

# Stratford School District

## Curriculum Map Language Arts 8th Grade



## Reading Units

Unit	Time Frame
<a href="#"><u>Narrative and Literary Analysis Writing</u></a>	10 weeks
<a href="#"><u>Informative/Argument Writing</u></a>	10 weeks
<a href="#"><u>Research</u></a>	10 weeks
<a href="#"><u>Multigenre/Response to text</u></a>	10 weeks

## **Interdisciplinary Connections**

### Visual and Performing Arts

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

### Math Practice Standards

1 Make sense of problems and persevere in solving them.

3 Construct viable arguments and critique the reasoning of others.

### Social Studies

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

## **Career Readiness, Life Literacies, and Key Skills**

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income

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.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

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.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.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

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.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

## **Computer Science and Design Thinking**

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

## Unit 1: Narrative and Literary Analysis

### Unit Timeline:

#### Unit New Jersey Student Learning Standards:

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.RW.8.7. 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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

#### Unit Learning Objectives:

- Demonstrate command of the system and structure of the English language when writing or speaking.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Identify and analyze the elements of narrative structure, including setting, characters, conflict, plot, and resolution
- Create a narrative that effectively develops a central idea or theme, ensuring that the plot and characters contribute to this focus.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Students will engage in the writing process, including drafting, revising, and editing their narratives, focusing

on clarity, coherence, and style

- Build new words from affixes and roots then create definitions for them
- Apply correct grammar, punctuation, and sentence structure in their analytical writing.
- Identify and correct common grammatical errors to enhance clarity and coherence in their essays.
- Use specific quotes and examples from the text to support their analysis and interpretations.
- Participate in peer review sessions, providing constructive feedback to classmates.
- Revise their own writing based on feedback and self-reflection to improve clarity, depth, and coherence.
- Reflect on their reading and writing processes, identifying what strategies worked well and what they might improve in future analyses

### Unit Resources:

Core: *HMH Into Literature*

Supplemental: Quill, IXL, *HMH Writable*, Scholastic *SCOPE* magazine, various mentor texts, graphic organizers, Google Suite, Sadlier Grammar workbooks

### Learning Plan:

Do Nows (Writing):

- Monday: Journal writing
- Tuesday: Revise & Edit- Informational texts
  - Titled in shared drive: 50DaysOfDailyEditingGrammarPracticeExercisesGrades7910-1 (4)
- Wednesday: Daily Spelling/Grammar
- Thursday: Daily Edits
- Friday: Descriptive Writing

Fiction/Narrative Writing

- Daily Journal writing
- Basic Paragraph structure
- Run-on sentence lesson
- HMH Diagnostic tests
- Letter to my future self: students will set goals for themselves and attempt to meet throughout the year- get their letter back at years end
- Virtual Locker: Students create a virtual locker that represents who they are.
- Email Etiquette: Show students expectations how to write an email to teachers.
- Creative Group Story (Horror Themed- tone, suspense, mood)
- Narrative: Continuation of Outsiders, written from a different POV, or create your own short story.
- Paragraph writing (RACES) both as an analysis (reading) and answering a question (nonfiction): Use Scope to work on this.
- Halloween Week: Writing with Suspense: Timed Writing to build stamina:

Grammar:: Ellipses, Imperative Mood, Semicolon, Colon, Parentheses. (Unit 2): Commas, Dashes, Subjunctive Mood. Clauses: Independent/Dependent, Adjective, Adverb; Sentence types: Complex, compound, compound-complex, simple, fragment, run-on, (teach through mentor sentences)

### Unit Assessments:

#### Formative Assessments:

Close Reading/Analysis of work, short answer responses, Student/Teacher Conferences, Socratic Discussion, Classwork /Group work/Homework, Journal Responses , Grammar Review and Quill, Quick Check, student journals

#### Summative Assessments:

Response to Literature/Narrative writing pieces - Rubric Scoring, Publishing/Sharing

**Alternate Assessments:** classroom projects, classroom discussions, teacher conferences, written response to text, writing conferences, daily writing, writing process pieces

## Unit 2 - Informative/Argument Writing

### Unit New Jersey Student Learning Standards:

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and 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) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. 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.SE.8.6. 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.RW.8.7. 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.II.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.ES.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.PI.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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

B. Form and use verbs in the active and passive voice.

D. Recognize and correct inappropriate shifts in verb voice and mood.

G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### **Unit Learning Objectives:**

- Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- 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.
- 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.
- Identify the key features of explanatory writing, including the use of facts, definitions, and examples to clarify ideas.
- Formulate a clear central idea or thesis statement that guides their explanatory writing, ensuring coherence throughout the text.
- Recognize the characteristics of argumentative writing, including claims, counterclaims, and evidence.
- Engage in the writing process, including drafting, revising, and editing their narratives, focusing on clarity, coherence, and style
- Build new words from affixes and roots then create definitions for them
- Apply correct grammar, punctuation, and sentence structure in their writing.
- Identify and correct common grammatical errors to enhance clarity and coherence in their essays.
- Use specific quotes and examples from the text to support their analysis and interpretations.
- Participate in peer review sessions, providing constructive feedback to classmates.
- Revise their own writing based on feedback and self-reflection to improve clarity, depth, and coherence.
- Reflect on their reading and writing processes, identifying what strategies worked well and what they might improve in future analyses



**Unit Resources:**

Core: *HMH Into Literature*

Supplemental: Quill, IXL, *HMH Writable*, Scholastic *SCOPE* magazine, various mentor texts, graphic organizers, Google Suite, Sadlier Grammar workbooks

**Learning Plan:**

Do Nows (Writing):

- Monday: Journal writing
- Tuesday: Revise & Edit- Informational texts
- Wednesday: Daily Spelling/Grammar
- Thursday: Daily Edits
- Friday: Descriptive Writing

Nonfiction Writing:

- Speech Writing - Persuasive
- Interview with the Past Project/Historical Events
- Newspaper Assignment (Black History Month)
- Appeals Project

Grammar: Google Slides/HMH (Capitalization, Active and Passive Voice)

**Unit Assessments:**

**Formative Assessments:** Close Reading/Analysis of work, short answer responses, Student/Teacher Conferences, Socratic Discussion, Classwork /Group work/Homework, Journal Responses , Grammar Review and Quill, Quick Check, student journals

**Summative Assessments:**

Informative/Argument writing pieces - Rubric Scoring, Publishing/Sharing

**Alternate Assessments:** classroom projects, classroom discussions, teacher conferences, written response to text, writing conferences, Technology Projects, daily writing, writing process pieces

## Unit 3 Research

### Unit New Jersey Student Learning Standards:

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. 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.SE.8.6. 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.RW.8.7. 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.II.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.PI.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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Unit Learning Objectives:

SWBAT:

- Explain the purpose of research writing and its significance in informing and persuading an audience.
- Identify and select a researchable topic that is relevant, focused, and appropriate for their audience and purpose.

- Formulate clear and concise research questions that guide their inquiry and writing process
- Utilize a variety of credible sources, including books, articles, and digital resources, to gather relevant Information on their topic
- Assess the credibility and reliability of sources, differentiating between primary and secondary sources, and identifying bias or misinformation
- Take organized and effective notes, summarizing key points, quotes, and data from their research while avoiding plagiarism.
- Correctly cite sources using an appropriate citation style (e.g., MLA, APA), demonstrating an understanding of the importance of giving credit to original authors.
- Develop a detailed outline for their research paper, organizing their findings into a logical structure with clear main ideas and supporting details
- Demonstrate command of the system and structure of the English language when writing or speaking.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Build new words from affixes and roots then create definitions for them
- Construct sentences with varied structure
- Apply correct grammar, punctuation, and sentence structure in their analytical writing.
- Identify and correct common grammatical errors to enhance clarity and coherence in their essays.
- Use specific quotes and examples from the text to support their analysis and interpretations.
- Participate in peer review sessions, providing constructive feedback to classmates.
- Revise their own writing based on feedback and self-reflection to improve clarity, depth, and coherence.
- Reflect on their reading and writing processes, identifying what strategies worked well and what they might improve in future analyses

### Unit Resources:

Core: *HMH Into Literature*

Supplemental: Quill, IXL, *HMH Writable*, Scholastic *SCOPE* magazine, various mentor texts, graphic organizers, Google Suite, Sadlier Grammar workbooks

### Learning Plan:

#### NJSLA Writing Practice

- Timed Writing
- Group Writing
- Peer Review
- Compare and Contrast model writing/sample scored essays

#### Research Project - Career, Research Report (HMH p, 336)

Grammar: Indicative mood, Conditional Mood, Verbals: gerunds, participles, infinitives/Phrases

### Unit Assessments:

#### Formative Assessments:

Close Reading/Analysis of work, short answer responses, Student/Teacher Conferences, Socratic Discussion, Classwork /Group work/Homework, Journal Responses , Grammar Review and Quill, Quick Check, student journals

#### Summative Assessments:

Research-based writing pieces - Rubric Scoring, Publishing/Sharing

**Alternate Assessments:** classroom projects, classroom discussions, teacher conferences, written response to text, writing conferences, Technology Projects, daily writing, writing process pieces

**Unit 4**  
Multi-genre/Response to Text

**Unit New Jersey Student Learning Standards:**

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.SE.8.6. 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.RW.8.7. 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.II.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.ES.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.PI.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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### **Unit Learning Objectives:**

- Recognize and describe the conventions of various genres (e.g., poetry, narrative, expository, and persuasive writing) and how they can be used to convey different aspects of a topic
- Select and evaluate a variety of multi-genre texts related to a specific theme or issue, assessing their relevance and Effectiveness in supporting their writing
- Synthesize information from multiple texts, identifying key ideas and themes that will inform their own writing.
- Compose original pieces in various genres (e.g., a narrative, a poem, an informative piece) that explore the central idea or theme, showcasing their understanding of genre-specific techniques
- Incorporate relevant evidence and quotes from the multi-genre texts to support their writing, demonstrating how different genres can provide unique perspectives on a topic
- Demonstrate command of the system and structure of the English language when writing or speaking.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Build new words from affixes and roots then create definitions for them
- Construct sentences with varied structure
- Apply correct grammar, punctuation, and sentence structure in their analytical writing.
- Identify and correct common grammatical errors to enhance clarity and coherence in their essays.
- Use specific quotes and examples from the text to support their analysis and interpretations.
- Participate in peer review sessions, providing constructive feedback to classmates.
- Revise their own writing based on feedback and self-reflection to improve clarity, depth, and coherence.
- Reflect on their reading and writing processes, identifying what strategies worked well and what they might improve in future analyses

### **Unit Resources:**

Core: *HMH Into Literature*

Supplemental: iXL, *Long Way Down* novels, Scholastic Magazines, Sadlier Vocabulary Workbook, HMH Waggle, Chromebooks (quick checks, tests, AR responses, student workbook), notebooks, Audio/Visual Aids/resources - HMH online resources, Study.com

### **Learning Plan:**

#### **Do Nows (Writing):**

- Monday: Journal writing
- Tuesday: Revise & Edit- Informational texts
- Wednesday: Daily Spelling/Grammar
- Thursday: Daily Edits

- Friday: Descriptive Writing

**Writing:**

- Argument Paper: 5 paragraph structure
- Write a poem (Bronx Masquerade Response)
- Explanatory Essay: Response to The Debt We Owe to the Adolescent Brain
- Social Media: Response to It's Complicated; The Social Lives of Networked Teens

Grammar: Gerunds, Interrogative Mood, Shifts in voice and mood, parallel structure

**Unit Assessments:****Formative Assessments:**

Close Reading/Analysis of work, short answer responses, Student/Teacher Conferences, Socratic Discussion, Classwork /Group work/Homework, Journal Responses , Grammar Review and Quill, Quick Check, student journals

**Summative Assessments:**

Response to writing pieces - Rubric Scoring, Publishing/Sharing

**Alternate Assessments:** classroom projects, classroom discussions, teacher conferences, written response to text, writing conferences, daily writing, writing process pieces

## ACCOMMODATIONS and MODIFICATIONS

*Additional accommodations can also be found in the curriculum [appendix](#).*

<b>504</b> <ul style="list-style-type: none"><li>• Work with fewer items per page or line and/or materials in a larger print size</li><li>• Sit where he learns best (for example, near the teacher, away from distractions)</li><li>• Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)</li><li>• Use an alarm to help with time management</li><li>• Take frequent breaks, such as after completing a task</li><li>• Use visual presentations of verbal material, such as word webs and visual organizers</li></ul>	<b>Special Education</b> <ul style="list-style-type: none"><li>• Utilize reading focus tools to help with tracking</li><li>• Listen to audio recordings instead of reading text</li><li>• Always keep the Closed Captioning option ON when showing videos or TV segments so that all students can listen to and read the information.</li><li>• Take more time to complete a task or a test</li><li>• Take sections of a test in a different order</li><li>• Be given a written list of instructions</li><li>• Sit where they learn best (for example, near the teacher, away from distractions)</li><li>• Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)</li><li>• Have extra time to process oral information and directions</li><li>• Complete fewer or different homework problems than peers</li></ul>
<b>At-Risk</b> <ul style="list-style-type: none"><li>• Utilize reading focus tools to help with tracking</li><li>• Mark texts with a highlighter</li><li>• Be given a written list of instructions</li><li>• Flexible due dates</li><li>• Ability to resubmit assignments</li><li>• Sit where he learns best (for example, near the teacher, away from distractions)</li><li>• Use visual presentations of verbal material, such as word webs and visual organizers</li></ul>	<b>Gifted and Talented</b> <ul style="list-style-type: none"><li>• Avoid drill and practice activities.</li><li>• Create specialized learning centers for skill work</li><li>• Provide opportunities for divergent (many answers) and convergent (best answer) thinking</li><li>• Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.</li><li>• Higher level support text</li><li>• Allow gifted students to move more quickly through the material</li><li>• Provide higher level thinking questions to invoke thoughtful written responses</li></ul>
<b>Multilingual Learners</b> <ul style="list-style-type: none"><li>• Explanation of directions (English)</li><li>• Repeat directions</li><li>• Preferential seating</li><li>• Have curriculum materials translated into native language</li><li>• Provide verbal praise or tangible reinforcement to increase motivation</li><li>• Answer orally, point to answer</li></ul>	