demonstrate, figurative language, word relationships, nuances. L.8.6 - general academic words, domain-specific words.	SL.8.1.a - probe, reflect. SL.8.1.b - collegial discussions. SL.8.1.c - relevant, evidence. SL.8.1.d - qualify, justify. SL.8.3 - delineate, evaluate. SL.8.4 - salient, coherent, valid. SL.8.6 - adapt.
Modifications/Accommodations for Students with IEPs	**Modifications/Accommodations for At-Risk Students**
● Review students' IEPs for academic and environmental support ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Allow student to receive reading text in various forms (written, verbal, audio) ● Pre-teach new vocabulary ● Modify Content ● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed ● Allow student to make test corrections or retake assessment ● Adjust Pacing of Content ● Small Group Instruction ● Individual Intervention/Remediation ● Additional Support Material ● Lower-Level Text ● Guided Notes	● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation **Resources**: ● Achieve3000 (Leveled Texts/Activities) ● LearningAlly (Independent novels on student's lexile level) ● IXL Language Arts (Individualized skill-based lessons) ● iReady Teacher Toolbox (Reading) ● iReady Teacher Toolbox (Writing/Grammar)

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- Graphic Organizers

Resources:
- Achieve3000 (Leveled Texts/Activities)
- LearningAlly (Independent novels on student's lexile level)
- IXL Language Arts (Individualized skill-based lessons)
- iReady Teacher Toolbox (Reading)
- iReady Teacher Toolbox (Writing/Grammar)
- SeeSaw (Reteach/Reinforce Skills)
- EdPuzzle (Reteach/Reinforce Skills)
- AchieveTheCore
- ReadWorks
- NewsELA
- CommonLit
- Graphic Organizers

Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
- Review student individual 504 plan for instructional, assessment, and environmental supports. - Provide students with flexible seating options while reading depending on need or preference. - Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. - Oral reading & oral response options can be used for assignments. - Extra time for completing tasks, checklists and other tasks. - Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. - Provide samples and model each step of the writing process as needed. - Use sticky notes to annotate **Resources**: - Achieve3000 (Leveled Texts/Activities) - LearningAlly (Independent novels on student's lexile level) - IXL Language Arts (Individualized skill-based lessons) - iReady Teacher Toolbox (Reading)	**(ELL/Newcomer) Resources:** All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/ - Realia or concrete objects - Physical Models, Pictures, Photographs - Manipulatives - Videos and Films - Gestures, Physical Movements, Music and Songs - Partner Work - Student Mentor or Coach - Labeling - Word Banks - Sentence Starters, Sentence Frames - Graphic Organizers

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● [iReady Teacher Toolbox](#) (Writing/Grammar)	

Extensions for Gifted Students	Required/Suggested Activities
Resources: ● Extend activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Modify Content ● Adjust Pacing of Content ● Small Group Enrichment ● Individual Enrichment ● Higher-Level Text ● The inclusion of additional subject areas and/or activities (cross curricular).	**Required:** ● Do Now/Warm-Up ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● Measurable Objective ● Identify and review objectives for lesson ● Centers ● Guided Reading utilizing Before, During, and After activities ● Intervention/Remediation **Suggested:** ● Projects ● Academic Games ● Stations

Unit #2	
Unit Title	Research Simulation
Reading Genre(s)	Fiction; Informational Non-Fiction; Narrative Non-Fiction; Historical Fiction; Speech; Poem; Primary Source
Writing Tasks	Informative/Explanatory Writing; Research Writing; Routine Writing; NJSLA Research Simulation Task (RST)
Recommended Pacing	~ 9 Weeks

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Unit Summary	The Research Simulation unit will challenge students to understand the structure, purpose, and meaning of nonfiction texts. To accomplish this, they will analyze short informational texts, a read-aloud novel, and multimedia sources that align with the New Jersey Student Learning Standards. The extended text for this unit will be <u>Freedom's Sons: The True Story of the Amistad Mutiny</u> by Suzanne Jurmain. The students will focus on the events of the Amistad slave revolt, which was the only successful slave revolt in American History. They will also read additional poems, short stories, and articles that deal with similar themes of perseverance and equality, as well as viewing various multimedia including videos, photographs, and murals. FInally, they will end the unit by viewing three various mediums focused on the Berlin Wall. Students will regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge. During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose "Just Right" books, use reading logs, reading journals, create text evidence-based claims, set reading goals, and set up and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year. During Research Simulation Tasks (RSTs), the expected strategy will incorporate the "I Do, We Do, You Do" approach. The teacher will model writing techniques; the class may write pieces together; students will write independently. Writing techniques will be taught through mini-lessons and modeling. Assessments will vary but may include post-its/claims, exit tickets, multiple-choice questions, end-of-unit Benchmarks, writing pieces, and other formative and summative assessments.
Career Readiness, Life Literacies, and Key Skills Standards	**Financial Psychology:** • 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. • 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

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| | **Digital Citizenship:**
• 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
• 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
• 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
• 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
• 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
Information and Media Literacy:
• 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
• 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
• 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
• 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
• 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
• 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
• 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
• 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
• 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). |

	• 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. • 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently. **Technology Literacy:** • 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. • 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). • 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. • 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS LS4-5, 6.1.8.CivicsPI.3). • 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. • 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
Computer Science and Design Thinking (Technology)	**Nature of Technology**: • 8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem. • 8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function. • 8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose. • 8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. **Effects of Technology on the Natural World:** • 8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs. • 8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital). • 8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact. • 8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best. **Ethics and Culture:** • 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. • 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Diversity, Equity, and Inclusion	Throughout this unit, the lives and cultures of diverse people are represented in the materials students interact with daily. The story of the Amistad reviews the horrible reality of slavery during the 1800's. Students are introduced to vast diverse scenarios, which include the people (Africans vs. Cubans vs. Americans) and differences between the states (the laws of slavery in New York vs. Connecticut). This topic opens many avenues for discussions on life in the 1800's and how it compares/contrasts to life today. Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities.
Amistad	The story of the Amistad is represented predominantly through the anchor text, Freedom's Sons: The True Story of the Amistad Mutiny by Suzanne Jurmain, as well as numerous articles, videos, poems, and additional resources. Prior to reading, students will briefly review the events of the Amistad to gauge prior knowledge and understanding. Throughout this unit, students will use all these resources to assist in their understanding of the events of the Amistad and its impact on slavery in the United States.
Holocaust	Addressed in Unit 4

Enduring Understandings	Essential Questions
- It is important to study the causes of equality issues in order to understand the effects they have on society. - Reading expands the understanding of the world, its people and oneself. - Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. - Learning foundations skills in reading, writing, and speaking are fundamental to success. - One can gain a greater understanding of themselves through writing about their own experiences and reading about others.	- Whose story is it, and why does it matter? - What do good readers do? - Author's choice: why does it matter? - What makes a story a "great" story? - What do good writers do? - What do good researchers do? - What makes a presentation "great"?
District/School Required Texts and Media Formats	**District/School Supplementary Resources**
Anchor Text: Freedom's Sons: The True Story of the Amistad Mutiny by Suzanne Jurmain	**Supplementary Resources:** Scholastic SCOPE Magazine

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- Required Financial Literacy Standard 9.1.8.A.3 "Financial Goals" Lesson

Paired Text(s):
- *Amistad* movie clips (1997)
- La Amistad and Slave Revolt murals
- "From Africa to America" (article)
- "I, Too, Am America" by Langston Hughes

Berlin Wall Text(s):
- "Escape to Freedom" by Scope Scholastic (article)
- "The Rise and Fall of the Berlin Wall" TedTalk (video)
- "Tear Down This Wall" by Ronald Reagan (speech/video)

Independent Reading:
- Student selected novels at "Just Right" level for Independent Reading
    - How to Select "Just Right" texts:
        - Link to Assessing Student Lexiles
        - Lexile Framework for Reading

- NewsELA
- Learning Ally
- ReadWorks
- Core Standards: Appendix B

Paired Texts:
- "The Amistad Comes to Life" (link to online resource)
- Link to Amistad teaching resources
- Link to Amistad movie materials
- "The Amistad Case: A Quest for Freedom" (article)
- "Mother to Son" by Langston Hughes (poem)
- "The Rose that Grew From Concrete" by Tupac Shakur (poem)
- "Still I Rise" by Maya Angelou (poem)
- "Letter from Frederick Douglass to Harriet Tubman" (article)
- "Francisco Menendez: An Unsung Hero" (article)
- "Let Them Speak" (article)
- "What to the Slave is the Fourth of July?" by Frederick Douglass (speech)

Pre-Reading Activities:
- Research Pre-Test (Linkit!)

Post-Reading Activities:
- Research Post-Test Benchmark (Linkit!)

District/School Formative Assessments	District/School Summative Assessments
● Anecdotal Records ● Writing Portfolios (Research) ● i- Ready Instruction	● District Benchmarks ● Writing Assessment - Research Simulation Task (RST) ● i-Ready Diagnostic

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Instructional Best Practices	
- Identifying Similarities and Differences - Summarizing and Note Taking - Reinforcing Effort and Providing Recognition - Homework and Practice - Modeling - Cooperative Learning - Setting Objectives and Providing Feedback - Cues, Questions, and Advance Organizers - Gradual Release of Responsibility	- Managing response rates - Checks for Understanding - Diagrams, Charts and Graphs - Coaching - Reading Partners - Visuals - Collaborative Problem Solving - Active Engagement Strategies - Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Learning Plan	
NJSLS	**Learning Targets and Exemplar Lessons:**
9.1.8.A.3 - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	**9.1.8.A.3** **Financial Goals: Overcoming Obstacles to Achieving Goals - Link for Earning Power Lesson** - Identify potential obstacles to achieving a personal financial goal. - Suggest ways to overcome the obstacles to achieving a personal financial goal. - Explain how overcoming obstacles impacts one's ability to achieve a goal. **Lesson:** https://economicscenter.org/teaching-resources/classroom-lessons/goal-setting-lesson-3.aspx

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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.8.1**
	    1. Closely read a text to:
	        ● Find relevant evidence
	        ● Make connections
	        ● Find evidence to support predictions
	        ● Find evidence to support conclusions
	  A. Choosing Relevant Evidence
	    2. Use questioning to determine what the text is saying explicitly.
	    3. Consider what makes certain quotes relevant to your analysis.
	  B. Author's Use of Language
	    4. Identify the author's diction.
	    5. Consider the author's use of high level or low level diction.
	  E. Gather Evidence for Explicit Information
	    10. Gather evidence to support explicit meaning.
	    11. Correctly cite evidence.
	    12. Use evidence from the text to make predictions.
	    13. Gather evidence from the text to check predictions.

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.8.2**
	  A. Central Idea
	    1. Provide a statement of a central idea based on textual evidence.
	    3. Analyze the development of the central idea over the course of the text.
	  C. Summarizing
	    8. Summarize the text objectively (without reader opinion), capturing the main ideas and their development in a 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.8.3**
	  C. Explain and Analyze the Relationship Between Individuals, Events, and Ideas
	    8. Explain that individuals, ideas, and events can relate through comparisons, analogies, or specific categories.

	9. Tell how specific genres of fiction and non-fiction texts tend to rely on particular structures to determine relationships between individuals, ideas, and events. 10. Analyze a writer's style (tone, diction, syntax) to determine the relationship between individuals, ideas, and events. 11. Analyze a writer's presentation to determine the relationship between individuals, ideas, and events. 12. Analyze why the author chose to make connections between particular individuals, particular ideas, and particular events. 13. Analyze why the author chose to make distinctions between particular individuals, particular ideas, and particular events. 14. Analyze the impact of connections between individuals, events, and ideas on the reader. 15. Analyze the impact of the distinctions between individuals, events, and ideas on the reader. 16. Analyze the effectiveness of the connections between ideas, individuals, and events in communicating the author's central idea. 17. Analyze the effectiveness of the distinctions between individuals, events, and ideas in communicating the author's central idea.

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.8.5**
	  A. Compare/Contrast Structures
	      1. Compare the structure of two or more texts.
	      2. Contrast the structure of two or more texts.
	  B. Analyze How Structure Contributes to Meaning and Style
	      3. Provide an analysis of how the differing structure of each text contributes to its meaning.
	      4. Provide an analysis of how the differing structure of each text contributes to its style. (Lesson: https://study.com/academy/lesson/how-structure-affects-the-style-of-a-text.html)
	      5. Make a judgment about which text structure more effectively contributes to the meaning of the text. (Lesson:

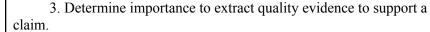|	

	)
	C. <u>Analyze Author's Choice of Structure</u>
	    6. Analyze why each author chose their particular structure to contribute to the meaning of the text.
	    7. Analyze why each author chose their particular structure to contribute to the style of the text.
	D. <u>Analyze the Impact of Structure on the Reader</u>
	    8. Analyze the impact that the structure choice has on the reader.

RL.8.6 - Analyze how differences in points of view of the characters and the audience or reader (created through the use of dramatic irony) create such effects as suspense or humor.	**RL.8.6**
	A. <u>Determine, Analyze, and Evaluate Point of View</u>
	    1. Provide a statement of an author's point of view in a fiction text.
	    2. Determine how one or more differences in the points of view can create bias in a fiction text.
	    3. Analyze the impact of the author's point of view choices on the reader.
	    4. Evaluate the effectiveness of the author's point of view choices.
	B. <u>Determine, Analyze, and Evaluate Author's Purpose</u>
	    5. Provide a statement of the author's purpose in a fiction text.
	    6. Analyze the impact of the author's purpose choices on the reader.
	    7. Evaluate the effectiveness of the author's purpose choices.

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.8.1**
	    1. Closely read a text to:
	        ● Pull evidence
	        ● Analyze Literary Devices
	        ● Make connections
	        ● Find evidence to support predictions and conclusions
	        ● Find context clues
	        ● Determine multiple meanings
	A. <u>Pulling Evidence from the Text</u>
	    2. Use questioning to pull quality evidence to support a claim.

3. Determine importance to extract quality evidence to support a claim.

4. Look for patterns to pull out quality evidence to support a claim.

B. Author's Use of Language and Literary Devices

5. Identify the author's purposeful use of language and literary devices.

6. Analyze the author's purposeful use of language and literary devices.

C. Making Connections

7. Make connections to self when relevant.

8. Make connections to other texts when relevant.

9. Make global connections when relevant.

E. Gather Evidence for Explicit Information

13. Gather evidence from the text to support explicit meaning.

14. Correctly cite evidence.

15. Use evidence from the text to make predictions.

16. Use evidence from the text to check predictions.

F. Literary and Informational Text

17. Analyze a variety of literary genres and informational texts.

H. Form Conclusions and Making Predictions

21. Combine text information and prior knowledge to create new information in the form of creating a conclusion.

22. Refer to the text for support when analyzing conclusions and predictions.

23. Refer to the text for support when drawing conclusions and making predictions.

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.8.2

A. Analyze Central Idea

1. Provide a statement of a central idea based on textual evidence.

3. Analyze the development of the central idea over the course of the text.

C. Summarizing

5. Summarize the text objectively (without reader or author's opinion), capturing the main ideas and key details.

| RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (ex: through comparisons, analogies, or categories). | **RI.8.3**
  A. <u>Taking Notes to Track</u>
     1. Use a note taking structure to track key individuals in informational texts.
     2. Use a note taking structure to track key events in informational texts.
     3. Use a note taking structure to track key ideas in informational texts.
  B. <u>Purposes of Text Structures</u>
     4. Describe how different text structures present information.
     5. Describe how different text structures link information.
     6. Explain on how the writer's choice of structure relates to the overall central idea.
     7. Explain on how the writer's choice of structure relates to the overall purpose.
  C. <u>Relationship Between Individuals, Events, and Ideas</u>
     8. Explain that individuals, ideas and events can relate through comparisons, analogies particular events and particular ideas.
or specific categories.
     9. Tell how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas and events.
     10. Analyze a writer's *style (tone, diction, syntax)* to determine the relationship between individuals, ideas and events.
     11. Analyze a writer's *presentation* to determine the relationship between individuals, ideas and events.
     12. Analyze *why* the author chose to make connections between particular individuals, particular ideas and particular events.
     13. Analyze why the author chose to make distinctions between particular individuals,
     14. Analyze the impact of the connections between individuals, events and ideas on the reader. |

	15. Analyze the impact of the distinctions between individuals, events, and ideas on the reader. 16. Analyze the effectiveness of the connections between ideas, individuals and events in communicating the author's central idea. 17. Analyze the effectiveness of the distinctions between individuals, events and ideas in communicating the author's central idea.

RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	**RI.8.4**
	  C. <u>Analyze Technical Words</u>
	     11. Tell the meaning of technical words and phrases as they are used in a text.
	     12. Tell the meaning of technical words and phrases as they are used in a text.
	     13. Analyze the impact of specific technical on meaning of the text.
	     14. Analyze the impact of a technical word choice on the tone of the text.
	     15. Analyze the impact of a particular technical word choice on the reader.
	     16. Evaluate the effectiveness of the author's choice of a particular technical word.

RI.8.5 - Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and refine a key concept.	**RI.8.5**
	  A. <u>Compare/Contrast Text Structures</u>
	     1. Compare the structures of two or more texts.
	     2. Contrast the structures of two or more texts.
	  B. <u>Analyze How Structure Contributes to Meaning and Style</u>
	     3. Provide an analysis of how the differing structure of each text contributes to its meaning.
	     4. Provide an analysis of how the differing structure of each text contributes to its style. (Lesson:

	)
	
	    5. Make a judgment about which text structure more effectively contributes to the meaning of the text. (Lesson:)
	
	  C. <u>Analyze Author's Choice of Structure</u>
	    6. Analyze why each author chose their particular structure to contribute to the meaning of the text.
	    7. Analyze why each author chose their particular structure to contribute to the style of the text.
	  D. <u>Analyze Impact of Structure on Reader</u>
	    8. Analyze the impact that the structure choice has on the reader.

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.	**RI.8.6**
	  A. <u>Determine and Explain Author's Point of View</u>
	    1. Provide a statement of an author's point of view in a nonfiction text.
	    2. Determine how one or more differences in the points of view can create bias in a nonfiction text.
	    3. Analyze the impact of the author's point of view choices on the reader.
	    4. Evaluate the effectiveness of the author's point of view choices.
	  B. <u>Explain Counterarguments and Author's Response</u>
	    5. Explain how the author acknowledges counterarguments.
	    6. Explain how the author responds to counterarguments.
	  C. <u>Identify, Analyze, and Evaluate Author's Purpose</u>
	    7. Provide a statement of author's purpose in a nonfiction text.
	    8. Analyze the impact of the author's purpose choices on the reader.
	    9. Evaluate the effectiveness of the author's purpose choices.

RI.8.7 - Evaluate the advantages and disadvantages of using different mediums (ex. print or digital text, video, multimedia) to present a particular topic or idea.	**RI.8.7**
	 A. Impact of Various Mediums on Central Ideas
	    1. Evaluate the impact different mediums (print, digital, video, audio, multimedia) have on central ideas presented in the text.
	    2. Reflect on how effective different mediums are in expressing the message.
	    3. Reflect on how effective different mediums are in expressing the intended audience.
	 B. Evaluate Delivery of Message
	    4. Evaluate how messages can most effectively be delivered to the intended audience.

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.8.8**
	 A. Parts of an Argument
	    1. Dissect the argument presented in a text (what is the opinion, the reasons, the evidences?).
	 B. Evidence
	    2. Determine how direct the link is between the speaker's overall topic to the evidence presented.
	    3. Recognize when weak evidence is given for an argument.
	    4. Recognize when irrelevant evidence is given for an argument.
	    5. Recognize when misleading support is given for an argument.
	    6. Evaluate the quality of the evidence given to support an argument.
	    7. Evaluate the sufficiency of the evidence given to support an argument.
	 C. Evaluate Reasoning
	    8. Evaluate the soundness of the reasoning for an argument (Does the reasoning make sense? Is it logical? Does it strongly relate to the opinion and does it clearly explain why the writer holds the opinion?).

RI.8.9 - Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	**RI.8.9**
	● **Analyze Classical Literature, Myths, Traditional Stories, and the Bible from Different Perspectives**
	  ○ Analysis from Historical Significance
	  ○ Analysis from a Cultural Context
	  ○ Analysis using Background Knowledge
	  ○ Analysis using Practical Knowledge
	A. Disagreement and Discrepancies (Lack of similarity between two accounts)
	  1. Cite instances of disagreements in two or more texts.
	  2. Analyze the basis for discrepancies in information found in two or more texts.
	B. Details and Credibility of Message
	  3. Analyze how details relate to the writer's overall message.
	  4. Assess the credibility of the source of supporting details.
	C. Application
	  5. Participate in seminars.
	  6. Participate in debates.
	  7. Reflect on seminars and debates.

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.
  W.8.2.A - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
  W.8.2.B - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  W.8.2.C - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  W.8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  W.8.2.E - Establish and maintain a formal style.
	W.8.2
	● Focus writing on thoroughly describing or explaining a topic
	● Identify the defining elements of this specific writing genre
	● Explore topics from their content area classes
	● Write an introduction that clearly outlines ideas to follow
	● Organize ideas and information using text structures and text features
	● Write a thesis statement
	● Select facts, definitions, concrete details, quotations, or other information and examples
	● Use transitional words and phrases
	● Choose specific vocabulary and language
	● Develop and use a consistent style, approach and form for the task

W.8.2.F - Provide a concluding statement or section that follows from and supports the information or explanation presented.	- Write a conclusion to close the ideas in the text - Create language that is appropriate to one's audience and a formal tone
W.8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	**W.8.4** - Identify defining characteristics of a variety of writing tasks - Utilize strategies to unpack a writing prompt - Write for a specific purpose and audience - Select an appropriate text structure or format for the task - Use language that is precise and powerful to create voice - Create a tone that is appropriate for one's audience
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.	**W.8.5** - Revise and edit intentionally to improve writing - Generate ideas to develop topic - Revise writing with a partner or self-editing checklists - View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
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.8.6** - Use technological resources to enhance writing - Use technology to broaden research base - Use evidence found online to support ideas - Give and receive feedback using technology - Seek out authentic publishing opportunities
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.8.7** - Explore inquiry topics through short research projects - Compose student-generated questions focused around areas of interest or content studies

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	- Research and synthesize information from several sources - Develop research questions - Determine keywords or topics for each question - Conduct research and synthesize multiple sources of information - Compose follow-up research questions based on the initial search
W.8.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.	**W.8.10** - Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) - Produce written reflections - Explain stylistic choices made while writing

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.
 	
    SL.8.1.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.
    SL.8.1.B - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
    SL.8.1.C - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
    SL.8.1.D - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	SL.8.1
	- Read required texts prior to discussions
	- Prepare for discussions
	- Use previous knowledge to expand discussions about a topic
	- Engage in conversations about grade-appropriate topics and texts
	- Participate in a variety of rich, structured conversations
	- Define and identify rules for discussions, including group and individual roles
	- Model appropriate behavior during discussions
	- Craft and respond to specific questions based on the topic or text, elaborating when necessary
	- Reflect on and paraphrase what was discussed
	- Summarize the ideas expressed

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.8.4** ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**SL.8.6** ● Orally present information, using appropriate speech, in a variety of situations
L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.8.1.A** - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	**L.8.1** ● Identify verbals (gerunds, participles, infinitives) in writing ● Explain the function of verbals in general ● Explain the function of verbals in particular sentences
L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.8.2.C** - Spell correctly.	**L.8.2** ● Apply common rules and patterns to spell words correctly

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.
    L.8.4.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.
    L.8.4.C - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a
	L.8.4
	● Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases
	● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
	● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
	● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses

word or determine or clarify its precise meaning or its part of speech.

L.8.4.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.8.6 - 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.

- Consult reference materials that are both printed and digital

L.8.6
- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Writing Tasks

Primary Focus: Portfolio Pieces:
- Writing: Research (Informative/Explanatory)
  - Unit 2 Research Simulation prompt - (Author's Purpose/ Different Mediums)
  - Research/Non-Fiction Post-Test Benchmark (Linkit!)

Secondary Focus: Grammar and Vocabulary
- Identify verbals (gerunds, participles, infinitives) in writing
- Explain the function of verbals in general
- Explain the function of verbals in particular sentences
- Apply common rules and patterns to spell words correctly

Routine Writing:
- Reading Logs/Journals
- Exit Ticket / DOL
- Warm-Ups
- Book Review
- Note Taking

Content Vocabulary

Teacher-selected tier II words from each section in the extended text, Freedom's Sons: The True Story of the Amistad Mutiny by Suzanne Jurmain, along with its paired texts.

Tier 2 Words:
Abhor, adversity, advocate, ambiguous, amiss, anarchy, anonymous, apathy, apprehend, assimilate, audacious, avid, behoove, belligerent, commemorate, conscientious, conspire, convey, disgruntled, evoke, exasperated, facetious, flippant, gallantly, genocide, inane, inconsequential, meticulous, muster, mutiny, obligation, obsolete, opposition, ornery, persistent, prejudice, prevalent, pseudonym, rebel,

resilient, rivalry, succumb, spontaneous, surreptitious, tedious, tension, tirade.	
Required Speaking and Listening	**Suggested Speaking and Listening**
- Whole group discussion - Pair-Share - Small group discussions - Teacher directed discussions - Student-led presentations - Follow agreed upon rules for discussion - Questioning techniques - Active Listening Strategies - Oral Presentations - Oral Reading - Oral response to questions - Book talk	- Create audio recordings - Class debates - Readers' Theater - Oral Report - Literature Circle - Partner talk - Accountable talk
Performance Task Options/Interdisciplinary Connections	**Professional Resources**
Social Studies: Using the link entitled *Women in the Military* students will review each of the resources available making note of the arguments and facts presented. Students will then develop their own arguments as to whether or not women should serve in the military.	**Social Studies Resource:** http://www.eup.k12.mi.us/Page/4406
Academic Vocabulary	
RL.8.1 - cite, textual evidence, analyze, explicit, inferences. RL.8.2 - theme, central idea, analyze, objective summary. RL.8.3 - analyze, dialogue, incidents, drama.	W.8.2 - informative, explanatory, topic, ideas, concepts, analysis.

RL.8.5 - compare, contrast, structure. RL.8.6 - analyze, point of view, dramatic irony, suspense, humor. RI.8.1 - cite, analyze, explicit, inferences. RI.8.2 - central idea, supporting ideas, objective summary. RI.8.3 - analyze, connections, distinctions, comparisons, analogies, categories. RI.8.4 - figurative words, connotative words, technical meanings, tone, analogies, allusions. RI.8.5 - structure, paragraph, key concept. RI.8.6 - point of view, author's purpose, evidence, viewpoints. RI.8.7 - evaluate, mediums, topic. RI.8.8 - delineate, evaluate, argument, claims, reasoning, evidence. RI.8.9 - analyze, reflect, practical knowledge, historical/cultural context, background knowledge. L.8.1 - conventions. L.8.1.a - verbals, gerunds, participles, infinitives. L.8.2 - capitalization, punctuation, spelling. L.8.2.c - spell. L.8.4 - clarify, multiple-meaning words. L.8.4.a - context. L.8.4.c - reference materials, dictionaries, glossaries, thesauruses, pronunciation, part of speech. L.8.4.d - determination, inferred meaning. L.8.6 - academic words/phrases, domain-specific words/phrases.	W.8.2.a - topic, text structures, definition, classification, comparison/contrast, cause/effect, text features, headings, graphics, multimedia. W.8.2.b - topic, concrete details, quotations. W.8.2.c - transitions. W.8.2.d - precise language, domain-specific vocabulary, topic. W.8.2.e - formal style. W.8.2.f - concluding statement/section. W.8.4 - voice, style. W.8.5 - planning, revising, editing, rewriting. W.8.6 - collaborate. W.8.7 - self-generated question, sources. W.8.10 - research, reflection, metacognition, self-correction, revision. SL.8.1 - collaborative discussions, diverse partners. SL.8.1.a - discussions, explicit. SL.8.1.b - collegial discussions, goals, deadlines. SL.8.1.c - evidence, observations, ideas. SL.8.1.d - qualify, justify. SL.8.4 - claims, evidence, reasoning, details. SL.8.6 - formal English.
Modifications/Accommodations for Students with IEPs	**Modifications/Accommodations for At-Risk Students**
● Review students' IEPs for academic and environmental support	● Breakdown activities/assignments/projects/assessments into manageable units

- Modify activities/assignments/projects
- Breakdown activities/assignments/projects/assessments into manageable units
- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Allow student to receive reading text in various forms (written, verbal, audio)
- Pre-teach new vocabulary
- Modify Content
- Modify Amount of work given
- Modify Assessment
- Modify Homework
- Re-teach skill if needed
- Allow student to make test corrections or retake assessment
- Adjust Pacing of Content
- Small Group Instruction
- Individual Intervention/Remediation
- Additional Support Material
- Lower-Level Text
- Guided Notes
- Graphic Organizers

Resources:
- Achieve3000 (Leveled Texts/Activities)
- LearningAlly (Independent novels on student's lexile level)
- IXL Language Arts (Individualized skill-based lessons)
- iReady Teacher Toolbox (Reading)
- iReady Teacher Toolbox (Writing/Grammar)
- SeeSaw (Reteach/Reinforce Skills)
- EdPuzzle (Reteach/Reinforce Skills)

- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Small Group Instruction
- Intervention/Remediation

Resources:
- Achieve3000 (Leveled Texts/Activities)
- LearningAlly (Independent novels on student's lexile level)
- IXL Language Arts (Individualized skill-based lessons)
- iReady Teacher Toolbox (Reading)
- iReady Teacher Toolbox (Writing/Grammar)

- [AchieveTheCore](#)
- [ReadWorks](#)
- [NewsELA](#)
- [CommonLit](#)
- [Graphic Organizers](#)

Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
- Review student individual 504 plan for instructional, assessment, and environmental supports. - Provide students with flexible seating options while reading depending on need or preference. - Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. - Oral reading & oral response options can be used for assignments. - Extra time for completing tasks, checklists and other tasks. - Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. - Provide samples and model each step of the writing process as needed. - Use sticky notes to annotate **Resources**: [Achieve3000](#) (Leveled Texts/Activities) [LearningAlly](#) (Independent novels on student's lexile level) [IXL Language Arts](#) (Individualized skill-based lessons) [iReady Teacher Toolbox](#) (Reading) [iReady Teacher Toolbox](#) (Writing/Grammar)	**(ELL/Newcomer) Resources:** All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/ - Realia or concrete objects - Physical Models, Pictures, Photographs - Manipulatives - Videos and Films - Gestures, Physical Movements, Music and Songs - Partner Work - Student Mentor or Coach - Labeling - Word Banks - Sentence Starters, Sentence Frames - Graphic Organizers
Extensions for Gifted Students	**Required/Suggested Activities**
Resources:	**Required:**

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- Extend activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Modify Content - Adjust Pacing of Content - Small Group Enrichment - Individual Enrichment - Higher-Level Text - The inclusion of additional subject areas and/or activities (cross-curricular).	- Do Now/Warm-Up - Whole Group - Small Groups - Guided Practice - Independent Practice - Measurable Objective - Identify and review objectives for lesson - Centers - Guided Reading utilizing Before, During, and After activities - Intervention/Remediation **Suggested:** - Projects - Academic Games - Stations

Unit #3

Unit Title	Narrative
Reading Genre(s)	Realistic Narrative Fiction; Narrative Non-Fiction; Poetry
Writing Tasks	Narrative Writing, Routine Writing, NJSLA Narrative Writing
Recommended Pacing	~ 9 Weeks
Unit Summary	The Narrative unit will enable students to understand the structural elements of various literary pieces, character development, and how literature reflects themes found in everyday life. Throughout this unit, the students will analyze the structure and style of a novel, poetry, and informational text. Students will learn different skills such as determining an author's point of view, drawing conclusions, making inferences, identifying themes, central ideas, determining importance, and looking for patterns to extract quality evidence to support a claim. They will also learn strategies that will increase their critical thinking skills through questioning and collaborative discussions.

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	The extended texts for this unit are <u>The Outsiders</u> by S.E. Hinton and <u>Out of the Dust</u> by Karen Hesse (advanced). Other various poems, informational texts, and multimedia resources will be used.
	Students will regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge.
	During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose "Just Right" books, use reading logs, reading journals, create text evidence-based claims, set reading goals, and set up and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year.
	During Narrative Writing Tasks, the expected strategy will incorporate the "I Do, We Do, You Do" approach. The teacher will model writing techniques; the class may write pieces together; students will write independently. Writing techniques will be taught through mini-lessons and modeling.
	Assessments will vary but may include post-its/claims, exit tickets, multiple-choice questions, end-of-unit Benchmarks, writing pieces, and other formative and summative assessments.
Career Readiness, Life Literacies, and Key Skills Standards	**Civic Financial Responsibility:** • 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures. • 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. **Financial Psychology:** • 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. • 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions. **Planning and Budgeting:** • 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.

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	• 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family). • 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. **Career Awareness and Planning:** • 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. • 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. • 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. • 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post secondary options. • 9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options. • 9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills. • 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. • 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level **Creativity and Innovation:** • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
Computer Science and Design Thinking (Technology)	**Interaction of Technology and Humans:** • 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. • 8.2.8.ITH.2: Compare how technologies have influenced society over time. • 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system. • 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact. • 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Diversity and equity are explored within the study of The Outsiders, with a large focus on different social groups and socioeconomic status.
Amistad	Addressed in Unit 2
Holocaust	Addressed in Unit 4

Enduring Understandings	Essential Questions
- Effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - Authors make choices that will best convey their experience to the reader. - Reading expands the understanding of the world, its people, and oneself. - Learning foundation skills in reading, writing, and speaking are fundamental to success. - One can gain a greater understanding of themselves through writing about their own experiences and reading about others.	- What makes a story a "great" story? - What do good readers do? - Am I clear about what I just read? How do I know? - How do strategic readers create meaning from informational and literary text? - How do good writers express themselves? - How do reading skills help us better understand the experiences in literature?
District/School Required Texts and Media Formats	**District/School Supplementary Resources**
Anchor Text: The Outsiders by S.E. Hinton - Required Financial Literacy Standard 9.1.8.B.7 "Budgeting Financial Resources" Lesson **Paired Text(s):** - The Outsiders movie (1983) "Nothing Gold Can Stay" by Robert Frost (poem) "Funeral" by Ralph Fletcher (short story)	**Supplementary Resources:** - Scholastic SCOPE Magazine - NewsELA - Learning Ally - ReadWorks - Core Standards: Appendix B - Mythology, Folklore, and the Hero's Journey - Resources

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- "Social Acceptance and Rejection: The Sweet and the Bitter" (article)
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Optional Advanced Anchor Text: Out of the Dust by Karen Hesse
- Required Financial Literacy Standard 9.1.8.B.7 "Budgeting Financial Resources" Lesson

Advanced Paired Text(s):
- "Migrant Mother" Photograph
- "Dust Bowl" by Langston Hughes (poem)
- "Letters from the Dust Bowl" (primary source, letter)
- "Dirty Air Can Harm Your Brain and Stress the Body" (article)

The Outsiders Paired Texts:
- Common Lit: The Outsiders Paired Text Suggestions
- "Study: Teens Who Expect to Die Young Are More Likely to Commit Crime" (article)
- "We Real Cool" by Gwendolyn Brooks (poem)
- "Thank You, Ma'am" by Langston Hughes (short story)

Pre-Reading Activities:
- Narrative Pre-Test (Linkit!)

Post-Reading Activities:
- Narrative Post-Test Benchmark (Linkit!)

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Out of the Dust Paired Texts:
- Common Lit: Out of the Dust Paired Text Suggestions
- "An Overview of the Great Depression" (article)
- Out of the Dust Instructional Materials
- Out of the Dust Unit Outline
- Out of the Dust Teaching Guide
- "10 Things You May Not Know About the Dust Bowl" (article)
- "Pantoum of the Great Depression" by Donald Justice (poem)
- World War I Food Administration Propaganda
  - "Victory"
  - "Eat"
  - "They are giving all"
  - "Little Americans"

Pre-Reading Activities:
- Narrative Pre-Test (Linkit!)

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	Post-Reading Activities:
	- Narrative Post-Test Benchmark (Linkit!)

District/School Formative Assessments	**District/School Summative Assessments**
● Anecdotal Records ● Writing Portfolios (Narrative) ● i- Ready Instruction	● District Benchmarks ● Writing Assessment-(Narrative) ● i-Ready Diagnostic

Instructional Best Practices	
● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility	● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Learning Plan	
NJSLS	**Learning Targets and Exemplar Lessons:**

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9.1.8.B.7 - Construct a budget to save for long-term, short-term, and charitable goals.	**9.1.8.B.7**
	Budgeting Financial Resources - [Link for Budgeting Lesson](#)
	   ● Identify source of income.
	   ● Identify expenses.
	   ● Distinguish between fixed and variable expenses.
	   ● Develop a personal budget.
	Lesson:
	https://economicscenter.org/teaching-resources/classroom-lessons/budget-lesson-6.aspx

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.8.1**
	1. Closely read a text to:
	   ● Find relevant evidence
	   ● Make connections
	   ● Find evidence to support predictions
	   ● Find evidence to support conclusions
	  A. <u>Choosing Relevant Evidence</u>
	   2. Use questioning to determine what the text is saying explicitly.
	   3. Consider what makes certain quotes relevant to your analysis.
	  C. <u>Making Connections</u>
	   4. Predict what will happen in the future using text-to-self connections.
	   5. Predict what will happen in the future using text-to-text connections.
	   6. Predict what will happen in the future using text-to-world connections.
	  D. <u>Gather Evidence for Inferences from Implied Information</u>
	   7. Gather evidence to support predictions.
	   8. Gather evidence to support conclusions.
	   9. Gather evidence from the text to support the meaning of a word inferred from context clues.
	  E. <u>Gather Evidence for Explicit Information</u>
	   10. Gather evidence from the text to support explicit meaning.
	   11. Correctly cite evidence.

| | 12. Use evidence from the text to make predictions. |
| | 13. Use evidence from the text to check predictions. |

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.8.2
  A. <u>Theme and Central Idea</u>
    1. Provide a statement of a central idea based on textual evidence.
    2. Analyze the development of a theme over the course of the text.
    3. Analyze the development of the central idea over the course of the text.
  B. <u>Relationships Among Theme, Characters, Settings, and Plot</u>
    4. Analyze the relationship between the theme and supporting ideas in the text.
    5. Explain how a character's actions and dialogue develop the theme.
    6. Analyze how aspects of setting support a stated theme.
    7. Analyze plot points and explain how they develop theme.
  C. <u>Summarizing</u>
    8. Summarize the text objectively (without reader opinion), capturing the main ideas and their development in a 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.8.3
  A. <u>Taking Notes to Track</u>
    1. Use a note taking structure to track key individuals in literature.
    2. Use a note taking structure to track key events in literature.
    3. Use a note taking structure to track key ideas in literature.
  B. <u>Analyzing Dialogue</u>
    4. Analyze the diction used in the dialogue of different characters.
    5. Determine differences in character's dialogue patterns and explain how they reveal aspects of character.
    6. Compare and contrast the dialogue of different characters.
    7. Explain how differences in character reveal character traits.

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

RL.8.4

| of specific word choices on meaning and tone, including analogies or allusions to other texts. | **B. <u>Analyzing Connotation</u>**
    6. Tell the meaning of words and phrases with specific connotations as they are used in a text.
    7. Analyze the impact of specific connotation on meaning.
    8. Analyze the impact of specific connotation on tone.
    9. Analyze the impact of connotation on the reader.
    10. Evaluate the effectiveness of the author's connotative word choice.
D. <u>Analyzing Analogies</u>
    16. Tell the meaning of analogies as they are used in a text.
    17. Analyze the impact of specific analogies on meaning of the text.
    18. Analyze the impact of a specific analogy on the tone of the text.
    19. Analyze the impact of a particular analogy on the reader.
    20. Evaluate the effectiveness of the author's choice of analogy. |
| **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.8.5**
  A. <u>Compare/Contrast Structures</u>
    1. Compare the structure of two or more texts.
    2. Contrast the structure of two or more texts.
  B. <u>Analyze How Structure Contributes to Meaning and Style</u>
    3. Provide an analysis of how the differing structure of each text contributes to its meaning.
    4. Provide an analysis of how the differing structure of each text contributes to its style. (Lesson: https://study.com/academy/lesson/how-structure-affects-the-style-of-a-text.html)
    5. Make a judgment about which text structure more effectively contributes to the meaning of the text. (Lesson: https://www.pdesas.org/ContentWeb/Content/Content/13035/Lesson%20Plan)
  C. <u>Analyze Author's Choice of Structure</u> |

	6. Analyze why each author chose their particular structure to contribute to the meaning of the text. 7. Analyze why each author chose their particular structure to contribute to the style of the text. **D. <u>Analyze the Impact of Structure on the Reader</u>** 8. Analyze the impact that the structure choice has on the reader.
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.	**RI.8.6** **A. <u>Determine, Analyze, and Evaluate Point of View</u>** 1. Provide a statement of an author's point of view in a fiction text. 2. Determine how one or more differences in the points of view can create bias in a fiction text. 3. Analyze the impact of the author's point of view choices on the reader. 4. Evaluate the effectiveness of the author's point of view choices. **B. <u>Determine, Analyze, and Evaluate Author's Purpose</u>** 5. Provide a statement of the author's purpose in a fiction text. 6. Analyze the impact of the author's purpose choices on the reader. 7. Evaluate the effectiveness of the author's purpose choices.
RL.8.7 - Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.	**RL.8.7** **A. <u>Evaluate Different Mediums</u>** 1. Evaluate the impact different mediums (print, digital, video, audio, multimedia) have on central ideas presented in the text. 2. Reflect on how effective different mediums are in expressing the message. 3. Reflect on how effective different mediums are in expressing the intended audience. **B. <u>Evaluate Delivery of the Message</u>**

RL.8.9 - Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.	4. Evaluate how messages can most effectively be delivered to the intended audience.
	
	RL.8.9
	Analyze Classical Literature, Myths, Traditional Stories, and the Bible from Different Perspectives
	       *Analysis from Historical Significance
	       *Analysis from a Cultural Context
	       *Analysis using Background Knowledge
	       *Analysis using Practical Knowledge
	  A. Analyze for Practical Knowledge and Background Knowledge
	     1. Analyze how a modern work draws on historical themes.
	     2. Analyze how a modern work draws on patterns of events canonized in more classical literature.
	     3. Analyze how a modern work extends or transcends stock characters typical in myths.
	     4. Analyze how a modern work extends or transcends stock characters typical in traditional stories.
	     5. Analyze how a modern work extends or transcends stock characters typical in the Bible.
	     6. Analyze how a more modern work renders an older text new.
	  B. Analyze for Historical/Cultural Context
	     7. Analyze how a modern work draws on historical themes.
	     8. Analyze how a modern work draws on patterns of events canonized in more classical literature.
	     9. Analyze how a modern work extends or transcends stock characters typical in myths.
	     10. Analyze how a modern work extends or transcends stock characters typical in traditional stories.

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.	11. Analyze how a modern work extends or transcends stock characters typical in the Bible.
	12. Analyze how a more modern work renders an older text new.
	
	RI.8.1
	   1. Closely read a text to:
	     • Pull evidence
	     • Analyze Literary Devices
	     • Make connections
	     • Find evidence to support predictions and conclusions
	     • Find context clues
	     • Determine multiple meanings
	  A. <u>Pulling Evidence from the Text</u>
	   2. Use questioning to pull quality evidence to support a claim.
	   3. Determine importance to extract quality evidence to support a claim.
	   4. Look for patterns to pull out quality evidence to support a claim.
	  B. <u>Author's Use of Language and Literary Devices</u>
	   5. Identify the author's purposeful use of language and literary devices.
	   6. Analyze the author's purposeful use of language and literary devices.
	  D. <u>Gather Evidence for Inferences (Predictions, Conclusions, and Context Clues</u>
	   10. Gather evidence from the text to support conclusions.
	   11. Gather evidence from the text to support predictions.
	   12. Gather evidence from the text to support meaning of a word inferred from context clues.
	  E. <u>Gather Evidence for Explicit Information</u>
	   13. Gather evidence from the text to support explicit meaning.
	   14. Correctly cite evidence.
	   15. Use evidence from the text to make predictions.
	   16. Use evidence from the text to check predictions.

	F. <u>Literary and Informational Text</u>
	    17. Analyze a variety of literary genres and informational texts.
	G. <u>Multiple and Deeper Meaning</u>
	    18. Probe a segment of text in order to study its multiple meanings.
	    19. Probe a segment of text to study its deeper meaning.
	    20. Probe a segment of text in order to evaluate its multiple, deeper, and varied meanings.
	H. <u>Form Conclusions and Making Predictions</u>
	    21. Combine text information and prior knowledge to create new information in the form of creating a conclusion.
	    22. Refer to the text for support when analyzing conclusions and predictions.
	    23. Refer to the text for support when drawing conclusions and making predictions.

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.8.2**
	
	  A. <u>Analyze Theme/Central Idea</u>
	    1. Provide a statement of a central idea based on textual evidence.
	    2. Analyze the development of the theme over the course of the text.
	    3. Analyze the development of the central idea over the course of the text.
	  B. <u>Analyze Relationships Between Theme and Supporting Ideas</u>
	    4. Analyze the relationship between the theme and supporting ideas in the text.
	  C. <u>Summarizing</u>
	    5. Summarize the text objectively (without reader or author's opinion), capturing the main ideas and key details.

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.8.3** **A. <u>Taking Notes to Track</u>**

	1. Use a note taking structure to track key individuals in informational texts. 2. Use a note taking structure to track key events in informational texts. 3. Use a note taking structure to track key ideas in informational texts. **B. Purposes of Text Structures** 4. Describe how different text structures present information. 5. Describe how different text structures link information. 6. Explain on how the writer's choice of structure relates to the overall central idea. 7. Explain on how the writer's choice of structure relates to the overall purpose.
RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	**RI.8.4** **B. Analyze Connotation** 6. Tell the meaning of words and phrases with specific connotations as they are used in a text. 7. Analyze the impact of specific connotation on meaning. 8. Analyze the impact of specific connotation on tone. 9. Analyze the impact of connotation on the reader. 10. Evaluate the effectiveness of the author's connotative word choice. **D. Analyze Analogies** 16. Tell the meaning of analogies as they are used in a text. 17. Analyze the impact of specific analogies on meaning of the text.
RI.8.5 - Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.	18. Analyze the impact of a specific analogy on the tone of the text. 19. Analyze the impact of a particular analogy on the reader. 20. Evaluate the effectiveness of the author's choice of analogy.

	RI.8.5
	A. <u>Compare/Contrast Text Structures</u>
	1. Compare the structures of two or more texts.
	2. Contrast the structures of two or more texts.
	B. <u>Analyze How Structure Contributes to Meaning and Style</u>
	3. Provide an analysis of how the differing structure of each text contributes to its meaning.
	4. Provide an analysis of how the differing structure of each text contributes to its style. (Lesson: https://study.com/academy/lesson/how-structure-affects-the-style-of-a-text.html)
	5. Make a judgment about which text structure more effectively contributes to the meaning of the text. (Lesson: https://www.pdesas.org/ContentWeb/Content/Content/13035/Lesson%20Plan)
	C. <u>Analyze Author's Choice of Structure</u>
	6. Analyze why each author chose their particular structure to contribute to the meaning of the text.
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.	7. Analyze why each author chose their particular structure to contribute to the style of the text.
	D. <u>Analyze Impact of Structure on Reader</u>
	8. Analyze the impact that the structure choice has on the reader.
	RI.8.6
	A. <u>Determine and Explain Author's Point of View</u>
	1. Provide a statement of an author's point of view in a nonfiction text.
	2. Determine how one or more differences in the points of view can create bias in a nonfiction text.
	3. Analyze the impact of the author's point of view choices on the reader.
	4. Evaluate the effectiveness of the author's point of view choices.
	B. <u>Explain Counterarguments and Author's Response</u>
	5. Explain how the author acknowledges counterarguments.

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

>   **W.8.3.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.
>   **W.8.3.B** - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
>   **W.8.3.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.
>   **W.8.3.D** - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
>   **W.8.3.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, voice, 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,

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6. Explain how the author responds to counterarguments.
C. Identify, Analyze, and Evaluate Author's Purpose
    7. Provide a statement of author's purpose in a nonfiction text.
    8. Analyze the impact of the author's purpose choices on the reader.
    9. Evaluate the effectiveness of the author's purpose choices.

W.8.3

- Establish a point of view and context
- Engage the reader with a story hook
- Introduce a narrator and/or characters
- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- Use figurative language to aid in description
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- Provide a conclusion that follows from and reflects on the narrated experiences or events
- Clearly convey a conflict and a resolution to the conflict
- Apply the narrative plot structure to a real or imagined story
- Demonstrate ability to create a context or setting for the story
- Develop characters throughout the story

W.8.4

- Identify defining characteristics of a variety of writing tasks
- Utilize strategies to unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task

rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one's audience
	W.8.5 ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
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.8.6** ● Use technological resources to enhance writing ● Use technology to broaden research base ● Use evidence found online to support ideas ● Give and receive feedback using technology ● Seek out authentic publishing opportunities
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.	**W.8.8** ● Use search terms effectively ● Draw evidence from multiple texts to support thesis ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Follow MLA guidelines to cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing
W.8.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**W.8.10** ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Produce written reflections
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.	● Explain stylistic choices made while writing
SL.8.1.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. **SL.8.1.B** - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. **SL.8.1.C** - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. **SL.8.1.D** - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	**SL.8.1** ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
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.8.2 ● Determine the purpose for presenting information in different media and formats. ● Interpret the presenter's purpose in conveying the information using particular media and formats. ● Analyze the impact that the use of particular media and formats has on the audience. ● Evaluate the effectiveness of the presenter's media and format choices.
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.8.4 ● Present information using sound, detailed, and relevant evidence in a coherent manner.

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SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)	● Use appropriate eye contact, adequate volume, and clear pronunciation.
	SL.8.6 ● Orally present information, using appropriate speech, in a variety of situations.
L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.8.1.C -** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	**L.8.1** ● Identify a variety of verb voices and moods in reading. ● Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing.

L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.8.2.A - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
    L.8.2.C - Spell correctly.
	L.8.2
	● Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
	● Apply common rules and patterns to spell words correctly.

L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.8.3.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).	**L.8.3** ● Identify verbs used in the active and passive voice and in the conditional and subjunctive mood. ● Select verbs in various moods to achieve an intentional effect.

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.
    L.8.4.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.
    L.8.4.C - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a
	L.8.4
	● Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases
	● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word

word or determine or clarify its precise meaning or its part of speech.

L.8.4.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.

    L.8.5.A - Interpret figures of speech (e.g. verbal irony, puns) in context.

    L.8.5.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.

- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital

L.8.5
- Define and identify figures of speech
- Determine the meaning of and purpose of figures of speech in context
- Identify the relationship of words
- Clarify words by using the relationship between them
- Discern the difference in meaning between closely related words

L.8.6
- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Writing Tasks

Primary Focus: Portfolio Pieces:
- Writing: Narrative
  - Unit 3 Performance Task- Narrative (teacher-created)
  - Narrative Post-Test Benchmark (Linkit!)

Secondary Focus: Grammar and Vocabulary
- Identify a variety of verb voices and moods in reading.

Routine Writing:
- Reading Logs
- Exit Ticket / DOL
- Warm-Ups
- Book Review
- Note Taking

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- Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break
- Apply common rules and patterns to spell words correctly.
- Identify verbs used in the active and passive voice and in the conditional and subjunctive mood.
- Select verbs in various moods to achieve an intentional effect.

Content Vocabulary	
Teacher-selected tier II words from each chapter in the extended texts, The Outsiders by S.E. Hinton and Out of the Dust by Karen Hesse (advanced).	**Tier 2 Words:** Abhor, adversity, advocate, ambiguous, amiss, anarchy, anonymous, apathy, apprehend, assimilate, audacious, avid, behoove, belligerent, commemorate, conscientious, conspire, convey, disgruntled, evoke, exasperated, facetious, flippant, gallantly, genocide, inane, inconsequential, meticulous, muster, mutiny, obligation, obsolete, opposition, ornery, persistent, prejudice, prevalent, pseudonym, rebel, resilient, rivalry, succumb, spontaneous, surreptitious, tedious, tension, tirade.

Required Speaking and Listening	Suggested Speaking and Listening
- Whole group discussion - Pair-Share - Small group discussions - Teacher directed discussions - Student-led presentations - Follow agreed upon rules for discussion - Questioning techniques	- Create audio recordings - Class debates - Readers' Theater - Oral Report - Literature Circle - Partner talk - Accountable talk

- Active Listening Strategies
- Oral Presentations
- Oral Reading
- Oral response to questions
- Book talk

Performance Task Options/Interdisciplinary Connections	Professional Resources
Social Studies/Art: Using the links, students will create a pamphlet on a specific country. The pamphlet should present an argument as to why tourists should visit the country as well as information and visuals about the country.	**Social Studies Resources:** Rubric - https://docs.google.com/document/d/1z85mfVys4PdpOw5owi_i0-m_fux-5Y2KTzoPE2DYOVI/edit?usp=sharing Project Explanation - https://docs.google.com/document/d/1o-If1J1UwNnUyp_hIWEiljCqCFkp7rbp8Y3evKSFSxI/edit?usp=sharing

Academic Vocabulary	
RL.8.1 - cite, textual evidence, connections, analyze, explicit, inferences. RL.8.2 - theme, central idea, analyze, objective summary. RL.8.3 - analyze, dialogue, incidents, drama. RL.8.4 - figurative meanings, connotative meanings, analyze, tone, analogies, allusions. RL.8.5 - compare, contrast, structure. RL.8.6 - analyze, point of view, dramatic irony, suspense, humor. RL.8.9 - practical knowledge, historical context, cultural context, background knowledge, themes, character types, myths, traditional stories, religious works. RI.8.1 - cite, analyze, explicit, inferences.	W.8.3 - narratives, technique, details, sequences. W.8.3.a - context, point of view, narrator, characters, event sequence. W.8.3.b - narrative, dialogue, pacing, description, reflection. W.8.3.c - transition words/phrases/clauses, sequence, shifts. W.8.3.d - descriptive details, sensory language. W.8.3.e - conclusion. W.8.4 - voice, style. W.8.5 - planning, revising, editing, rewriting. W.8.6 - collaborate. W.8.8 - print sources, digital sources, search terms, credibility, accuracy, quote, paraphrase, data, conclusions, plagiarism, format, citation. W.8.10 - research, reflection, metacognition, self-correction, revision. SL.8.1 - collaborative discussions.

RI.8.2 - central idea, supporting ideas, objective summary. RI.8.3 - analyze, connections, distinctions, comparisons, analogies, categories. RI.8.4 - figurative words, connotative words, technical meanings, tone, analogies, allusions. RI.8.5 - structure, paragraph, key concept. RI.8.6 - point of view, author's purpose, evidence, viewpoints. L.8.1 - conventions, grammar. L.8.1.c - indicative, imperative, interrogative, conditional, subjunctive. L.8.2 - capitalization, punctuation, spelling. L.8.2.a - punctuation, comma, ellipsis, dash. L.8.2.c - spell. L.8.3.a - verbs, active voice, passive voice, conditional mood, subjunctive mood. L.8.4 - multiple-meaning words. L.8.4.a - context. L.8.4.c - reference materials, dictionaries, glossaries, thesauruses. L.8.4.d - preliminary determination, context, inferred meaning. L.8.5 - figurative language, word relationships, nuances. L.8.5.a - figures of speech, verbal irony, puns. L.8.5.c - connotations, associations, denotations, definitions.	SL.8.1.a - discussions, explicit, evidence. SL.8.1.b - collegial discussions. SL.8.1.c - evidence, observations, ideas. SL.8.1.d - qualify, justify, evidence. SL.8.2 - analyze, diverse media formats, visually, quantitatively, orally, evaluate, motives. SL.8.4 - claims, salient points, evidence, reasoning, details. SL.8.6 - contexts, tasks.
Modifications/Accommodations for Students with IEPs	**Modifications/Accommodations for At-Risk Students**
● Review students' IEPs for academic and environmental support ● Modify activities/assignments/projects ● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments	● Breakdown activities/assignments/projects/assessments into manageable units ● Additional time to complete activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Small Group Instruction ● Intervention/Remediation

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- Allow student to receive reading text in various forms (written, verbal, audio)
- Pre-teach new vocabulary
- Modify Content
- Modify Amount of work given
- Modify Assessment
- Modify Homework
- Re-teach skill if needed
- Allow student to make test corrections or retake assessment
- Adjust Pacing of Content
- Small Group Instruction
- Individual Intervention/Remediation
- Additional Support Material
- Lower-Level Text
- Guided Notes
- Graphic Organizers

Resources:
- Achieve3000 (Leveled Texts/Activities)
- LearningAlly (Independent novels on student's lexile level)
- IXL Language Arts (Individualized skill-based lessons)
- iReady Teacher Toolbox (Reading)
- iReady Teacher Toolbox (Writing/Grammar)
- SeeSaw (Reteach/Reinforce Skills)
- EdPuzzle (Reteach/Reinforce Skills)
- AchieveTheCore
- ReadWorks
- NewsELA
- CommonLit
- Graphic Organizers

Resources:
- Achieve3000 (Leveled Texts/Activities)
- LearningAlly (Independent novels on student's lexile level)
- IXL Language Arts (Individualized skill-based lessons)
- iReady Teacher Toolbox (Reading)
- iReady Teacher Toolbox (Writing/Grammar)

Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
- Review student individual 504 plan for instructional, assessment, and environmental supports.	**(ELL/Newcomer) Resources:**

- Provide students with flexible seating options while reading depending on need or preference. - Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. - Oral reading & oral response options can be used for assignments. - Extra time for completing tasks, checklists and other tasks. - Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. - Provide samples and model each step of the writing process as needed. - Use sticky notes to annotate **Resources**: - Achieve3000 (Leveled Texts/Activities) - LearningAlly (Independent novels on student's lexile level) - IXL Language Arts (Individualized skill-based lessons) - iReady Teacher Toolbox (Reading) - iReady Teacher Toolbox (Writing/Grammar)	All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/ - Realia or concrete objects - Physical Models, Pictures, Photographs - Manipulatives - Videos and Films - Gestures, Physical Movements, Music and Songs - Partner Work - Student Mentor or Coach - Labeling - Word Banks - Sentence Starters, Sentence Frames - Graphic Organizers
Extensions for Gifted Students	**Required/Suggested Activities**
Resources: - Extend activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Modify Content - Adjust Pacing of Content - Small Group Enrichment - Individual Enrichment - Higher-Level Text - The inclusion of additional subject areas and/or activities (cross curricular).	**Required:** - Do Now/Warm-Up - Whole Group - Small Groups - Guided Practice - Independent Practice - Measurable Objective - Identify and review objectives for lesson - Centers - Guided Reading utilizing Before, During, and After activities - Intervention/Remediation

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	Suggested: ● Projects ● Academic Games ● Stations

Unit #4	
Unit Title	Historical Fiction/The Holocaust
Reading Genre(s)	Fiction; Historical Fiction; Informational Non-Fiction; Poetry; Primary Source; Drama
Writing Tasks	Informative/Explanatory Writing, Research Writing, and Routine Writing, NJSLA Research Simulation Task (RST)
Recommended Pacing	~ 9 Weeks
Unit Summary	In the Holocaust unit, students will be introduced and re-introduced to genocidal events. Most of the unit will be dedicated to the Holocaust, but students will also explore past and current genocides. To accomplish this, the students will read excerpts from The Book Thief by Markus Zusak, as well as the play based upon the novel. They will also study various informational texts, multimedia and visual displays, poems and personal histories that align to the New Jersey Student Learning Standards. Students will regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge. During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose "Just Right" books, use reading logs, reading journals, create text evidence-based claims, set reading goals, and set up and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year.

	During Research Simulation Tasks (RSTs), the expected strategy will incorporate the "I Do, We Do, You Do" approach. The teacher will model writing techniques; the class may write pieces together; students will write independently. Writing techniques will be taught through mini-lessons and modeling. Assessments will vary but may include post-its/claims, exit tickets, multiple-choice questions, end-of-unit Benchmarks, writing pieces, and other formative and summative assessments.
Career Readiness, Life Literacies, and Key Skills Standards	**Financial Psychology:** • 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. • 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising. **Information and Media Literacy:** • 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. • 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. • 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). • 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. • 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data. 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication. • 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). • 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

	• 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). • 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). • 9.4.8.IML.11: Predict the personal and community impact of online and social media activities. • 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. • 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). • 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. • 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
Computer Science and Design Thinking (Technology)	**Nature of Technology:** • 8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem. • 8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function. • 8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose. • 8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. **Effects of Technology on the Natural World:** • 8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs. • 8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital). • 8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact. • 8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best. **Ethics and Culture:** • 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. • 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Diversity, Equity, and Inclusion	Throughout this unit, the lives and cultures of diverse people are represented in the materials students interact with daily. The events of the Holocaust reviews the horrible reality of the lives of Jewish people during the 1930s-1940s. This topic opens many avenues for discussions on life during World War II and how it compares/contrasts to life today. Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities.
Amistad	Addressed in Unit 2
Holocaust	The events of the Holocaust are represented predominately through the anchor text, <u>The Book Thief</u> by Markus Zusak, as well as numerous articles, videos, poems, primary sources, and additional resources. Prior to reading, students will briefly review the events of the Holocaust to gauge prior knowledge and understanding. Throughout this unit, students will use all these resources to assist in their understanding of the events of the Holocaust and the impact it had/has on modern/contemporary life. The instruction will further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Enduring Understandings	Essential Questions
- Reading expands the understanding of the world, its people and oneself. - Effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - An individual's choice to act as an ally, bystander, or perpetrator impacts individuals, their community and whole nations. - Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening. - One can gain a greater understanding of themselves through writing about their own experiences and reading about others. - Authors make choices that will best convey their experience to the reader.	- What do good readers do? - Author's choice: why does it matter? - What makes a story a "great" story? - What do good writers do? - What do good researchers do? - What makes a presentation "great"?

District/School Required Texts and Media Formats	District/School Supplementary Resources

Anchor Text: The Book Thief by Markus Zusak (excerpts)
● Required Financial Literacy Standard 9.1.8.B.5 "Consumers: Making More Thoughtful Money Decisions" Lesson
 	
Paired Text(s):
- "The Book Thief: The Play" - *Scope Magazine adaptation*
- The Book Thief movie (2013)
- "The Horror of Nazi Germany" - *Scope Magazine* article
- "The Boys Who Fought the Nazis" - *Scope Magazine* article
- "Kristallnacht: The Night of Broken Glass" (article)
   - "Crystal Night" by Lyn Lifshin (poem)
- Photos of Nazi Propaganda
- Holocaust Victims Personal Histories (Website and accompanying worksheet)
	Supplementary Resources:
	● Scholastic SCOPE Magazine
	● NewsELA
	● Learning Ally
	● ReadWorks
	● Core Standards: Appendix B
	
	Holocaust Paired Texts:
	● "Introduction to the Holocaust" (article, timeline)
	● "Children During the Holocaust" (article)
	● "The Little Polish Boy" by Peter L. Fischl (poem and photo)
	● "Never Shall I Forget" by Elie Wiesel (poem)
	● "The Shawl" by Cynthia Ozick
	● "The Key Game" by Ida Fink
	● "The Holocaust Just Got More Shocking" (article)
	● Articles about Helmuth Hubener
	   ○ History.com
	   ○ German Resistance Memorial Center
	   ○ Index of Persons
	● Various Videos about the Holocaust
	
	***Genocide Optional Resources*:**
	Darfur:
	● Darfur Now documentary (2007)
	● NJ Instructional Guide - Darfur
	● "Darfur: Does History Repeat Itself?" - Instructional Guide
	● "Genocide and the Triangle of Conflict - Rwanda, Darfur, Holocaust" - worksheet

Pre-Reading Activities:
- Historical Fiction Pre-Test (Linkit!)

Post-Reading Activities:
- Historical Fiction Post-Test Benchmark (Linkit!)

District/School Formative Assessments	District/School Summative Assessments
● Anecdotal Records ● Writing Portfolios (Argumentative) ● i- Ready Instruction	● District Benchmarks ● Writing Assessment-(RST) ● i-Ready Diagnostic

Instructional Best Practices	
● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility	● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Learning Plan	
NJSLS	**Learning Targets and Exemplar Lessons:**
9.1.8.B.5 - Explain the effect of the economy on personal income, individual and family security, and consumer decisions.	**9.1.8.B.5** **Consumers: Making More Thoughtful Money Decisions - Link to Economics Lesson**

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	- Identify a decision or choice. - Identify the benefits of alternatives. - Identify the costs of alternatives. - Identify the institutional rules and forces that impact benefits and costs. **Lesson:** https://economicscenter.org/teaching-resources/classroom-lessons/consumer-decision-making-lesson-2.aspx

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.8.1**
	    1. Closely read a text to: - Find relevant evidence - Make connections - Find evidence to support predictions - Find evidence to support conclusions **A. <u>Choosing Relevant Evidence</u>**
	    2. Use questioning to determine what the text is saying explicitly.
	    3. Consider what makes certain quotes relevant to your analysis.
	B. <u>Author's Use of Language</u>
	    4. Identify the author's diction.
	    5. Consider the author's use of high level or low level diction.
	D. <u>Gather Evidence for Inferences from Implied Information</u>
	    7. Gather evidence to support conclusions.
	E. <u>Gather Evidence for Explicit Information</u>
	    10. Gather evidence from the text to support explicit meaning.
	    11. Correctly cite evidence.

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.8.2**
	A. <u>Theme and Central Idea</u>
	    1. Provide a statement of a central idea based on textual evidence.
	    2. Analyze the development of a theme over the course of the text.

	3. Analyze the development of the central idea over the course of the text. **B. <u>Relationships Among Theme, Characters, Settings, and Plot</u>** 4. Analyze the relationship between the theme and supporting ideas in the text. 5. Explain how a character's actions and dialogue develop the theme. 6. Analyze how aspects of setting support a stated theme. 7. Analyze plot points and explain how they develop theme. **C. <u>Summarizing</u>** 8. Summarize the text objectively (without reader opinion), capturing the main ideas and their development in a 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.8.3** **C. <u>Relationship Between Individuals, Events, and Ideas</u>** 8. Explain that individuals, ideas and events can relate through comparisons, analogies particular events and particular ideas. or specific categories. 9. Tell how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas and events. 10. Analyze a writer's *style (tone, diction, syntax)* to determine the relationship between individuals, ideas and events. 11. Analyze a writer's *presentation* to determine the relationship between individuals, ideas and events. 12. Analyze *why* the author chose to make connections between particular individuals, particular ideas and particular events. 13. Analyze why the author chose to make distinctions between particular individuals, 14. Analyze the impact of the connections between individuals, events and ideas on the reader. 15. Analyze the impact of the distinctions between individuals, events, and ideas on the reader. 16. Analyze the effectiveness of the connections between ideas, individuals and events in communicating the author's central idea.

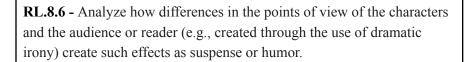|	17. Analyze the effectiveness of the distinctions between individuals, events and ideas in communicating the author's central idea.

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.8.4**
	  A. <u>**Analyzing Figurative Language**</u>
	     1. Tell the meaning of figurative words and phrases as they are used in text.
	     2. Analyze the impact of figurative language on meaning.
	     3. Analyze the impact of figurative language on tone.
	     4. Analyze why the author used a specific figurative language.
	     5. Evaluate the effectiveness of the author's choice of a figurative word or phrase.
	  C. <u>**Analyzing Technical Words**</u>
	     11. Tell the meaning of technical words and phrases as they are used in a text.
	     12. Analyze the impact of specific technical words on the meaning of the text.
	     13. Analyze the impact of a technical word choice on the tone of the text.
	     14. Analyze the impact of a particular word choice on the reader.
	     15. Evaluate the effectiveness of the author's choice of a particular technical word.

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.8.5**
	  A. <u>**Compare/Contrast Structures**</u>
	     1. Compare the structure of two or more texts.
	     2. Contrast the structure of two or more texts.
	  C. <u>**Analyze Author's Choice of Structure**</u>
	     6. Analyze why each author chose their particular structure to contribute to the meaning of the text.
	     7. Analyze why each author chose their particular structure to contribute to the style of the text.
	  D. <u>**Analyze the Impact of Structure on the Reader**</u>
	     8. Analyze the impact that the structure choice has on the reader.

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.	**RL.8.6**
	  A. <u>Determine, Analyze, and Evaluate Point of View</u>
	      1. Provide a statement of an author's point of view in a fiction text.
	      2. Determine how one or more differences in the points of view can create bias in a fiction text.
	      3. Analyze the impact of the author's point of view choices on the reader.
	      4. Evaluate the effectiveness of the author's point of view choices.
	  B. <u>Determine, Analyze, and Evaluate Author's Purpose</u>
	      5. Provide a statement of the author's purpose in a fiction text.
	      6. Analyze the impact of the author's purpose choices on the reader.
	      7. Evaluate the effectiveness of the author's purpose choices.
	  C. <u>Determine Types of Irony</u>
	      8. Differentiate between dramatic, situational, and verbal irony.
	      9. Determine the reasons why an author would include irony.
	  D. <u>How Suspense and Humor is Created</u>
	      10. Determine how irony creates suspense.
	      11. Determine how irony creates humor.

RL.8.10 - By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.	**RL.8.10**
	  ● Determine difficulties in comprehending and making meaning
	  ● Apply appropriate strategies in order to increase comprehension when encountering difficult text
	  ● Encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life
	  ● Encounter the text with minimal clarifications
	  ● Discern more from and make fuller use of text
	  ● Make an increasing number of connections among ideas and between texts

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.8.1**
	    1. Closely read a text to:
	        ● Pull evidence
	        ● Analyze Literary Devices
	        ● Make connections
	        ● Find evidence to support predictions and conclusions
	        ● Find context clues
	        ● Determine multiple meanings
	A. <u>Pulling Evidence from the Text</u>
	    2. Use questioning to pull quality evidence to support a claim.
	    3. Determine importance to extract quality evidence to support a claim.
	    4. Look for patterns to pull out quality evidence to support a claim.
	C. <u>Making Connections</u>
	    7. Make connections to self when relevant.
	    8. Make connections to other texts when relevant.
	    9. Make global connections when relevant.
	E. <u>Gather Evidence for Explicit Information</u>
	    13. Gather evidence from the text to support explicit meaning.
	    14. Correctly cite evidence.
	F. <u>Literary and Informational Text</u>
	    17. Analyze a variety of literary genres and informational texts.

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.8.2**
	A. <u>Analyze Theme/Central Idea</u>
	    1. Provide a statement of a central idea based on textual evidence.
	    2. Analyze the development of the theme over the course of the text.
	    3. Analyze the development of the central idea over the course of the text.
	B. <u>Analyze Relationships Between Theme and Supporting Ideas</u>
	    4. Analyze the relationship between the theme and supporting ideas in the text.
	C. <u>Summarizing</u>

RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	5. Summarize the text objectively (without reader or author's opinion), capturing the main ideas and key details.
	
	RI.8.3
	  B. <u>Purposes of Text Structures</u>
	    4. Describe how different text structures present information.
	    5. Describe how different text structures link information.
	    6. Explain on how the writer's choice of structure relates to the overall central idea.
	    7. Explain on how the writer's choice of structure relates to the overall purpose.
	  C. <u>Relationship Between Individuals, Events, and Ideas</u>
	    8. Explain that individuals, ideas and events can relate through comparisons, analogies particular events and particular ideas.
	or specific categories.
	    9. Tell how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas and events.
	    10. Analyze a writer's *style (tone, diction, syntax)* to determine the relationship between individuals, ideas and events.
	    11. Analyze a writer's *presentation* to determine the relationship between individuals, ideas and events.
	    12. Analyze *why* the author chose to make connections between particular individuals, particular ideas and particular events.
	    13. Analyze why the author chose to make distinctions between particular individuals,
	    14. Analyze the impact of the connections between individuals, events and ideas on the reader.
	    15. Analyze the impact of the distinctions between individuals, events, and ideas on the reader.
	    16. Analyze the effectiveness of the connections between ideas, individuals and events in communicating the author's central idea.
	    17. Analyze the effectiveness of the distinctions between individuals, events and ideas in communicating the author's central idea.

RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	**RI.8.4**
	  A. **Analyze Figurative Language**
	      1. Tell the meaning of figurative words and phrases as they are used in a text.
	      2. Analyze the impact of figurative language on meaning.
	      3. Analyze the impact of figurative language on tone.
	      4. Analyze why the author used a specific figurative language.
	      5. Analyze the effectiveness of an author's choice of a figurative word or phrase.
	  B. **Analyze Connotation**
	      6. Tell the meaning of words and phrases with specific connotations as they are used in a text.
	      7. Analyze the impact of specific connotation on meaning.
	      8. Analyze the impact of specific connotation on tone.
	      9. Analyze the impact of connotation on the reader.
	      10. Evaluate the effectiveness of the author's connotative word choice.
	  C. **Analyze Technical Words**
	      11. Tell the meaning of technical words and phrases as they are used in a text.
	      12. Tell the meaning of technical words and phrases as they are used in a text.
	      13. Analyze the impact of specific technical on meaning of the text.
	      14. Analyze the impact of a technical word choice on the tone of the text.
	      15. Analyze the impact of a particular technical word choice on the reader.
	      16. Evaluate the effectiveness of the author's choice of a particular technical word.
	
	RI.8.5
	  A. **Compare/Contrast Text Structures**

RI.8.5 - Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.	1. Compare the structures of two or more texts.
	2. Contrast the structures of two or more texts.
	C. Analyze Author's Choice of Structure
	    6. Analyze why each author chose their particular structure to contribute to the meaning of the text.
	    7. Analyze why each author chose their particular structure to contribute to the style of the text.
	D. Analyze Impact of Structure on Reader
	    8. Analyze the impact that the structure choice has on the reader.

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.	**RI.8.6**
	A. Determine and Explain Author's Point of View
	    1. Provide a statement of an author's point of view in a nonfiction text.
	    2. Determine how one or more differences in the points of view can create bias in a nonfiction text.
	    3. Analyze the impact of the author's point of view choices on the reader.
	    4. Evaluate the effectiveness of the author's point of view choices.
	B. Explain Counterarguments and Author's Response
	    5. Explain how the author acknowledges counterarguments.
	    6. Explain how the author responds to counterarguments.
	C. Identify, Analyze, and Evaluate Author's Purpose
	    7. Provide a statement of author's purpose in a nonfiction text.
	    8. Analyze the impact of the author's purpose choices on the reader.
	    9. Evaluate the effectiveness of the author's purpose choices.
	
	RI.8.10
	- Determine difficulties in comprehending and making meaning
	- Apply appropriate strategies in order to increase comprehension when encountering difficult text

RI..8.10 - By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	● Encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life ● Encounter the text with minimal clarifications ● Discern more from and make fuller use of text ● Make an increasing number of connections among ideas and between texts

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.
 	
    W.8.2.A - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
    W.8.2.B - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    W.8.2.C - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
    W.8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.
    W.8.2.E - Establish and maintain a formal style.
    W.8.2.F - Provide a concluding statement or section that follows from and supports the information or explanation presented.
	W.8.2
	● Focus writing on thoroughly describing or explaining a topic
	● Identify the defining elements of this specific writing genre
	● Explore topics from their content area classes
	● Write an introduction that clearly outlines ideas to follow
	● Organize ideas and information using text structures and text features
	● Write a thesis statement
	● Select facts, definitions, concrete details, quotations, or other information and examples
	● Use transitional words and phrases
	● Choose specific vocabulary and language
	● Develop and use a consistent style, approach and form for the task
	● Write a conclusion to close the ideas in the text
	● Create language that is appropriate to one's audience and a formal tone

W.8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and	**W.8.4** ● Identify defining characteristics of a variety of writing tasks ● Utilize strategies to unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task

audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one's audience
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.	**W.8.5** ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
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.8.6** ● Use technological resources to enhance writing ● Use technology to broaden research base ● Use evidence found online to support ideas ● Give and receive feedback using technology ● Seek out authentic publishing opportunities
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.8.7** ● Explore inquiry topics through short research projects ● Compose student-generated questions focused around areas of interest or content studies ● Research and synthesize information from several sources ● Develop research questions ● Determine keywords or topics for each question ● Conduct research and synthesize multiple sources of information ● Compose follow-up research questions based on the initial search
W.8.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time	**W.8.10** ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Produce written reflections

frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	● Explain stylistic choices made while writing
	SL.8.1
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. **SL.8.1.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. **SL.8.1.B** - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. **SL.8.1.C** - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. **SL.8.1.D** - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
	SL.8.2
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.	● Determine the purpose for presenting information in different media and formats ● Interpret the presenter's purpose in conveying the information using particular media and formats ● Analyze the impact that the use of particular media and formats has on the audience ● Evaluate the effectiveness of the presenter's media and format choices
	SL.8.5

SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	● Incorporate multimedia and visual displays into presentations ● Analyze the impact that these multimedia and visual displays will have on the reader
SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)	**SL.8.6** ● Orally present information, using appropriate speech, in a variety of situations.
L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.8.1.D** - Recognize and correct inappropriate shifts in verb voice and mood.	**L.8.1** ● Identify verbs in reading and writing pieces ● 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. **L.8.2.C** - Spell correctly.	**L.8.2** ● Apply common rules and patterns to spell words correctly

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.
    L.8.4.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.
    L.8.4.B - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
    L.8.4.C - 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.
	L.8.4
	● Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases
	● Determine the meaning of commonly used prefixes and suffixes
	● Separate a base word from the prefix or suffix
	● Use the definition of known prefixes and suffixes to define new words
	● Identify root words in unknown words
	● Use known root words to aid in defining unknown words
	● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
	● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech

L.8.4.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)	● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses ● Consult reference materials that are both printed and digital
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.	**L.8.6** ● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

<table><tr><td colspan="2" align="center" style="background-color:red">Writing Tasks</td></tr></table>

Primary Focus: Portfolio Pieces:
● Writing: Research (Informative/Explanatory)
  ○ Unit 4 Research Simulation Prompt (teacher-created)
  ○ Historical Fiction Post-Test Benchmark (Linkit!)
 	
Secondary Focus: Grammar and Vocabulary
● Identify verbs in reading and writing pieces.
● Recognize and correct inappropriate shifts in verb voice and mood.
● Apply common rules and patterns to spell words correctly.
	Routine Writing:
	● Reading Logs
	● Exit Ticket / DOL
	● Warm-Ups
	● Book Review
	● Note Taking

<table><tr><td colspan="2" align="center" style="background-color:red">Content Vocabulary</td></tr></table>

Teacher-selected tier II words from each section in the extended text, <u>The Book Thief</u> by Markus Zusak.	**Tier 2 Words:** Abhor, adversity, advocate, ambiguous, amiss, anarchy, anonymous, apathy, apprehend, assimilate, audacious, avid, behoove, belligerent, commemorate, conscientious, conspire, convey, disgruntled, evoke, exasperated, facetious, flippant, gallantly, genocide, inane, inconsequential, meticulous, muster, mutiny, obligation, obsolete, opposition, ornery, persistent, prejudice, prevalent, pseudonym, rebel,

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resilient, rivalry, succumb, spontaneous, surreptitious, tedious, tension, tirade.	

Required Speaking and Listening	Suggested Speaking and Listening
- Whole group discussion - Pair-Share - Small group discussions - Teacher directed discussions - Student-led presentations - Follow agreed upon rules for discussion - Questioning techniques - Active Listening Strategies - Oral Presentations - Oral Reading - Oral response to questions - Book talk	- Create audio recordings - Class debates - Readers' Theater - Oral Report - Literature Circle - Partner talk - Accountable talk

Performance Task Options/Interdisciplinary Connections	Professional Resources
Social Studies/ Music: Music played an important role for both the North and South during the Civil War. Both sides adopted 'theme songs' of the other and put their own lyrics to the melodies. Their songs defined many of the issues and emotions held by both sides. Students can work individually, with a partner or in small groups to research the music of the North or music of the South. Then, students select a song and create a presentation discussing the satire, foreshadowing, humor etc. represented in the song as well as the impact the song had on both northern and southern societies.	**Critical Thinking Suggested Resources**

Academic Vocabulary	
RL.8.1 - cite, textual evidence, connections, analyze, explicit, inferences. RL.8.2 - theme, central idea, analyze, objective summary. RL.8.3 - analyze, dialogue, incidents, drama. RL.8.4 - figurative meanings, connotative meanings, analyze, tone, analogies, allusions. RL.8.5 - compare, contrast, structure. RL.8.6 - analyze, point of view, dramatic irony, suspense, humor. RI.8.1 - cite, analyze, explicit, inferences. RI.8.2 - central idea, supporting ideas, objective summary. RI.8.3 - analyze, connections, distinctions, comparisons, analogies, categories. RI.8.4 - figurative words, connotative words, technical meanings, tone, analogies, allusions. RI.8.5 - structure, paragraph, key concept. RI.8.6 - point of view, author's purpose, evidence, viewpoints. L.8.1 - conventions, grammar. L.8.1.d - shifts, verb voice, mood. L.8.2 - capitalization, punctuation, spelling. L.8.2.c - spell. L.8.4 - unknown words, multiple meaning words/phrases. L.8.4.a - context. L.8.4.b - Greek affixes/roots, Latin affixes and roots. L.8.4.c - reference materials, dictionaries, glossaries, thesauruses. L.8.4.d - determination, inferred, context, dictionary. L.8.6 - academic words/phrases, domain-specific words/phrases.	W.8.2 - informative, explanatory, topic, ideas, concepts, analysis. W.8.2.a - topic, text structures, definition, classification, comparison/contrast, cause/effect, text features, headings, graphics, multimedia. W.8.2.b - topic, concrete details, quotations. W.8.2.c - transitions. W.8.2.d - precise language, domain-specific vocabulary, topic. W.8.2.e - formal style. W.8.2.f - concluding statement/section. W.8.4 - voice, style. W.8.5 - planning, revising, editing, rewriting. W.8.6 - collaborate. W.8.7 - self-generated question, sources. W.8.10 - research, reflection, metacognition, self-correction, revision. SL.8.1 - collaborative discussions. SL.8.1.a - discussions, explicit, evidence. SL.8.1.b - collegial discussions. SL.8.1.c - evidence, observations, ideas. SL.8.1.d - qualify, justify, evidence. SL.8.2 - analyze, diverse media formats, visually, quantitatively, orally, evaluate, motives. SL.8.5 - multimedia, visual displays, claims, evidence. SL.8.6 - contexts, tasks.
Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students

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- Review students' IEPs for academic and environmental support
- Modify activities/assignments/projects
- Breakdown activities/assignments/projects/assessments into manageable units
- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Allow student to receive reading text in various forms (written, verbal, audio)
- Pre-teach new vocabulary
- Modify Content
- Modify Amount of work given
- Modify Assessment
- Modify Homework
- Re-teach skill if needed
- Allow student to make test corrections or retake assessment
- Adjust Pacing of Content
- Small Group Instruction
- Individual Intervention/Remediation
- Additional Support Material
- Lower-Level Text
- Guided Notes
- Graphic Organizers

Resources:
- Achieve3000 (Leveled Texts/Activities)
- LearningAlly (Independent novels on student's lexile level)
- IXL Language Arts (Individualized skill-based lessons)
- iReady Teacher Toolbox (Reading)
- iReady Teacher Toolbox (Writing/Grammar)
- SeeSaw (Reteach/Reinforce Skills)
- EdPuzzle (Reteach/Reinforce Skills)
- AchieveTheCore
- ReadWorks

- Breakdown activities/assignments/projects/assessments into manageable units
- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Small Group Instruction
- Intervention/Remediation

Resources:
- Achieve3000 (Leveled Texts/Activities)
- LearningAlly (Independent novels on student's lexile level)
- IXL Language Arts (Individualized skill-based lessons)
- iReady Teacher Toolbox (Reading)
- iReady Teacher Toolbox (Writing/Grammar)

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- [NewsELA](#)
- [CommonLit](#)
- [Graphic Organizers](#)

Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
- Review student individual 504 plan for instructional, assessment, and environmental supports. - Provide students with flexible seating options while reading depending on need or preference. - Utilize Multisensory methods such as Google images, gesturing, and meaningful movement. - Oral reading & oral response options can be used for assignments. - Extra time for completing tasks, checklists and other tasks. - Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. - Provide samples and model each step of the writing process as needed. - Use sticky notes to annotate **Resources**: [Achieve3000](#) (Leveled Texts/Activities) [LearningAlly](#) (Independent novels on student's lexile level) [IXL Language Arts](#) (Individualized skill-based lessons) [iReady Teacher Toolbox](#) (Reading) [iReady Teacher Toolbox](#) (Writing/Grammar)	**(ELL/Newcomer) Resources:** All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/ - Realia or concrete objects - Physical Models, Pictures, Photographs - Manipulatives - Videos and Films - Gestures, Physical Movements, Music and Songs - Partner Work - Student Mentor or Coach - Labeling - Word Banks - Sentence Starters, Sentence Frames - Graphic Organizers
Extensions for Gifted Students	**Required/Suggested Activities**
Resources: - Extend activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Modify Content - Adjust Pacing of Content - Small Group Enrichment	**Required:** - Do Now/Warm-Up - Whole Group - Small Groups - Guided Practice - Independent Practice - Measurable Objective

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● Individual Enrichment ● Higher-Level Text ● The inclusion of additional subject areas and/or activities (cross curricular).	● Identify and review objectives for lesson ● Centers ● Guided Reading utilizing Before, During, and After activities ● Intervention/Remediation **Suggested:** ● Projects ● Academic Games ● Stations