

**Hainesport Township School District  
211 Broad Street Hainesport, NJ 08036**



**Course Title:** Language Arts Grade 8  
**Board of Education Adoption Date:** April 25, 2013  
**Board of Education Re-adoption Date:** August 28, 2018, 1/2/2024

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## **Course Description and Concepts**

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through 8th grade are expected to meet the grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

In addition, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Next, students will have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Finally, students will gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills

related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

## **NJ Technology Standards**

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

**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **Career Ready Practices**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

### **Pacing Guide**

Unit Topic/Core Novel	Unit #	APX Unit Length
<a href="#">Great Tales and Poems of Edgar Allan Poe</a> Informational/Explanatory Writing	I	45 Days
The Diary of Anne Frank (Play) Research/Arguments	II	45 Days
<a href="#">Flowers for Algernon</a> Narrative/Literary Analysis	III	45 Days
<a href="#">Outsiders</a> Research/Informative and Explanatory	IV	45 Days

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a>	Primary Focus Standards: RL.8.1 RI.8.1  RL.8.2 RI.8.2  RL.8.3 RI.8.3  RL.8.4 RI.8.4  RL.8.6 RI.8.6	Primary Focus Standards: W.8.2A,B,C,D,E,F W.8.4 W.8.5 W.8.6 W.8.10 Select at least one from W.8.7, 8.8, 8.9A,B	Primary Focus Standards: SL.8.1A,B,C,D SL.8.4 SL.8.6	Primary Focus Standards: L.8.1A L.8.2C L.8.4A,C,D L.8.6

	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 - 2 Extended Texts</li> <li>4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Informational/Explanatory</li> <li>Literary Analysis/Research</li> <li>Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>Small and whole group discussions</li> </ul>	These standards are embedded within the writing process
<a href="#">Unit 2</a>	Primary Focus Standards: RL.8.1      RI.8.1  RL.8.2      RI.8.2  RL.8.6      RI 8.3  RI.8.4  RI.8.5  RI.8.6  RI.8.7  RI 8.8  RI. 8.9	Primary Focus Standards: W.8.1A,B,C,D,E W.8.4 W.8.5 W.8.6 W.8.10 Select at least one from W.8.7, 8.8, 8.9A,B	Primary Focus Standards: SL.8.1A,B,C,D SL.8.3 SL.8.4 SL.8.6	Primary Focus Standards: L.8.1B L.8.2B,C L.8.3A L.8.4A,C,D L.8.5B L.8.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 - 2 Extended Texts</li> <li>4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Argument/Research</li> <li>Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Project-based presentations focusing on use of multimedia and visual displays</li> </ul>	These standards are embedded within the writing process

<a href="#">Unit 3</a>	<p>Primary Focus Standards:</p> <p>RL.8.1      RI.8.1</p> <p>RL.8.2      RI.8.2</p> <p>RL.8.3      RI 8.3</p> <p>RL.8.4      RI.8.4</p> <p>RL.8.5      RI.8.5</p> <p>RL.8.6      RI.8.6</p> <p>RL.8.7</p> <p>RL.8.9</p>	<p>Primary Focus Standards:</p> <p>W.8.3A,B,C,D,E</p> <p>W.8.4</p> <p>W.8.5</p> <p>W.8.6</p> <p>W.8.10</p> <p>Select at least one from W.8.7, 8.8, 8.9A,B</p>	<p>Primary Focus Standards:</p> <p>SL.8.1A,B,C,D</p> <p>SL.8.2</p> <p>SL.8.4</p> <p>SL.8.6</p>	<p>Primary Focus Standards:</p> <p>L.8.1C</p> <p>L.8.2A,C</p> <p>L.8.3A</p> <p>L.8.4A,C,D</p> <p>L.8.5A,C</p> <p>L.8.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Literary Analysis</li> <li>• Routine Writing</li> </ul>	<p>Task Type:</p> <ul style="list-style-type: none"> <li>• Discuss, analyze and present effectiveness of media messages in small groups and whole class</li> </ul>	<p>These standards are embedded within the writing process</p>
<a href="#">Unit 4</a>	<p>Primary Focus Standards:</p> <p>RL.8.1      RI.8.1</p> <p>RL.8.2      RI.8.2</p> <p>RL.8.3      RI.8.3</p>	<p>Primary Focus Standards:</p> <p>W.8.2A,B,C,D,E,F</p> <p>W.8.4</p> <p>W.8.5</p> <p>W.8.6</p> <p>W.8.10,</p> <p>Select at least one from W.8.7, 8.8, 8.9A,B</p>	<p>Primary Focus Standards:</p> <p>SL.8.1A,B,C,D</p> <p>SL.8.2</p> <p>SL.8.5</p> <p>SL.8.6</p>	<p>Primary Focus Standards:</p> <p>L.8.1D</p> <p>L.8.2C</p> <p>L.8.4A,B,C,D</p> <p>L.8.6</p>

	RL.8.4      RI.8.4  RL.8.5      RI.8.5  RL.8.6      RI.8.6  RL. 8.10      RI. 8.10			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Informative and Explanatory/ Research</li> <li>• Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Socratic Seminars and Debates</li> </ul>	These standards are embedded within the writing process
<b>Suggested Open Educational Resources</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>• <a href="#">Close In on Close Reading</a></li> <li>• <a href="#">Deeply Analyze Text</a></li> <li>• <a href="#">Analyze an Argument</a></li> <li>• <a href="#">Understanding and Analyzing an Argument</a></li> <li>• <a href="#">Informational Text Strategies</a></li> <li>• <a href="#">How to Write Literary Analysis Essay</a></li> <li>• <a href="#">YouTube Reading Lessons Middle School</a></li> <li>• <a href="#">Common Core Strategies</a></li> <li>• <a href="#">Teaching Reading</a></li> <li>• <a href="#">Close Reading Model Lessons</a></li> <li>• <a href="#">Writing Character Analysis</a></li> <li>• <a href="#">Analyzing Theme</a></li> <li>• <a href="#">Vocabulary Connotations - Interview with a Vocabulary Word</a></li> <li>• <a href="#">Connotative/Denotative Video</a></li> </ul>	<b>Writing/Language</b> <ul style="list-style-type: none"> <li>• <a href="#">Teacher Tube - Counterclaims and rebuttals</a></li> <li>• <a href="#">Evidence Based Arguments</a></li> <li>• <a href="#">Writing Fix: Word Choice Resources</a></li> <li>• <a href="#">Writing Resources by Strand</a></li> <li>• <a href="#">Word Choice YouTube</a></li> <li>• <a href="#">Argumentative Writing YouTube</a></li> <li>• <a href="#">Writing Exemplars - Argument/Opinion</a></li> <li>• <a href="#">PARCC Writing Resources</a></li> <li>• <a href="#">Harvard College Writing Center</a></li> <li>• <a href="#">Writing Exemplars by Grade Level and Aspects to Consider in Writing</a></li> <li>• <a href="#">Thesis Writing</a></li> <li>• <a href="#">Discussion, Planning and Questioning</a></li> <li>• <a href="#">Literary Analysis</a></li> <li>• <a href="#">Perdue Owl Literary Analysis</a></li> <li>• <a href="#">Edutopia Teaching Literary Analysis</a></li> <li>• <a href="#">Purdue OWL Writing Lab</a></li> <li>• <a href="#">Grammar</a></li> </ul>	<b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>• <a href="#">Inquiry Based Learning (Edutopia)</a></li> <li>• <a href="#">Engaging Students Using Discussion</a></li> <li>• <a href="#">Strategies for Student Centered Discussion</a></li> <li>• <a href="#">Socratic Seminar: ReadWriteThink</a></li> <li>• <a href="#">Fishbowl Strategy</a></li> <li>• <a href="#">Stems on Fostering Class Discussion</a></li> <li>• <a href="#">Fishbowl Strategies: Teach Like This</a></li> <li>• <a href="#">Accountable Talk</a></li> <li>• <a href="#">AVID Socratic Seminar</a></li> </ul>	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>• <a href="#">Levels of Thinking in Bloom's and Webb's Depth of Knowledge</a></li> <li>• <a href="#">Cognitive Rigor Chart</a></li> <li>• <a href="#">5 Strategies For Middle School Classrooms</a></li> <li>• <a href="#">Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons</a></li> </ul>



		<ul style="list-style-type: none"> <li>• <a href="#">Narrative Essay Writing</a></li> </ul>		
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Unit 1 Grade 8				
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills		
RL.8.1. Cite the textual evidence and <b>make relevant connections</b> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1. Cite the textual evidence <b>and make relevant connections</b> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Closely read the text</li> <li>• Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim</li> <li>• Identify and analyze author's purposeful use of language and literary devices</li> <li>• Make personal connections, make connections to other text, and/or global connections when relevant</li> <li>• Gather evidence from the text to support inferences or explicit meaning</li> <li>• Paraphrase and directly quote evidence from text</li> <li>• Correctly cite evidence</li> <li>• Use evidence from the text to make and check predictions when reading</li> <li>• Read and analyze a variety of literary genres and informational texts</li> <li>• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>• Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>• Refer to the text for support when analyzing and drawing inferences</li> </ul>		
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.	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.	<ul style="list-style-type: none"> <li>• Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence</li> <li>• Analyze the development of the theme or central idea over the course of the fictional or informational text</li> <li>• Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts</li> <li>• Summarize the text objectively, capturing the main ideas</li> </ul>		

<p>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.</p>	<p>RL.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>RL.8.3:</p> <ul style="list-style-type: none"> <li>• Determine how specific events or dialogue significantly impact the development of a story</li> <li>• Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story</li> <li>• Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development</li> <li>• Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character</li> <li>• Explain why the author chose to include the dialogue or incidents</li> <li>• Analyze the impact of the dialogue or incidents on the reader</li> <li>• Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision</li> </ul> <p>RI.8.3:</p> <ul style="list-style-type: none"> <li>• Use a note taking structure to track key individuals, events, and/or ideas in informational texts</li> <li>• Understand how different text structures present and link information.</li> <li>• Reflect on how the writer's choice of structure relates to the overall central idea or purpose</li> <li>• Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events</li> <li>• Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events</li> <li>• Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events</li> <li>• Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader</li> <li>• Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea</li> </ul>
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>• Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>• Identify analogies and allusions</li> <li>• Analyze why the author chose to include specific word choice, including analogies or allusions</li> <li>• Analyze how specific word choice, including analogies and allusions, impacts the reader</li> <li>• Evaluate the effectiveness of the author's choice to use specific word choice</li> </ul>

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. 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.	<ul style="list-style-type: none"> <li>● Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text</li> <li>● Determine how one or more differences in the points of view can create bias in fiction and nonfiction text</li> <li>● Explain how the author acknowledges and responds to counterarguments</li> <li>● Analyze how the author uses literary devices to develop effects such as suspense or humor</li> <li>● Analyze the impact of the author's point of view or purpose choices on the reader</li> <li>● Evaluate the effectiveness of the author's point of view or purpose choices</li> </ul>
<b>Unit 1 Writing Standards</b>		<b>Unit 1 Writing Critical Knowledge and Skills</b>
<p>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.</p> <p>W.8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information <b>using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</b></p> <p>W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.E. Establish and maintain a formal style.</p> <p>W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		<ul style="list-style-type: none"> <li>● Focus writing on thoroughly describing or explaining a topic</li> <li>● Identify the defining elements of this specific writing genre</li> <li>● Explore topics from their content area classes</li> <li>● Write an introduction that clearly outlines ideas to follow</li> <li>● Organize ideas and information using text structures and text features</li> <li>● Write a thesis statement</li> <li>● Select facts, definitions, concrete details, quotations, or other information and examples</li> <li>● Use transitional words and phrases</li> <li>● Choose specific vocabulary and language</li> <li>● Develop and use a consistent style, approach and form for the task</li> <li>● Write a conclusion to close the ideas in the text</li> <li>● Create language that is appropriate to one's audience and a formal tone</li> </ul>
<p>W.8.4. Produce clear and coherent writing in which the development, organization, <b>voice</b>, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ul style="list-style-type: none"> <li>● Identify defining characteristics of a variety of writing tasks</li> <li>● Utilize strategies to unpack a writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice</li> <li>● Create a tone that is appropriate for one's audience</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>

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.	<ul style="list-style-type: none"> <li>• Use technological resources to enhance writing</li> <li>• Use technology to broaden research base</li> <li>• Use evidence found online to support ideas</li> <li>• Give and receive feedback using technology</li> <li>• Seek out authentic publishing opportunities</li> </ul>
W.8.7 (Choice). 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.	<ul style="list-style-type: none"> <li>• Explore inquiry topics through short research projects</li> <li>• Compose student-generated questions focused around areas of interest or content studies</li> <li>• Research and synthesize information from several sources</li> <li>• Develop research questions</li> <li>• Determine keywords or topics for each question</li> <li>• Conduct research and synthesize multiple sources of information</li> <li>• Compose follow-up research questions based on the initial search</li> </ul>
W.8.8 (Choice). 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.	<ul style="list-style-type: none"> <li>• Use search terms effectively</li> <li>• Write a clear thesis statement</li> <li>• Draw evidence from multiple texts to support thesis</li> <li>• Assess the credibility and accuracy of each source</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> <li>• Follow MLA guidelines to cite direct and indirect quotations</li> <li>• Identify examples of plagiarism in writing</li> <li>• Avoid plagiarism in writing</li> </ul>
<p>W.8.9 (Choice). Apply <i>grade 8 Reading standards</i> to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>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").</p> <p>W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>	<ul style="list-style-type: none"> <li>• Identify evidence that supports claims in literary analysis</li> <li>• Incorporate textual evidence into written pieces</li> <li>• Logically connect evidence to claims in writing</li> <li>• Analyze author's use of style and structure</li> <li>• Identify and analyze allusions</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> </ul>
W.8.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b> , and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>• Produce written reflections</li> <li>• Explain stylistic choices made while writing</li> </ul>
<b>Unit 1 Speaking and Listening Standards</b>	<b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b>

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Read required texts prior to discussions</li> <li>• Prepare for discussions</li> <li>• Use previous knowledge to expand discussions about a topic</li> <li>• Engage in conversations about grade-appropriate topics and texts</li> <li>• Participate in a variety of rich, structured conversations</li> <li>• Define and identify rules for discussions, including group and individual roles</li> <li>• Model appropriate behavior during discussions</li> <li>• Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>• Reflect on and paraphrase what was discussed</li> <li>• Summarize the ideas expressed</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>• Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>
<p>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.)</p>	<ul style="list-style-type: none"> <li>• Orally present information, using appropriate speech, in a variety of situations</li> </ul>
<p><b>Unit 1 Language Standards</b></p>	<p><b>Unit 1 Language Critical Knowledge and Skills</b></p>
<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.1.A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<ul style="list-style-type: none"> <li>• Identify verbals (gerunds, participles, infinitives) in writing</li> <li>• Explain the function of verbals in general</li> <li>• Explain the function of verbals in particular sentences</li> </ul>
<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> <li>• Apply common rules and patterns to spell words correctly</li> </ul>
<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</li> <li>• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</li> <li>• Consult reference materials that are both printed and digital</li> </ul>

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.	<ul style="list-style-type: none"> <li>Understand and apply conversational, academic, and domain specific vocabulary</li> <li>Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>
8.1.8.A.5	<ul style="list-style-type: none"> <li>Select and use appropriate tools and digital resources to accomplish a variety of tasks</li> </ul>

Unit 1 Grade 8	
Content Area: Language Arts	
Unit Title/Core Novel: <a href="#">Great Tales and Poems of Edgar Allan Poe</a>	Grade Level: 8
Interdisciplinary Connections: Literature Based	Length of Time: APX 45 Days
<p>Unit Summary:</p> <p>Although genius can be expressed in a variety of ways (such as horror literature), it always leaves its mark on future generations. Students will explore what it means to be a genius by examining a variety of Poe’s short stories and poems, the literary techniques he used, and his influence on other authors. They will read stories of horror with unreliable narrators (“The Tell-Tale Heart,” “The Cask of Amontillado,” and “The Black Cat”) as well as stories with strong conflicts against nature (“The Murders in the Rue Morgue,” “Ms. Found in a Bottle,” and “A Descent Into the Maelstrom”). They will also read poems such as “The Raven,” “Ulalume,” and “The Bells.” Students will experience their own “genius within” by applying techniques learned from Poe in their own narrative writing. Furthermore, they will research a contemporary horror author and analyze Poe’s influence in his/her work.</p>	<p><a href="#">21st Century Themes</a>/Career Readiness Practices:</p> <p>Environmental Literacy Civic Literacy</p> <p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
Core Instructional Materials:	

Core Novel  
 Achieve 3000 <https://login.achieve3000.com/index>  
 NJ Student Learning Standards Grade 8  
<https://www.nj.gov/education/cccs/2016/ela/g08.pdf>  
 GSuite for Education  
 Projector  
 Internet resources  
 Activity handouts from the teacher  
 Presentations via technology including educational videos on Safari and  
 youtube.com · Subject software  
 Internet resources  
 Presentations via technology, including documentaries and videos from Safari,  
 youtube.com and teacher-created materials.

### Standards/ ELA Concepts

Anchor Standards for Reading Grade 8: <https://www.nj.gov/education/cccs/2016/ela/g08.pdf>

#### Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- [8.1 Educational Technology](#): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.
- [8.2 Technology Education, Engineering, Design and Computational Thinking - Programming](#): All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> <li>● Scholastic Reading Inventory (SRI)</li> <li>● Daily Oral Vocabulary Activities</li> <li>● Informational/Explanatory Process Piece (teacher constructed)</li> <li>● Assessment Item Analysis</li> <li>● UDL Menu</li> <li>● Do Now / Exit Ticket</li> <li>● Teacher / Student Questioning</li> <li>● Class / Small Group Discussion</li> <li>● Graphic Organizers</li> <li>● Peer / Self Assessment</li> <li>● Visual Presentations</li> <li>● Think Pair Share</li> <li>● Teacher Observation / Anecdotal Records</li> <li>● Computer Based Applications/Programs</li> <li>● Practice Presentations</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> <li>● Informational/Explanatory Writing Essay</li> <li>● Unit Test 1 Assessment 1 (Pre Progress Reporting Period 1)</li> <li>● Unit Test 1 Assessment 2</li> <li>● Teacher Constructed Standards Based Quiz 1 (Pre Progress Reporting Period 1)</li> <li>● Teacher Constructed Standards Based Quiz 2</li> <li>● Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 1)</li> <li>● Alternative Assessment Teacher Constructed 2</li> </ul>
District/School Texts	District/School Supplementary Resources
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p>	<p><i>Districts or schools choose supplementary resources that are not considered "texts."</i></p>



<ul style="list-style-type: none"><li>● <a href="#">Great Tales and Poems of Edgar Allan Poe</a></li></ul>	<ul style="list-style-type: none"><li>● Achieve 3000</li><li>● <a href="#">Link to supplemental novels and texts utilized by staff</a></li><li>● The Raven: <a href="https://youtu.be/BefliMIEzZ8">https://youtu.be/BefliMIEzZ8</a></li><li>● The Tell Tale Heart: <a href="https://youtu.be/Z_utA6j3Oc8">https://youtu.be/Z_utA6j3Oc8</a></li><li>● The Cask of Amontillado: <a href="https://youtu.be/hqSIRsmu7DE">https://youtu.be/hqSIRsmu7DE</a></li><li>● The Black Cat: <a href="https://youtu.be/s-Qbedggyws">https://youtu.be/s-Qbedggyws</a></li><li>● The Bells: <a href="https://youtu.be/m75-812-sj4">https://youtu.be/m75-812-sj4</a></li><li>● Ulalume: <a href="https://youtu.be/JgeaqpmqUT8">https://youtu.be/JgeaqpmqUT8</a></li></ul>	
District/School Writing Tasks		
<p><b>Primary Focus</b> <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <ul style="list-style-type: none"><li>● Informational/Explanatory Writing</li></ul>	<p><b>Secondary Focus</b> <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <ul style="list-style-type: none"><li>● Literary Analysis</li><li>● Research</li></ul>	<p><b>Routine Writing</b> <i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"><li>● Text Dependent Writing (TDQ)</li><li>● Quickwrites</li><li>● Routine Writing</li></ul>
Unit Essential Questions		
<ul style="list-style-type: none"><li>● What makes a poem or story “brilliant?”</li><li>● Why are we drawn to stories of horror, fear, and hysteria?</li><li>● Why do we consider some people to be “geniuses” and not others?</li><li>● What criteria do we use?</li><li>● How is this criteria determined?</li></ul>		
Unit Enduring Understanding		
<ul style="list-style-type: none"><li>● Students will come to the conclusion that authors use a variety of literary techniques (specifically irony, point of view, and figurative language) to craft a “brilliant” poem or story. These literary pieces typically challenge our understanding of the world, reinforce universal truths, and enable the reader to experience emotions/events beyond the confines of their daily lives.</li><li>● Reading stories of horror, fear, and hysteria gives people a safe way to experience the thrills of such emotions without negative repercussions in their lives.</li><li>● Masterminds of the past are considered to be “great” in part because of their influence in generations after them. They are the innovators of new literary styles, technological advances, and societal reform. Generations follow in their footsteps, building on the foundation that was laid and revamping it in</li></ul>		

new ways.

- Students will come to the conclusion that they have many preconceived notions of what makes someone a “genius.” They will rework their own definition until it is all-inclusive of geniuses from all walks of life and learn to challenge the societal expectations that dictate any narrower definition.

### Key Vocabulary

- ***Tier 2 vocabulary to be extracted from text during the course of instruction.***

- analyze
- explicit
- inference
- textual evidence
- author’s purpose
- analyze
- explicit
- inference
- textual evidence
- conclude
- author’s purpose
- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- word choice
- determine
- analyze
- scene
- stanza
- text structure
- theme
- setting
- Plot
- author
- point of view
- develop
- narrator
- speaker in text

### Unit Learning Targets (Students will do...)

- Interpret figures of speech (e.g., verbal irony, puns) in context.
- Determine the meaning of analogies.
- Analyze the impact of specific word choice on analogies.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening by using verbs in the active and passive voice to achieve particular effects.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening by using verbs in the conditional and subjunctive mood to achieve particular effects.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood when speaking and writing.
- Demonstrate command of the conventions of standard English punctuation by using punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Identify the purpose of information presented through media.
- Evaluate the motives (e.g., social, commercial, political) behind a media presentation.
- Produce a clear and coherent epitaph for Poe in which the development, organization, and style are appropriate to task, purpose, and audience.
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Recognize when text becomes confusing and choose a strategy (visualizing, re-reading, asking questions, or making inferences) that will improve comprehension.
- Identify significant incidents or lines of dialogue and analyze how they reveal aspects of a character.
- Analyze how differences in the points of view of the characters create such effects as suspense or humor in a text.
- Analyze how differences in the points of view of the audience or reader create such effects as suspense or humor in a text.
- Choose flexibly from a range of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content including:
  - Using context as a clue to the meaning of a word or phrase.
  - Using common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of word.
  - Verifying the preliminary determination of the meaning of a word or phrase.
- Demonstrate understanding of figurative language by identifying and interpreting figures of speech.
- Gather vocabulary knowledge when considering a word or phrase important to comprehension.
- Evaluate the extent to which a filmed or live production of a story stays faithful to or departs from the text.
- Analyze the choices made by the director or actors to depart from the text.
- Use a graphic organizer while reading to record information about the point of views of each character and the reader.
- Analyze how differences in the points of view of the characters create such effects as suspense or humor in a text.
- Identify significant incidents or lines of dialogue while reading.
- Analyze how particular lines of dialogue or incidents in a story propel the action.
- Analyze how particular lines of dialogue or incidents in a story provoke a decision.
- Analyze the impact of specific word choices on meaning and tone.
- Determine the theme or central idea of a text and provide an objective summary of the text.
- Produce clear and coherent poems in which the development, organization, and style are appropriate to task, purpose, and audience.
- Compare and contrast the structure of a poem and a short story.
- Analyze how the differing structure of each text contributes to its meaning and style.

- Identify various forms of figurative language.
- Interpret figures of speech (e.g., puns) in context.
- 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 allusions to other texts.
- Read and comprehend poems at the high end of grade 8 text complexity band independently and proficiently.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- 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.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Draw evidence from literary texts to support analysis and reflection of how a modern work of fiction draws on themes, patterns of events or character types from Poe's work, including describing how the material is rendered new.
- 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.
- Come to discussions prepared, having read or researched required material and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- When participating in collaborative discussions follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.
- Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Determine the theme or central idea of a text.
- Analyze the development of the theme or central idea over the course of the text, including its relationship to setting.
- Determine the elements of plot in a text.
- Analyze the development of the theme or central idea over the course of the text, including its relationship to plot.
- Provide an objective summary of the text.
- Use prewriting strategies to formulate and plan ideas for narrative writing.
- Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- When writing narratives, use precise words and phrases, and sensory language to capture the action and convey experiences and events.
- When writing narratives, develop real or imagined experiences or events using well-structured event sequences.
- When writing narratives, engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- When writing narratives, organize an event sequence that unfolds naturally and logically.
- When writing narratives, 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.
- When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Write narratives routinely over extended time frames (time for reflection and revision) and shorter time frames (a single setting or a day or two) for a

range of discipline-specific tasks, purposes, and audiences.

- With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well audience has been addressed.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well audience has been addressed.
- Demonstrate a command of formal English and its conventions by editing for appropriate use of verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- Edit for appropriate use of verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood in writing.
- Demonstrate command of the conventions of standard English punctuation by editing for correct use of punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Demonstrate command of the conventions of standard English by editing for correct spelling.
- Use technology, including the Internet, to publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details.
- When presenting information, use appropriate eye contact, adequate volume, and add interest.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- When speaking, recognize and correct inappropriate shifts in verb voice and mood.

### Instructional Best Practices and Exemplars

**Instructional Best Practices and Exemplars**  
[Instructional Best Practices](#)  
 (Please see information in attached link)

### Unit 2 Grade 8

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.8.1. Cite the textual evidence and <b>make relevant connections</b> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1. Cite the textual evidence <b>and make relevant connections</b> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Closely read the text</li> <li>• Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim</li> <li>• Identify and analyze author's purposeful use of language and literary devices</li> <li>• Make personal connections, make connections to other text, and/or global connections when relevant</li> <li>• Gather evidence from the text to support inferences or explicit meaning</li> <li>• Paraphrase and directly quote evidence from text</li> <li>• Correctly cite evidence</li> </ul>

		<ul style="list-style-type: none"> <li>● Use evidence from the text to make and check predictions when reading</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> </ul>
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.	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.	<ul style="list-style-type: none"> <li>● Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence</li> <li>● Analyze the development of the theme or central idea over the course of the fictional or informational text</li> <li>● Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts</li> <li>● Summarize the text objectively, capturing the main ideas</li> </ul>
	RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<ul style="list-style-type: none"> <li>● Track key individuals, events, and/or ideas in informational texts</li> <li>● Understand how different text structures present and link information.</li> <li>● Reflect on how the writer's choice of structure relates to the overall central idea or purpose</li> <li>● Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events</li> <li>● Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events</li> <li>● Determine why the author chose to make connections and distinctions between particular individuals, ideas, or events</li> <li>● Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader</li> <li>● Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea</li> </ul>
	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.	<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>● Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>● Identify analogies and allusions</li> <li>● Analyze why the author chose to include specific word choice, including analogies or allusions</li> <li>● Analyze how specific word choice, including analogies and allusions, impacts the reader</li> <li>● Evaluate the effectiveness of the author's choice to use specific word choice</li> </ul>

	RI.8.5. Analyze <b>the structure an author uses to organize</b> a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.	<ul style="list-style-type: none"> <li>• Compare and contrast the structure of two or more texts</li> <li>• Provide an analysis of how the differing structure of each text contributes to its meaning and style</li> <li>• Analyze why each author chose their particular structure to contribute to the meaning and style of the text</li> <li>• Analyze the impact that the structure choice has on the reader</li> <li>• Make a judgment about which text structure more effectively contributes to the meaning and style of the text</li> </ul>
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. 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.	<ul style="list-style-type: none"> <li>• Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text</li> <li>• Determine how one or more differences in the points of view can create bias in fiction and nonfiction text</li> <li>• Explain how the author acknowledges and responds to counterarguments</li> <li>• Analyze how the author uses literary devices to develop effects such as suspense or humor</li> <li>• Analyze the impact of the author's point of view or purpose choices on the reader</li> <li>• Evaluate the effectiveness of the author's point of view or purpose choices</li> </ul>
	RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<ul style="list-style-type: none"> <li>• Evaluate the impact different mediums have on central ideas presented in a text</li> <li>• Evaluate how messages can most effectively be delivered to the intended audience</li> <li>• Reflect on how effective different mediums are in expressing the message and reaching the intended audience</li> </ul>
	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.	<ul style="list-style-type: none"> <li>• Dissect the argument presented in a text</li> <li>• Determine how direct the link is between the speaker's overall topic to the evidence presented</li> <li>• Evaluate the soundness of the reasoning for an argument</li> <li>• Recognize when weak and/or irrelevant evidence is given for an argument</li> <li>• Recognize when misleading support is given for an argument</li> <li>• Evaluate the quality and sufficiency of the evidence given to support an argument</li> </ul>
	R.I.8.9. Analyze <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts</b> that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<ul style="list-style-type: none"> <li>• Cite instances of disagreement and analyze the basis for discrepancies <b>in</b> information found in two or more texts</li> <li>• Analyze how details relate to the writer's overall message</li> <li>• Assess the credibility of the source of supporting details</li> <li>• Participate in seminars and debates, as well as reflections</li> <li>• Determine why the author(s) provided conflicting information or disagreed on matters of fact or interpretation</li> </ul>

		<ul style="list-style-type: none"> <li>Analyze the impact that discrepancies in fact and interpretation between authors has on the reader</li> <li>Make a judgment about which author's presentation of the information was more credible and effective</li> </ul>
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills
<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>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.</p> <p>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.</p> <p>W.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1.D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<ul style="list-style-type: none"> <li>Write arguments to support claims with clear reasons and relevant evidence</li> <li>Introduce claim(s)</li> <li>Write a clear thesis statement</li> <li>Address opposing claims</li> <li>Discern claims from opposing claims</li> <li>Organize the reasons and evidence logically.</li> <li>Choose appropriate reasoning and evidence to support claims</li> <li>Evaluate sources for accuracy and reliability</li> <li>Demonstrate an understanding of the topic or text</li> <li>Use transitional words and phrases</li> <li>Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>Choose a consistent style, approach, and form for the task</li> <li>Close the text with a conclusion</li> </ul>
<p>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.)</p>		<ul style="list-style-type: none"> <li>Identify defining characteristics of a variety of writing tasks</li> <li>Utilize strategies to unpack a writing prompt</li> <li>Write for a specific purpose and audience</li> <li>Select an appropriate text structure or format for the task</li> <li>Use language that is precise and powerful to create voice</li> <li>Create a tone that is appropriate for one's audience</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>Revise and edit intentionally to improve writing</li> <li>Generate ideas to develop topic</li> <li>Revise writing with a partner or self-editing checklists</li> <li>View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>Use technological resources to enhance writing</li> <li>Use technology to broaden research base</li> <li>Use evidence found online to support ideas</li> <li>Give and receive feedback using technology</li> <li>Seek out authentic publishing opportunities</li> </ul>
<p>W.8.7 (Choice). 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.</p>		<ul style="list-style-type: none"> <li>Explore inquiry topics through short research projects</li> <li>Compose student-generated questions focused around areas of interest or content studies</li> </ul>



	<ul style="list-style-type: none"> <li>● Research and synthesize information from several sources</li> <li>● Develop research questions</li> <li>● Determine keywords or topics for each question</li> <li>● Conduct research and synthesize multiple sources of information</li> <li>● Compose follow-up research questions based on the initial search</li> </ul>
W.8.8 (Choice). 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.	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Draw evidence from multiple texts to support thesis</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Follow MLA guidelines to cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Avoid plagiarism in writing</li> </ul>
<p>W.8.9 (Choice). Apply <i>grade 8 Reading standards</i> to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>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").</p> <p>W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>	<ul style="list-style-type: none"> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Incorporate textual evidence into written pieces</li> <li>● Logically connect evidence to claims in writing</li> <li>● Analyze author's use of style and structure</li> <li>● Identify and analyze allusions</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> </ul>
W.8.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b> , and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>● Produce written reflections</li> <li>● Explain stylistic choices made while writing</li> </ul>
<b>Unit 2 Speaking and Listening Standards</b>	<b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b>
<p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> </ul>

<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>Summarize the ideas expressed</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>Determine the speaker's argument and claims</li> <li>Evaluate whether the speaker's reasoning is rational and legitimate</li> <li>Evaluate whether there is enough evidence to support the claims</li> <li>Identify when extraneous information is presented</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>
<p>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 <a href="#">here</a> for specific expectations.)</p>	<ul style="list-style-type: none"> <li>Orally present information, using appropriate speech, in a variety of situations</li> </ul>
<b>Unit 2 Language Standards</b>	<b>Unit 2 Language Critical Knowledge and Skills</b>
<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.1.B. Form and use verbs in the active and passive voice.</p>	<ul style="list-style-type: none"> <li>Differentiate between active and passive voice</li> <li>Identify active and passive voice in reading</li> <li>Correctly use verbs in the active and passive voice when writing or speaking</li> </ul>
<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.2.B. Use an ellipsis to indicate an omission.</p> <p>L.8.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate an omission</li> <li>Apply common rules and patterns to spell words correctly</li> </ul>
<p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>Identify verbs used in the active and passive voice and in the conditional and subjunctive mood</li> <li>Select verbs in various moods to achieve an intentional effect</li> </ul>
<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>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</li> <li>Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</li> </ul>

<p>L.8.4.C. <b>Consult reference materials</b> (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.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</li> <li>• Consult reference materials that are both printed and digital</li> </ul>
<p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.5.B. Use the relationship between particular words to better understand each of the words.</p>	<ul style="list-style-type: none"> <li>• Identify the relationship of words</li> <li>• Clarify words by using the relationship between them</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Understand and apply conversational, academic, and domain specific vocabulary</li> <li>• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>
8.1.8.A.5	<ul style="list-style-type: none"> <li>• Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</li> </ul>
8.1.8.D.1	<ul style="list-style-type: none"> <li>• Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.</li> </ul>

Unit 2 Grade 8	
Content Area: Language Arts	
Unit Title/Core Novel: The Diary of Anne Frank (Play)	Grade Level: 8
Interdisciplinary Connections: Social Studies,	Length of Time: APX 45 Days
<p>Unit Summary:</p> <p>In the midst of adversity, one must maintain individuality, act courageously, and adapt for survival. In this unit, students will explore this theme throughout the reading of <i>The Diary of Anne Frank</i> dramatized by Frances Goodrich and Albert Hackett. They will further analyze and develop this theme through their own narrative writing and alternative assessments.</p>	<p><a href="#">21st Century Themes</a>/Career Readiness Practices:</p> <p>Global Awareness Civic Literacy</p> <p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.</p>

	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Core Instructional Materials:	<p>Core Novel</p> <p>Achieve 3000 <a href="https://login.achieve3000.com/index">https://login.achieve3000.com/index</a></p> <p>NJ Student Learning Standards Grade 8</p> <p><a href="https://www.nj.gov/education/cccs/2016/ela/g08.pdf">https://www.nj.gov/education/cccs/2016/ela/g08.pdf</a></p> <p>GSuite for Education</p> <p>Projector</p> <p>Internet resources</p> <p>Activity handouts from the teacher</p> <p>Presentations via technology including educational videos on Safari and youtube.com · Subject software</p> <p>Internet resources</p> <p>Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.</p>
<b>Standards/ ELA Concepts</b>	
<p>Anchor Standards for Reading Grade 8: <a href="https://www.nj.gov/education/cccs/2016/ela/g08.pdf">https://www.nj.gov/education/cccs/2016/ela/g08.pdf</a></p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> <li>● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul> <p>Craft and Structure</p> <ul style="list-style-type: none"> <li>● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>● NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> </ul>	

- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### Technology Standards:

- [8.1 Educational Technology](#): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.
- [8.2 Technology Education, Engineering, Design and Computational Thinking - Programming](#): All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> <li>● Scholastic Reading Inventory (SRI)</li> <li>● Daily Oral Vocabulary Activities</li> <li>● Informational/Explanatory Process Piece (teacher constructed)</li> <li>● Assessment Item Analysis</li> <li>● UDL Menu</li> <li>● Do Now / Exit Ticket</li> <li>● Teacher / Student Questioning</li> <li>● Class / Small Group Discussion</li> <li>● Graphic Organizers</li> <li>● Peer / Self Assessment</li> <li>● Visual Presentations</li> <li>● Think Pair Share</li> <li>● Teacher Observation / Anecdotal Records</li> <li>● Computer Based Applications/Programs</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> <li>● Research Writing Assignment (RST)</li> <li>● Unit Test 2 Assessment 1 (Pre Progress Reporting Period 1)</li> <li>● Unit Test 2 Assessment 2</li> <li>● Teacher Constructed Standards Based Quiz 1 (Pre Progress Reporting Period 2)</li> <li>● Teacher Constructed Standards Based Quiz 2</li> <li>● Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 2)</li> <li>● Alternative Assessment Teacher Constructed 2</li> </ul>

<ul style="list-style-type: none"> <li>Practice Presentations</li> </ul>		
District/School Texts		District/School Supplementary Resources
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <ul style="list-style-type: none"> <li>The Diary of Anne Frank (Play)</li> <li>The Wave</li> </ul>		<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <ul style="list-style-type: none"> <li>Achieve 3000</li> <li><a href="#">Link to supplemental novels and texts utilized by staff</a></li> <li>“Rescued from the Holocaust” by Sean Price: <a href="http://www.holocaust-trc.org/varian-fry-and-the-emergency-rescue-com-mittee/rescued-from-the-holocaust/">http://www.holocaust-trc.org/varian-fry-and-the-emergency-rescue-com-mittee/rescued-from-the-holocaust/</a></li> <li>Selected diary entries from <a href="#">The Diary of Anne Frank</a></li> <li>The Diary of Anne Frank (Play) Part ⅓ <a href="https://youtu.be/3NKTSWTBj1g">https://youtu.be/3NKTSWTBj1g</a></li> <li>The Diary of Anne Frank (Play) Part ⅔: <a href="https://youtu.be/0VmXHDJePic">https://youtu.be/0VmXHDJePic</a></li> <li>The Diary of Anne Frank (Play) Part ⅘:  <a href="https://youtu.be/yJu1yMu83ds">https://youtu.be/yJu1yMu83ds</a></li> <li>The Diary of Anne Frank (Play) Part 5/5: <a href="https://youtu.be/A5Uh9JQhc28">https://youtu.be/A5Uh9JQhc28</a></li> <li>1933 Hitler Comes to Power</li> <li><a href="#">Fighting Hitler</a></li> <li><a href="#">The Boys Who Fought the Nazis</a></li> <li>Out of Auschwitz</li> <li><a href="#">The Girl Who Lived Forever</a></li> <li>The Most Dangerous Book in the World</li> <li>The Sneetches</li> <li><a href="#">FDR’s Infamy Speech</a></li> <li>American Pastime</li> <li><a href="#">Betrayed by America</a></li> <li>Scholastic Scope: Shattered Sky (Halifax) 11/2017</li> </ul>
District/School Writing Tasks		
Primary Focus	Secondary Focus	Routine Writing

<p><i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <ul style="list-style-type: none"> <li>● Research</li> </ul>	<p><i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <ul style="list-style-type: none"> <li>● Arguments</li> </ul>	<p><i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"> <li>● Text Dependent Writing (TDQ)</li> <li>● Quickwrites</li> <li>● Routine Writing</li> </ul>
<p><b>Unit Essential Questions</b></p>		
<ul style="list-style-type: none"> <li>● How does literature present truth and serve as a catalyst for change?</li> <li>● What does it take to act courageously in a time of extreme adversity? Is this a characteristic of a hero or a morally responsible citizen?</li> <li>● How can we keep our individuality and still be part of a group?</li> <li>● Does survival depend on how we adapt to a change in our environment?</li> </ul>		
<p><b>Unit Enduring Understanding</b></p>		
<ul style="list-style-type: none"> <li>● Through discussion, students will reflect on themes presented in the literature (The Diary of Anne Frank) and recognize the positive change the literature creates.</li> <li>● Students will recognize the characteristics that enable one to get through adversity and understand that those characteristics make both a heroic and responsible person.</li> <li>● Individuality, as a coming of age process, requires a balance and an understanding that one must care for the needs of a community as well as establish their own identity.</li> <li>● Students will recognize that their environment will be constantly changing and they must have the flexibility to adapt.</li> </ul>		
<p><b>Key Vocabulary</b></p>		
<ul style="list-style-type: none"> <li>● <i>Tier 2 vocabulary to be extracted from text during the course of instruction.</i></li> <li>● analyze</li> <li>● explicit</li> <li>● inference</li> <li>● textual evidence</li> <li>● author's purpose</li> <li>● analyze</li> <li>● explicit</li> <li>● inference</li> <li>● textual evidence</li> <li>● conclude</li> <li>● author's purpose</li> <li>● describe</li> </ul>		

- plot
- episodes
- characters/character traits
- resolution
- Dialogue
- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- word choice
- determine
- analyze
- scene
- stanza
- text structure
- theme
- setting
- plot
- author
- point of view
- develop
- narrator
- speaker in text
- compare
- contrast
- experience
- drama
- poetry
- viewing
- audio
- perception
- similarities
- differences
- compare
- contrast
- contrastar



- similarities
- differences
- text
- genres
- theme
- historical
- novels
- fantasy
- realism

### Unit Learning Targets (Students will do...)

- When writing or speaking, explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- When writing or speaking, form and use verbs in the active voice.
- When writing or speaking, form and use verbs in the passive voice.
- Identify the meaning of common grade-appropriate Greek or Latin affixes.
- Use common grade-appropriate Greek or Latin affixes as clues to the meaning of unknown and multiple-meaning words or phrases.
- Identify the meaning of common grade-appropriate Greek or Latin roots.
- Use common grade-appropriate Greek or Latin roots as clues to the meaning of unknown and multiple-meaning words or phrases.
- Recognize relationships between words and use the relationships to better understand each of the words (e.g., sympathetic/apathetic).
- Engage effectively in a collaborative discussion with diverse partners about the Holocaust.
- Build on others' ideas about the Holocaust.
- Express their ideas about the Holocaust clearly.
- Begin thinking critically about themes to be encountered in The Diary of Anne Frank (DAF).
- Identify significant elements of the setting of The Diary of Anne Frank.
- Predict how this setting may affect the characters and conflict.
- Identify defining elements of the structure of a play, such as stage directions, acts, scenes, etc.
- Preview the drama to identify structures such as set description, scene design, and the pronunciation key.
- Anticipate how this structure will contribute to its meaning and style.
- Read a play and utilize character roles.
- Use visualization to make sense of the characters and their actions.
- Analyze how authors expect the reader to visualize.
- Read a play and utilize character roles.
- Use visualization to make sense of the characters and their actions.
- Make inferences about character traits based on dialogue and actions.
- Distinguish among the connotations of words with similar denotations.
- Use a graphic organizer to record information such as character traits, significant lines of dialogue, and characters' actions.
- Generate potential themes based on characters' actions.
- Cite the textual evidence that most strongly supports an analysis of inferences drawn from the text.
- Discuss evidence which contributes to development of theme.

- Cite the textual evidence that most strongly supports an analysis of what the text explicitly says.
- Write an objective summary of the text.
- Analyze the development of a theme and its relationship to the characters.
- Analyze the development of a theme and its relationship to the setting.
- Determine the viewpoints and beliefs of various characters.
- Analyze how differences in the points of view of the characters create suspense.
- Analyze how differences in the points of view of the characters create humor.
- Identify the elements of a well-structured narrative.
- Organize ideas for a narrative by establishing a context and point of view, identifying a narrator and/or characters, and outlining an event sequence that unfolds naturally and logically.
- Write narratives to develop real or imagined experiences or events using effective techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- Write narratives to develop real or imagined experiences or events using relevant descriptive details, precise words and phrases, and sensory language to capture the action and convey experiences and events.
- 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.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.
- Edit for correct use of verbals (gerunds, participles, infinitives).
- Edit for appropriate use of verbs in the active voice.
- Edit for appropriate use of verbs in the passive voice.
- Demonstrate command of the conventions of standard English by editing for correct capitalization, punctuation, and spelling.
- Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- Analyze how particular lines of dialogue or incidents in a story propel the action.
- Analyze how particular lines of dialogue or incidents in a story reveal aspects of a character.
- Analyze how particular lines of dialogue or incidents in a drama provoke a decision.
- Compare and contrast the structure of a drama with the structure of a diary.
- Analyze how the differing structure of each text contributes to its meaning and style.
- Identify differences in their point of view (having read the play) and the point of view of the characters.
- Analyze how differences in the points of view of the audience or reader create such effects as suspense or humor.
- Evaluate the extent to which a filmed or live production of a story stays faithful to or departs from the text.
- Analyze why the director or actors may have departed from the text.
- 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.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others and when warranted qualify or justify their own views in light of the evidence presented.

- Demonstrate a command of formal English and its conventions when speaking.
- Adapt speech during class discussion by using verbs in the active voice appropriately to achieve particular effects.
- Adapt speech during class discussion by using verbs in passive voice to achieve particular effects.

### Instructional Best Practices and Exemplars

### Instructional Best Practices and Exemplars

#### Instructional Best Practices

(Please see information in attached link)

### Unit 3 Grade 8

Unit 3 Grade 8		
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.8.1. Cite the textual evidence and <b>make relevant connections</b> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1. Cite the textual evidence <b>and make relevant connections</b> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>● Closely read the text</li> <li>● Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim</li> <li>● Identify and analyze author's purposeful use of language and literary devices</li> <li>● Make personal connections, make connections to other text, and/or global connections when relevant</li> <li>● Gather evidence from the text to support inferences or explicit meaning</li> <li>● Paraphrase and directly quote evidence from text</li> <li>● Correctly cite evidence</li> <li>● Use evidence from the text to make and check predictions when reading</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> </ul>
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.	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.	<ul style="list-style-type: none"> <li>● Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence</li> <li>● Analyze the development of the theme or central idea over the course of the fictional or informational text</li> <li>● Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts</li> <li>● Summarize the text objectively, capturing the main ideas</li> </ul>

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.		<ul style="list-style-type: none"> <li>• Determine how specific events or dialogue significantly impact the development of a story</li> <li>• Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story</li> <li>• Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development</li> <li>• Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character</li> <li>• Explain why the author chose to include the dialogue or incidents</li> <li>• Analyze the impact of the dialogue or incidents on the reader</li> <li>• Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision</li> </ul>
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.		<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>• Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>• Identify analogies and allusions</li> <li>• Analyze why the author chose to include specific word choice, including analogies or allusions</li> <li>• Analyze how specific word choice, including analogies and allusions, impacts the reader</li> <li>• Evaluate the effectiveness of the author's choice to use specific word choice</li> </ul>
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.		<ul style="list-style-type: none"> <li>• Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept</li> <li>• Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept</li> <li>• Analyze why the author chose a particular structure</li> <li>• Analyze the impact that the structure choice has on the reader</li> <li>• Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept</li> </ul>
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. 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.	<ul style="list-style-type: none"> <li>• Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text</li> <li>• Determine how one or more differences in the points of view can create bias in fiction and nonfiction text</li> <li>• Explain how the author acknowledges and responds to counterarguments</li> <li>• Analyze how the author uses literary devices to develop effects such as suspense or humor</li> </ul>

		<ul style="list-style-type: none"> <li>Analyze the impact of the author's point of view or purpose choices on the reader</li> <li>Evaluate the effectiveness of the author's point of view or purpose choices</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>Assess and reflect upon the similarities and differences between text and dramatic productions</li> <li>Reflect upon the similarities and differences between initial understandings derived from the original text and those created from visual interpretation</li> <li>Observe how closely details in the portrayal align with the details in the text that created their initial visual image</li> <li>Analyze the reason behind omission and alterations</li> <li>Identify and analyze the reasons for the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even casting</li> <li>Analyze why directors or actors stay faithful or depart from the text or script</li> <li>Analyze the impact of the actor or director's choices on the viewer</li> <li>Evaluate the effectiveness of the actor's or director's choices to stay faithful or depart from the text or script</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>Recognize that literary themes are timeless</li> <li>Observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works</li> <li>Read a variety of texts of varying formats and time periods that all focus around a common literary theme</li> <li>Use various sources of knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to analyze and reflect on texts</li> <li>Determine how writers modernize their presentation of a theme while still holding true to the characteristics of that genre.</li> <li>Note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer's approach</li> <li>Analyze why an author chose to draw on elements from myths, traditional stories, or religious words</li> <li>Analyze the impact of the author's choice to reference elements from earlier works on the reader</li> <li>Evaluate the effectiveness of the author's choice to reference earlier works</li> </ul>
<b>Unit 3 Writing Standards</b>		<b>Unit 3 Writing Critical Knowledge and Skills</b>
<p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>		<ul style="list-style-type: none"> <li>Establish a point of view and context</li> <li>Engage the reader with a story hook</li> <li>Introduce a narrator and/or characters</li> <li>Organize an event sequence that unfolds naturally and logically</li> </ul>

<p>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.</p> <p>W.8.3.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.8.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> <li>● Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters</li> <li>● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</li> <li>● Use figurative language to aid in description</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</li> <li>● Provide a conclusion that follows from and reflects on the narrated experiences or events</li> <li>● Clearly convey a conflict and a resolution to the conflict</li> <li>● Apply the narrative plot structure to a real or imagined story</li> <li>● Demonstrate ability to create a context or setting for the story</li> <li>● Develop characters throughout the story</li> </ul>
<p>W.8.4. Produce clear and coherent writing in which the development, organization, <b>voice</b>, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>● Identify defining characteristics of a variety of writing tasks</li> <li>● Utilize strategies to unpack a writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice</li> <li>● Create a tone that is appropriate for one's audience</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Use technology to broaden research base</li> <li>● Use evidence found online to support ideas</li> <li>● Give and receive feedback using technology</li> <li>● Seek out authentic publishing opportunities</li> </ul>
<p>W.8.7 (Choice). 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.</p>	<ul style="list-style-type: none"> <li>● Explore inquiry topics through short research projects</li> <li>● Compose student-generated questions focused around areas of interest or content studies</li> <li>● Research and synthesize information from several sources</li> <li>● Develop research questions</li> <li>● Determine keywords or topics for each question</li> <li>● Conduct research and synthesize multiple sources of information</li> <li>● Compose follow-up research questions based on the initial search</li> </ul>
<p>W.8.8 (Choice). Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each</p>	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Draw evidence from multiple texts to support thesis</li> </ul>

<p>source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<ul style="list-style-type: none"> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Follow MLA guidelines to cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Avoid plagiarism in writing</li> </ul>
<p>W.8.9 (Choice). Apply <i>grade 8 Reading standards</i> to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>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").</p> <p>W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>	<ul style="list-style-type: none"> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Incorporate textual evidence into written pieces</li> <li>● Logically connect evidence to claims in writing</li> <li>● Analyze author's use of style and structure</li> <li>● Identify and analyze allusions</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> </ul>
<p>W.8.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b>, and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>● Produce written reflections</li> <li>● Explain stylistic choices made while writing</li> </ul>
<p><b>Unit 3 Speaking and Listening Standards</b></p>	<p><b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>

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.	<ul style="list-style-type: none"> <li>● Determine the purpose for presenting information in different media and formats</li> <li>● Interpret the presenter's purpose in conveying the information using particular media and formats</li> <li>● Analyze the impact that the use of particular media and formats has on the audience</li> <li>● Evaluate the effectiveness of the presenter's media and format choices</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>● Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>
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 <a href="#">here</a> for specific expectations.)	<ul style="list-style-type: none"> <li>● Orally present information, using appropriate speech, in a variety of situations</li> </ul>
<b>Unit 3 Language Standards</b>	<b>Unit 3 Language Critical Knowledge and Skills</b>
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.	<ul style="list-style-type: none"> <li>● Identify a variety of verb voices and moods in reading</li> <li>● Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Use punctuation (comma, ellipsis, dash) to indicate a pause or break</li> <li>● Apply common rules and patterns to spell words correctly</li> </ul>
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).	<ul style="list-style-type: none"> <li>● Identify verbs used in the active and passive voice and in the conditional and subjunctive mood</li> <li>● Select verbs in various moods to achieve an intentional effect</li> </ul>
L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , 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.	<ul style="list-style-type: none"> <li>● 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</li> <li>● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</li> </ul>



<p>L.8.4.C. <b>Consult reference materials</b> (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.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</li> <li>• Consult reference materials that are both printed and digital</li> </ul>
<p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.5.A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<ul style="list-style-type: none"> <li>• Define and identify figures of speech</li> <li>• Determine the meaning of and purpose of figures of speech in context</li> <li>• Identify the relationship of words</li> <li>• Clarify words by using the relationship between them</li> <li>• Discern the difference in meaning between closely related words</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Understand and apply conversational, academic, and domain specific vocabulary</li> <li>• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>

Unit 3 Grade 8	
Content Area: Language Arts	
Unit Title/Core Novel: <a href="#">Flowers for Algernon</a>	Grade Level: 8
Interdisciplinary Connections: Science	Length of Time: APX 45 Days
<p>Unit Summary:</p> <p>The focus of this lesson is to give students an opportunity to further consider the themes of popularity and intelligence in “Flowers for Algernon.” In taking the points of view of other characters in the story, students analyze the consequences of intelligence and consider the ethics of scientifically increased intelligence.</p>	<p><a href="#">21st Century Themes</a>/Career Readiness Practices:</p> <p>Global Awareness Civic Literacy Health Literacy</p> <p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

	<p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Core Instructional Materials:	<p>Core Novel</p> <p>Achieve 3000 <a href="https://login.achieve3000.com/index">https://login.achieve3000.com/index</a></p> <p>NJ Student Learning Standards Grade 8</p> <p><a href="https://www.nj.gov/education/cccs/2016/ela/g08.pdf">https://www.nj.gov/education/cccs/2016/ela/g08.pdf</a></p> <p>GSuite for Education</p> <p>Projector</p> <p>Internet resources</p> <p>Activity handouts from the teacher</p> <p>Presentations via technology including educational videos on Safari and youtube.com · Subject software</p> <p>Internet resources</p> <p>Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.</p>
<b>Standards/ ELA Concepts</b>	
<p>Anchor Standards for Reading Grade 8: <a href="https://www.nj.gov/education/cccs/2016/ela/g08.pdf">https://www.nj.gov/education/cccs/2016/ela/g08.pdf</a></p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> <li>● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul> <p>Craft and Structure</p> <ul style="list-style-type: none"> <li>● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>● NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</li> </ul>	

## Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

## Technology Standards:

- [8.1 Educational Technology](#): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.
- [8.2 Technology Education, Engineering, Design and Computational Thinking - Programming](#): All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### District/School Formative Assessment Plan

*Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*

- Scholastic Reading Inventory (SRI)
- Daily Oral Vocabulary Activities
- Informational/Explanatory Process Piece (teacher constructed)
- Assessment Item Analysis
- UDL Menu
- Do Now / Exit Ticket
- Teacher / Student Questioning
- Class / Small Group Discussion
- Graphic Organizers
- Peer / Self Assessment
- Visual Presentations
- Think Pair Share
- Teacher Observation / Anecdotal Records
- Computer Based Applications/Programs
- Practice Presentations

### District/School Summative Assessment Plan

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

- Narrative Essay
- Unit Test 3 Assessment 1 (Pre Progress Reporting Period 3)
- Unit Test 3 Assessment 2
- Teacher Constructed Standards Based Quiz 1 (Pre Progress Reporting Period 3)
- Teacher Constructed Standards Based Quiz 2
- Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 3)
- Alternative Assessment Teacher Constructed 2

District/School Texts		District/School Supplementary Resources	
<p>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</p> <ul style="list-style-type: none"><li>• <a href="#">Flowers for Algernon</a><ul style="list-style-type: none"><li>○ The Red Badge of Courage</li><li>○ The Drummer Boy of Shiloh</li></ul></li></ul>		<p>Districts or schools choose supplementary resources that are not considered “texts.”</p> <ul style="list-style-type: none"><li>• Achieve 3000</li><li>• <a href="#">Link to supplemental novels and texts utilized by staff</a></li><li>• <a href="#">Escape from Slavery</a></li><li>• <a href="#">Harriet Tubman</a></li><li>• Frederick Douglass</li><li>• <a href="#">Up From Slavery</a></li><li>• <a href="#">The Horror of Slavery</a></li><li>• <a href="#">Gettysburg Address Speech</a></li><li>• <a href="#">I Have a Dream Speech</a></li></ul>	
District/School Writing Tasks			
<p><b>Primary Focus</b> <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <ul style="list-style-type: none"><li>• Narrative</li></ul>	<p><b>Secondary Focus</b> <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <ul style="list-style-type: none"><li>• Identify evidence that supports claims in literary analysis.</li></ul>	<p><b>Routine Writing</b> <i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"><li>• Text Dependent Writing (TDQ)</li><li>• Quickwrites</li><li>• Routine Writing</li></ul>	
Unit Essential Questions			
<ul style="list-style-type: none"><li>• What is intelligence?</li><li>• How does intellect (IQ) and character (traits) contribute to identity (who you are)?</li><li>• Would you be willing to give up who you are now if it promised something better in the future?</li><li>• Do you think it’s possible to see someone’s weakness as a strength?</li><li>• Why do authors send messages, or develop themes, when telling a story?</li></ul>			
Unit Enduring Understanding			

- Explorations into popularity and intelligence encourage readers to think critically about the power of knowledge and science.
- Resolutions to conflicts found in drama can be applied to real life situations.
- Conflicts/themes are universal across time.
- Develop an appreciation of what makes quality drama.
- Use textual evidence to support viewpoints and opinions.
- Use vocabulary in personal writing effectively and in speaking.

### Key Vocabulary

- *Tier 2 vocabulary to be extracted from text during the course of instruction.*
- analyze
- explicit
- inference
- textual evidence
- author's purpose
- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose
- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- word choice
- Determine
- author
- point of view
- develop
- narrator
- speaker in text
- compare
- contrast
- contrastar
- similarities

- differences
- text
- genres
- theme
- historical
- novels
- fantasy
- realism
- literature
- drama
- poetry
- Fluency
- comprehension

### Unit Learning Targets (Students will do...)

- Analyze character conflicts and how they're resolved
- Analyze theme or central idea of a text, including its relationship to characters, setting, plot, and theme.
- Evaluate author's purpose, point of view, and style within a novel.
- Analyze literature for literary elements.
- Analyze the structure and organization of a literary work.
- Explain the various uses and effectiveness of dialogue throughout a piece.
- Determine theme and provide a summary
- Describe the unfolding of the plot
- Conclude word meaning through context clues
- Explain how author point of view is developed
- Compare and contrast reading, viewing, and listening of text
- Compare and contrast how forms of text approach theme
- Comprehend literature Writing Standards
- Write narratives to develop real or imagined experiences or events using effective techniques
- Produce clear and coherent writing appropriate to task, purpose, and audience
- Develop and strengthen writing through the writing process
- Use technology to publish writing as well as collaborate with others
- Write routinely over time

### Instructional Best Practices and Exemplars

Instructional Best Practices and Exemplars  
[Instructional Best Practices](#)  
 (Please see information in attached link)

Unit 4 Grade 8		
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.8.1. Cite the textual evidence and <b>make relevant connections</b> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1. Cite the textual evidence <b>and make relevant connections</b> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Closely read the text</li> <li>• Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim</li> <li>• Identify and analyze author's purposeful use of language and literary devices</li> <li>• Make personal connections, make connections to other text, and/or global connections when relevant</li> <li>• Gather evidence from the text to support inferences or explicit meaning</li> <li>• Paraphrase and directly quote evidence from text</li> <li>• Correctly cite evidence</li> <li>• Use evidence from the text to make and check predictions when reading</li> <li>• Read and analyze a variety of literary genres and informational texts</li> <li>• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>• Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>• Refer to the text for support when analyzing and drawing inferences</li> </ul>
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.	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.	<ul style="list-style-type: none"> <li>• Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence</li> <li>• Analyze the development of the theme or central idea over the course of the fictional or informational text</li> <li>• Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts</li> <li>• Summarize the text objectively, capturing the main ideas</li> </ul>
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.	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.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>• Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>• Identify analogies and allusions</li> <li>• Analyze why the author chose to include specific word choice, including analogies or allusions</li> <li>• Analyze how specific word choice, including analogies and allusions, impacts the reader</li> <li>• Evaluate the effectiveness of the author's choice to use specific word choice</li> </ul>

<p>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.</p>	<p>RI.8.5. Analyze <b>the structure an author uses to organize</b> a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p>	<p>RL.8.5:</p> <ul style="list-style-type: none"> <li>● Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept</li> <li>● Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept</li> <li>● Determine why the author chose a particular structure</li> <li>● Analyze the impact that the structure choice has on the reader</li> <li>● Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept</li> </ul> <p>RI.8.5:</p> <ul style="list-style-type: none"> <li>● Compare and contrast the structure of two or more texts</li> <li>● Provide an analysis of how the differing structure of each text contributes to its meaning and style</li> <li>● Determine why each author chose their particular structure to contribute to the meaning and style of the text</li> <li>● Analyze the impact that the structure choice has on the reader</li> <li>● Make a judgment about which text structure more effectively contributes to the meaning and style of the text</li> </ul>
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text</li> <li>● Determine how one or more differences in the points of view can create bias in fiction and nonfiction text</li> <li>● Explain how the author acknowledges and responds to counterarguments</li> <li>● Analyze how the author uses literary devices to develop effects such as suspense or humor</li> <li>● Analyze the impact of the author's point of view or purpose choices on the reader</li> <li>● Evaluate the effectiveness of the author's point of view or purpose choices</li> </ul>
<p>RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level <b>text-complexity (see Appendix A)</b> or above, scaffolding as needed.</p>	<p>RI.8.10. By the end of the year read and comprehend literary nonfiction <b>(see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</b></p>	<ul style="list-style-type: none"> <li>● Determine difficulties in comprehending and making meaning</li> <li>● Apply appropriate strategies in order to increase comprehension when encountering difficult text</li> <li>● 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</li> <li>● Encounter the text with minimal clarifications</li> <li>● Discern more from and make fuller use of text</li> <li>● Make an increasing number of connections among ideas and between texts</li> </ul>
<p><b>Unit 4 Writing Standards</b></p>	<p><b>Unit 4 Writing Critical Knowledge and Skills</b></p>	



<p>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.</p> <p>W.8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information <b>using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</b></p> <p>W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.E. Establish and maintain a formal style.</p> <p>W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>● Focus writing on thoroughly describing or explaining a topic</li> <li>● Identify the defining elements of this specific writing genre</li> <li>● Explore topics from their content area classes</li> <li>● Write an introduction that clearly outlines ideas to follow</li> <li>● Organize ideas and information using text structures and text features</li> <li>● Write a thesis statement</li> <li>● Select facts, definitions, concrete details, quotations, or other information and examples</li> <li>● Use transitional words and phrases</li> <li>● Choose specific vocabulary and language</li> <li>● Develop and use a consistent style, approach and form for the task</li> <li>● Write a conclusion to close the ideas in the text</li> <li>● Create language that is appropriate to one's audience and a formal tone</li> </ul>
<p>W.8.4. Produce clear and coherent writing in which the development, organization, <b>voice</b>, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>● Identify defining characteristics of a variety of writing tasks</li> <li>● Utilize strategies to unpack a writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice</li> <li>● Create a tone that is appropriate for one's audience</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Use technology to broaden research base</li> <li>● Use evidence found online to support ideas</li> <li>● Give and receive feedback using technology</li> <li>● Seek out authentic publishing opportunities</li> </ul>
<p>W.8.7 (Choice). 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.</p>	<ul style="list-style-type: none"> <li>● Explore inquiry topics through short research projects</li> <li>● Compose student-generated questions focused around areas of interest or content studies</li> <li>● Research and synthesize information from several sources</li> <li>● Develop research questions</li> <li>● Determine keywords or topics for each question</li> <li>● Conduct research and synthesize multiple sources of information</li> <li>● Compose follow-up research questions based on the initial search</li> </ul>

<p>W.8.8 (Choice). 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.</p>	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Draw evidence from multiple texts to support thesis</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Follow MLA guidelines to cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Avoid plagiarism in writing</li> </ul>
<p>W.8.9 (Choice). Apply <i>grade 8 Reading standards</i> to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>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").</p> <p>W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>	<ul style="list-style-type: none"> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Incorporate textual evidence into written pieces</li> <li>● Logically connect evidence to claims in writing</li> <li>● Analyze author's use of style and structure</li> <li>● Identify and analyze allusions</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> </ul>
<p>W.8.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b>, and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>● Produce written reflections</li> <li>● Explain stylistic choices made while writing</li> </ul>
<p><b>Unit 4 Speaking and Listening Standards</b></p>	<p><b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>

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.	<ul style="list-style-type: none"> <li>● Determine the purpose for presenting information in different media and formats</li> <li>● Interpret the presenter's purpose in conveying the information using particular media and formats</li> <li>● Analyze the impact that the use of particular media and formats has on the audience</li> <li>● Evaluate the effectiveness of the presenter's media and format choices</li> </ul>
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<ul style="list-style-type: none"> <li>● Incorporate multimedia and visual displays into presentations</li> <li>● Analyze the impact that these multimedia and visual displays will have on the reader</li> </ul>
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 <a href="#">here</a> for specific expectations.)	<ul style="list-style-type: none"> <li>● Orally present information, using appropriate speech, in a variety of situations.</li> </ul>
<b>Unit 4 Language Standards</b>	<b>Unit 4 Language Critical Knowledge and Skills</b>
<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.1.D. Recognize and correct inappropriate shifts in verb voice and mood.</p>	<ul style="list-style-type: none"> <li>● Identify verbs in reading and writing pieces</li> <li>● Recognize and correct inappropriate shifts in verb voice and mood</li> </ul>
<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Apply common rules and patterns to spell words correctly</li> </ul>
<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Determine the meaning of commonly used prefixes and suffixes</li> <li>● Separate a base word from the prefix or suffix</li> <li>● Use the definition of known prefixes and suffixes to define new words</li> <li>● Identify root words in unknown words</li> <li>● Use known root words to aid in defining unknown words</li> <li>● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</li> <li>● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</li> <li>● Consult reference materials that are both printed and digital</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>

## Unit 4 Grade 8

Content Area: Language Arts

Unit Title/Core Novel: [Outsiders](#)

Grade Level: 8

Interdisciplinary Connections:

Length of Time: APX 45 Days

Unit Summary:

No one ever said life was easy. But Ponyboy is pretty sure that he's got things figured out. He knows that he can count on his brothers, Darry and Sodapop. And he knows that he can count on his friends—true friends who would do anything for him, like Johnny and Two-Bit. But not on much else besides trouble with the Socs, a vicious gang of rich kids whose idea of a good time is beating up on “greasers” like Ponyboy. At least he knows what to expect—until the night someone takes things too far.

*The Outsiders* is a dramatic and enduring work of fiction that laid the groundwork for the YA genre. S. E. Hinton's classic story of a boy who finds himself on the outskirts of regular society remains as powerful today as it was the day it was first published.

[21st Century Themes](#)/Career Readiness Practices:

Global Awareness  
Health Literacy  
Civic Literacy  
Financial Literacy

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP6. Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

Core Instructional Materials:

Core Novel  
Achieve 3000 <https://login.achieve3000.com/index>  
NJ Student Learning Standards Grade 8  
<https://www.nj.gov/education/cccs/2016/ela/g08.pdf>  
GSuite for Education  
Projector  
Internet resources  
Activity handouts from the teacher  
Presentations via technology including educational videos on Safari and youtube.com · Subject software  
Internet resources  
Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.

<b>Standards/ ELA Concepts</b>	
<p>Anchor Standards for Reading Grade 8: <a href="https://www.nj.gov/education/cccs/2016/ela/g08.pdf">https://www.nj.gov/education/cccs/2016/ela/g08.pdf</a></p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"><li>● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li><li>● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li><li>● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li></ul> <p>Craft and Structure</p> <ul style="list-style-type: none"><li>● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li><li>● NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li><li>● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</li></ul> <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"><li>● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li><li>● NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li><li>● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13</li><li>● NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</li></ul> <p>Technology Standards:</p> <ul style="list-style-type: none"><li>● <a href="#">8.1 Educational Technology</a>: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Assess the credibility and accuracy of digital content.</li><li>● <a href="#">8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</a>: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li></ul>	

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> <li>● Scholastic Reading Inventory (SRI)</li> <li>● Daily Oral Vocabulary Activities</li> <li>● Informational/Explanatory Process Piece (teacher constructed)</li> <li>● Assessment Item Analysis</li> <li>● UDL Menu</li> <li>● Do Now / Exit Ticket</li> <li>● Teacher / Student Questioning</li> <li>● Class / Small Group Discussion</li> <li>● Graphic Organizers</li> <li>● Peer / Self Assessment</li> <li>● Visual Presentations</li> <li>● Think Pair Share</li> <li>● Teacher Observation / Anecdotal Records</li> <li>● Computer Based Applications/Programs</li> <li>● Practice Presentations</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> <li>● Informational/Explanatory Essay</li> <li>● Unit Test 4 Assessment 1 (Pre Progress Reporting Period 4)</li> <li>● Unit Test 4 Assessment 2</li> <li>● Teacher Constructed Standards Based Quiz 1(Pre Progress Reporting Period 1)</li> <li>● Teacher Constructed Standards Based Quiz 2</li> <li>● Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 4)</li> <li>● Alternative Assessment Teacher Constructed 2</li> </ul>
District/School Texts	District/School Supplementary Resources
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Outsiders</a> <ul style="list-style-type: none"> <li>○ Romiette and Julio</li> <li>○ Swallowing Stones (high)</li> </ul> </li> </ul>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <ul style="list-style-type: none"> <li>● Achieve 3000</li> <li>● <a href="#">Link to supplemental novels and texts utilized by staff</a></li> <li>● Scholastic Scope: Malala the Powerful (9/13)</li> <li>● Gangs</li> <li>● Gun control</li> <li>● Achieve 3000: Starbucks Under Fire (gun control)</li> <li>● 5 stages of grief</li> <li>● Achieve 3000: After Newton</li> <li>● Upfront: Who has the right to bear arms?</li> <li>● Upfront: Locked away forever</li> <li>● Upfront: The Death Penalty Debate</li> <li>● Upfront: Crime and Punishment</li> </ul>

		<ul style="list-style-type: none"> <li>Scholastic Scope: From War to America</li> </ul>
<b>District/School Writing Tasks</b>		
<b>Primary Focus</b> <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i> <ul style="list-style-type: none"> <li>Informational/Explanatory</li> </ul>	<b>Secondary Focus</b> <i>This may be to develop a skill or connect to writing from resources or research writing.</i> <ul style="list-style-type: none"> <li>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li> </ul>	<b>Routine Writing</b> <i>This is daily writing or writing that is done several times over a week.</i> <ul style="list-style-type: none"> <li>Text Dependent Writing (TDQ)</li> <li>Quickwrites</li> <li>Routine Writing</li> </ul>
<b>Unit Essential Questions</b>		
<ul style="list-style-type: none"> <li>What is more important individuality or social acceptance?</li> <li>What makes up someone's identity? Is identity determined or created</li> <li>How does society perpetuate the tension between social classes?</li> <li>How do perceptions lead to stereotyping and pressure to conform?</li> <li>Why is it important to recognize that all people have common life experiences that are both positive and negative?</li> <li>What is loyalty and rivalry?</li> <li>What does power mean?</li> <li>Do you think that it was right for Johnny to kill Bob? Why?</li> <li>Do you think this would have been an interesting book if it were written from a Soc's point of view?</li> <li>Discuss Dally's death. Would you label it a suicide?</li> <li>How are the problems in the book similar to today's problems?</li> <li>Why does loyalty matter in a gang?</li> <li>What did Johnny mean when he told Ponyboy to "stay gold"?</li> <li>What are the pros and cons of being a greaser or a Soc?</li> <li>Which character do you compare yourself to? Explain.</li> <li>How would you feel if you lost a close friend?</li> <li>What makes me feel like an "insider" or an "outsider"?</li> <li>How will being a part of a social class affect my life?</li> <li>Are there social classes represented in my hometown?</li> <li>Is there anything that makes one life worth living more so than another?</li> <li>What makes a family?</li> </ul>		
<b>Unit Enduring Understanding</b>		

- How does one manipulate the elements of fiction to create meaning in a story?
- Individual identity is important.
- Strong individuals make strong societies.
- One doesn't have to give up the "self" to become part of the "whole."
- Progress occurs when the group values the diversity of its individuals.
- When one is not proactive, his/her identity is shaped by external forces.
- There are universal aspects to human nature that apply to all social classes and we are all a part of a social hierarchy.
- A social hierarchy is often used to define a person or group of people.
- Family can be defined in both a traditional and non-traditional way.
- Each person decides the value of his or her own life.

### Key Vocabulary

- *Tier 2 vocabulary to be extracted from text during the course of instruction.*
- analyze
- explicit
- inference
- textual evidence
- author's purpose
- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose
- describe
- plot
- episodes
- characters/character traits
- resolution
- dialogue
- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- word choice



- determine
- analyze
- scene
- stanza
- text structure
- theme
- setting
- plot
- author
- point of view
- develop
- narrator
- speaker in text
- compare
- contrast
- experience
- drama
- poetry
- viewing
- audio
- perception
- similarities
- differences
- compare
- contrast
- contrastar
- similarities
- differences
- text
- genres
- theme
- historical
- novels
- fantasy
- realism
- literature
- drama
- poetry
- Fluency
- comprehension

Unit Learning Targets (Students will do...)
<ul style="list-style-type: none"> <li>● Demonstrate an understanding of the main ideas, events, or themes of a novel, story, poetry, and other print</li> <li>● Explain the motivation of the characters in works of communication, providing evidence from the text of each work</li> <li>● Identify and explain connections between new ideas and information and their previous beliefs, values, and experiences</li> <li>● Revise and edit their work to improve content, organization, and effect to best suit their audience and purpose</li> <li>● Demonstrate pride and satisfaction in using language to create and express their thoughts, ideas, and feelings</li> <li>● Create a variety of academic, technical, and personal communications, including poems, stories, personal essays, oral and written reports, group presentations, and informal dramatizations</li> <li>● Identify personal strengths and goals related to using language and use this information to set new goals</li> <li>● Use various strategies to resolve conflicts, solve problems, and build consensus</li> <li>● Evaluate the effectiveness of literary techniques including figurative language</li> </ul>
Instructional Best Practices and Exemplars
<p style="text-align: center;"> <b>Instructional Best Practices and Exemplars</b>  <a href="#"><u>Instructional Best Practices</u></a>  <b>(Please see information in attached link)</b> </p>

### **Modifications for SpEd/ESL/Students at Risk/Gifted**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or I&RS Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him

- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet. Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- 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)
- Use noise buffers such as headphones, earphones, or earplugs

#### Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### Organization skills accommodations:

- Use an alarm to help with time management

- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material
- Get graded or assessed using a different standard than the one for classmates