

# Stratford School District

## Curriculum Map

### Reading 8th Grade



# Reading Units

Unit	Time Frame
<a href="#">Places We Call Home/The Thrill of Horror</a>	10 weeks
<a href="#">The Legacy of Anne Frank</a>	10 weeks
<a href="#">Fight For Freedom</a>	10 weeks
<a href="#">Finding Your Path</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:**  
**The Thrill of Horror & The Places We Call Home (HMH Units 2 & 3)**  
**Novel Study Connection - *The Outsiders***

**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.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

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

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

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.

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

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. 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.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.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. 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.
- E. 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).

### **Unit Learning Objectives:**

- 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.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
- 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.
- 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.
- 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.
- Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
- Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
- Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- Identify and analyze point of view, suspense, theme, foreshadowing, characterization, setting, plot elements, conflict, imagery, and theme in various genres of complex text
- Determine the point of view from which a story is told, evaluate the credibility of a narrator, and identify techniques used to create suspense in a fictional account.
- Determine and analyze a universal theme and to analyze foreshadowing in a short story.
- Identify define major literary terms (e.g. protagonist, antagonist, setting, conflict, parts of plot, point(s) of view, dialogue, foreshadowing, symbol, flashback, characterization).
- Understand vocabulary in context and apply academic vocabulary studied in unit
- Make connections between multiple literary texts in similar conflicts and resulting themes
- Make connections between literary text and the “real” world or a personal connection to self.
- Analyze and respond to texts by identifying key elements such as themes, characters, and plot, and by supporting their responses with evidence from the text
- Apply correct grammar, punctuation, and sentence structure in their analytical writing.
- Use Greek and Latin roots, prefixes and affixes to develop meaning of vocabulary
- Develop written responses to text effectively utilizing evidence from the text to support claims and analysis.
- Evaluate how authors create tone and mood to evoke emotional responses in readers

### **Unit Resources:**

Core: *HMH Into Literature*

Supplemental: iXL, *The Outsiders* 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

**Pre-Unit: Literature Elements: Review Short Story and Narrative Elements**

- How to check out AR book from classroom
- SGO 1
- Plot elements escape Room (Pre Assessment: Question difficulties once finished.)
- Plot/Story Elements Review
- Choose AR book 1 (bi-monthly assessment with Independent Reading for 10 min Do Now on Mondays)

**(Unit 3 in HMH- Places we call home)- Sept-Mid October**

- Mentor Text Novel: *The Book of Unknown Americans*: Plot, Theme
  - Peer coach video: Identify Plot
  - Level up Tutorial: plot stages
  - Peer coach video: Setting/Plot/Character
  - Level Up: Setting/Plot
  - Peer Coach Video: Theme
  - IXL: Theme Practice and identify supporting details in literary text.
  - Close-read Annotation: Plot, Conflict, Characterization, theme, setting.
  - Notice and Note Signpost: Again & Again
  - Narrative Perspective: POV of the author and what information they want the reader to know.
  - Jeopardy Review for end of Unit Assessment
  - Unit Assessment
- Short Story: *My Favorite Chaperone*: Theme, Characterization
  - Peer Coach: Characters/Plot
  - Level Up: Characters/Conflict
  - Level Up: Methods of Characterization
  - Indirect and Direct Characterization
  - Characterization Scenario Paragraph
  - Level Up Practice: Theme
  - IXL: Theme Practice and identify supporting details in literary text.\
  - Notice and Note Signpost: Memory Moment, Tough Questions, Again and Again.
- Poem: *Spirit Walking in the Tundra*
  - Theme
  - Imagery
- Assessment: Selection Test (*Unknown Americans/My Favorite Chaperone*)

**(Unit 2 in HMH- The Thrill of Horror) (October)**

- Mentor Text: *What is the Horror Genre*
- *Monkey's Paw*
- *Tell-Tale Heart* Character Development/Suspense/Foreshadowing/Irony)

**Compare Versions:**

- from: *Aeneid* of Virgil (Epic Poem)
- from: *Hades: Lord of the Dead* (Graphic Novel)

**Long Read: Unit 3 HMH:**

- *Outsiders*: Realistic Fiction

**Sadlier Vocabulary Workbook and Workshop: Units 1-4 (September- end of November)**

HMH Teacher's Guide-

- PG.T-30. Provides video examples to explain different signposts/pairs with the stories.

**Learning Plan:**

Do Nows (Reading):

- Monday: 5-7 minutes- read AR book (7 mins)
- Tuesday: Reading comprehension and Q&A (7-10 mins)
- Wednesday: Critical Thinking
- Thursday: Non-fiction skills/text evidence
- Friday: Video Journal- utilize HMH

Fiction/Narrative Reading-

- Short Stories
- Reading Strategies
- Note taking/annotations strategies
- Outsiders
- Characterization project
- Compare Versions
- HMH Diagnostic tests

**Unit Assessments:**

**Formative:** Quick Checks, student journal, Google Slides, AR responses, Google forms quizzes

**Summative:** Final *Outsiders* test, online assessments (HMH texts), *Outsiders* Characterization project

**Alternate Assessments:** classroom projects, classroom discussions, conferences, written response to text, Notes/Annotations

## Unit 2

### The Legacy of Anne Frank (HMH Unit 6)

#### Long Read Connection: *Unbroken* or *The Book Thief*

#### 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.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. 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.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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.PE.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.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.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.A-C Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.8.3.A-E 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.

### **Unit Learning Objectives:**

- Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the
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- Analyze how particular elements of a text interact across multiple text types, including across literary and informational texts.
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- Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
- Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.
- Evaluate the choices made when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats
- Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 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.
- Analyze drama, diary, make inferences, analyze appeals, rhetorical devices, sound devices, figurative language, compare poems
- Analyze the key elements of a drama, including its structure, characters, dialogue and events
- Analyze the elements of a diary entry, and make and support inferences about the text
- Determine an author's point of view in a work of literary criticism and analyze how the author's word choices impact the tone of the text.
- Identify persuasive techniques and rhetorical devices in a speech
- Analyze the use of sound devices in a poem to understand how they impact meaning
- Apply correct grammar, punctuation, and sentence structure in their analytical writing
- Use Greek and Latin roots, prefixes and affixes to develop meaning of vocabulary
- Develop written responses to text effectively utilizing evidence from the text to support claims and analysis

### **Unit Resources:**

Core: *HMH Into Literature*

Supplemental: iXL, *Unbroken* or *The Book Thief* 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

- Short Story: A Christmas Carol (Literary Objective Summary) -NOT IN HMH/Public Domain/Post on Google Classroom. Informational texts on the period.
- Long Read: Diary of Anne Frank play- HMH online resource
- Elie Wiesel Speech (RI.TS.8.4)- HMH online resource
- Sadlier Vocabulary Workbook and Workshop Units 5-7 and Sadlier Vocabulary Workbook and Workshop Units 8-10 (during long read)
- WW2 Informational texts

## Learning Plan:

### Do Nows (Reading):

- Monday: 5-7 minutes- read AR book (7 mins)
- Tuesday: Reading comprehension and Q&A (7-10 mins)
- Wednesday: Critical Thinking
- Thursday: Non-fiction skills/text evidence
- Friday: Video Journal- utilize HMH

### Short Story: A Christmas Carol

- Novel study unit
  - Intro discussion
  - Read Informational texts
    - Make inferences
    - [Read and Respond informational text](#)
    - Video lesson: [History and facts- study .com lesson](#)
- Allegory- characters with clear, fixed symbolic meaning.
  - Symbolism
- Values
- Greed/selfishness
- Goodwill and lack thereof
- Literary Objective Summary Poster Project
- Virtual Escape Room

### Diary of Anne Frank play- HMH online resource

- Analyze Drama
- Analyze Figurative Language
- Make inferences
- Interview with the Past Project (Personal narrative/Expository)

### Black History Month Activity:

- [Read an informational passage about MLK, Jr.](#)
- Write a letter to the newspaper, from the perspective of MLK on the current state of affairs today (both in link above)

### (2 ½ weeks) Elie Wiesel Speech (RI.TS.8.4)- HMH online resource

- Analyze Appeals
- Analyze rhetorical devices
- Analyze Figurative Language
- Make inferences
- Analyze sound devices
- Persuasive/Argumentative Speech

### Sadlier Vocabulary Workbook and Workshop

- Read informational texts
- Words in Actions- Writing Prompts
- Peardecks
  - Determine or clarify the meaning of unknown and multiple-meaning words- use context clues

Unit 6 - *Book Thief* or *Unbroken* (Physical text novels)

- [Background information Slide Show- WW2](#)
- Book Thief role plays As part of a journal, students come up with relevant interview questions to ask a character from the book. One student is selected to role-play and respond in character. When the time is up for questions we have a 5 minute interview session. The character calls on students to ask them interview questions as if they are having a press conference. The character can call on whomever they wish.
- [Book Thief photo prompt choice and slideshow](#)
- Literary Device Workshops \*Book Thief Showing not Telling (literary devices)- saved in shared drive

**Unit Assessments:**

**Formative:** Quick Checks, student workbook (Google Slides), AR responses

Anne Frank skit (see page 527), Analyze the Text (Group work), , WW2 timeline activity

**Summative:** Anne Frank Unit Assessment- already made (Brian's drive)

A Christmas Carol: Objective Summary Poster Project: Writing Assessment, Final *Unbroken or Book Thief* test, online selection assessments (HMH texts)

**Alternate Assessments:** classroom projects (WW2 timeline), classroom discussions, conferences, written response to text, Notes/Annotations

### Unit 3

#### Fight for Freedom (HMH Unit 4) , NJSLA Review

#### 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.

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RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. 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.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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.PE.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.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.

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

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

L.VL.8.3.A-E 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.

### **Unit Learning Objectives:**

- Analyze autobiography, structure, setting, literary devices, biography, word choice, and figurative language.
- Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone, and style.
- Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums
- Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- 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.
- 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.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- 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.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
- 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.
- Recognize and analyze the elements of a story's plot and the author's method of characterization.
- analyze the elements of a personal essay, including its purpose, structure, central idea, and supporting details.
- Use text features and graphic aids to analyze and understand a nonfiction text.
- Analyze imagery and figurative language to better understand a memoir.
- Use imagery and allusion to make inferences about the deeper meaning of a poem.
- Apply correct grammar, punctuation, and sentence structure in their analytical writing.
- Use Greek and Latin roots, prefixes and affixes to develop meaning of vocabulary
- Develop written responses to text effectively utilizing evidence from the text to support claims and analysis.

### **Unit Resources:**

Core: *HMH Into Literature*

Supplemental: iXL, *NJ TestNav* (NJSLA Practice), 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, The Hungry ELA collective

Sadlier Vocabulary Workbook and Workshop: Units: 11-15

## HMH Teacher's Guide-

- PG.T-30. Provides video examples to explain different signposts/pairs with the stories.

## Learning Plan:

TestNav NJSLA practice writing tasks- Do One Per Week.

- Model for the students - whole class essay development or mentor text
- Modified: Group work essay creation
- Literary Analysis.
  - Computer-Based Practice Test Unit 1: Literary Analysis Task (LAT) Link: <https://nj.testnav.com/client/index.html#>
  - Next: Research Simulation
  - Computer-Based Practice Test Unit 2: Research Simulation Task (RST)
  - Link: <https://nj.mypearsonsupport.com/practice-tests/english/>
  - Last: Narrative
  - Computer-Based Practice Test Unit 3: Narrative Writing Task (NWT)
  - <https://nj.mypearsonsupport.com/practice-tests/english/>

Do Nows Daily (Reading):

- Monday: 5-7 minutes- read AR book (7 mins)
- Tuesday: Reading comprehension and Q&A (7-10 mins)
- Wednesday: Critical Thinking
- Thursday: Non-fiction skills/text evidence
- Friday: Video Journal- utilize HMH

Begin to introduce the Unit

- Collaborative Classroom Discussions (refer to pg. 345) - have them. Refer back to them throughout the unit.

HMH Selections:

- Pg. 267- Narrative of the Life of Frederick Douglass (Autobiography)
- pg. 279- The Drummer Boy of Shiloh
- pg. 293- O Captain! My Captain
- Pg.318- Collaborate and Compare: Not My Bones & Fortune's Bones
- Long Read: Roll of Thunder, Hear My Cry or Fallen Angels

## Unit Assessments:

**Formative:** Quick Checks, student journal, Google Slides, AR responses, Notes/Annotations, Google forms quizzes

**Summative:** Final *HMH Unit* test, online assessments (HMH texts)

**Alternate Assessments:** classroom projects, classroom discussions, conferences, written response to text, Notes/Annotations

**Unit 4**  
**Finding Your Path (HMH Unit 5)**  
**Long Read Connection: *Long Way Down* by Jason Reynolds**

**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.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

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.PE.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.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.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.A-C Use knowledge of language and its conventions when writing, speaking, reading, or listening.



L.VL.8.3.A-E. 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.

### Unit Learning Objectives:

- Analyze complex texts to identify main ideas, supporting details, and themes, demonstrating comprehension
- Support analyses with relevant textual evidence, both quoted and paraphrased, to strengthen their arguments or interpretations
- Explore and discuss how authors develop themes and motifs throughout the text, making connections to real-world issues
- Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.
- Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- 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. Analyze perspective, characterization, structure, author's purpose, compare poetic structure, compare poems, analyze claim and evidence, identify counterclaims, analyze rhetorical devices, compare arguments
- Identify the motivations of characters in a story and determine the factors that help them understand the theme of a story.
- Apply correct grammar, punctuation, and sentence structure in their analytical writing.
- Use Greek and Latin roots, prefixes and affixes to develop meaning of vocabulary
- Develop written responses to text effectively utilizing evidence from the text to support claims and analysis.

### 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 (Reading):

- Monday: 5-7 minutes- read AR book (7 mins)
- Tuesday: Reading comprehension and Q&A (7-10 mins)
- Wednesday: Critical Thinking
- Thursday: Non-fiction skills/text evidence
- Friday: Video Journal- utilize HMH

#### HMH Texts:

- Pg. 366: The Debt We Owe to the Adolescent Brain (informational text)
- pg. 396 (HMH workbook) It's complicated: The social lives of networked teens.
- pg. 407 (HMH workbook) Outsmart Your Smartphone.
  - These texts are arguments and will lead into the argument paper.
- Short Stories: Marigolds (HMH book)
- Pg. 420- HMH workbook or online Vote on the poem(s) we end up reading, class vote/choice.
  - Teenagers, Identity, Hard on the Gas- use poem resources/activities in HMH.
  - My Summer of Scooping Ice Cream.
- **Long read:** *Long Way Down* (text- graphic novel (online copy), or novel in verse



<b>Unit Assessments:</b>
<b>Formative:</b> Quick Checks, student journal, Google Slides, AR responses, Notes/Annotations, Google forms quizzes
<b>Summative:</b> online assessments (HMH selection tests), <i>Long Way Down</i> end of unit test
<b>Alternate Assessments:</b> classroom projects (Anagram project), classroom discussions, conferences, written response to text, Notes/Annotations

## 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>	