

Cedar Grove School District

Cedar Grove, NJ

2019

Language Arts Literacy

8th Grade

*Revisions Approved by the Cedar Grove Board of Education
October 2019*

Superintendent of Schools
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Grade 8 Course Description

In this course, students have an opportunity to address the theme of social justice by reading and writing a variety of increasingly complex and challenging texts. They will react, respond, and apply critical thinking and problem solving strategies to language arts experiences and apply current and emergent technologies while researching and presenting findings, formally and informally, for various audiences. Students will demonstrate proficiencies in grammar and use the writing process to effectively demonstrate mastery of their subject and all the components of the New Jersey Student Learning Standards for Language Arts Literacy.

**This curriculum was written in alignment with the
NEW JERSEY STUDENT LEARNING STANDARDS
for English Language Arts
and the
NEW JERSEY STUDENT LEARNING STANDARDS
for 21st Century Life and Careers**

All the New Jersey Student Learning Standards can be viewed at
<https://www.nj.gov/education/cccs/>

**This curriculum is aligned to the to the topic(s) set forth by the
NEW JERSEY AMISTAD CURRICULUM and the
NEW JERSEY COMMISSION FOR HOLOCAUST EDUCATION**

The New Jersey Amistad Curriculum can be viewed in at <http://www.njamistadcurriculum.net/>

The New Jersey Commission for Holocaust Education can be viewed in at
<https://www.state.nj.us/education/holocaust/>

Grade 8 Unit Pacing Guide

Unit 1 Literature/Narrative	6 Weeks
Unit 2 Writing Arguments with Narrative and Informational Text	8 Weeks
Unit 3 Reading Fiction/Writing Arguments/ Comparing and Contrast Texts	8 Weeks
Unit 4 Poetry, Informational Text, and Expository Writing	7 Weeks
Unit 5 Informational Research and Presentation/ Drama	8 Weeks

Grade 8 Language Arts Literacy			
Unit 1 - Literature/Narrative		6 Weeks	
Through a novel study, students will learn how to analyze elements of plot and theme within narrative text. Students will be asked to reflect on the decisions made by the main characters and how their actions impact the overall society, in both writing and speaking activities. They will gain perspective about how the novel incorporates historical context through short research-based projects. Finally, students will personally relate to the issues at hand and draw conclusions about what the author's purpose is and draw conclusions about justice in their own society.			
21 st Century Skills		21 st Century Themes	
<i>E-Encouraged, T-Taught, or A-Assessed in this unit</i>			
X	Global Awareness	A	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
X	Civic Literacy	E	Collaboration
Career Ready Practices			
<ul style="list-style-type: none"> ○ CRP2. Apply appropriate academic and technical skills. ○ CRP4. Communicate clearly and effectively and with reason. ○ 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. 			
Unit 1 Learning Targets			
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● 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 and audience have been addressed. ● Analyze works of fiction ● Create dialogue correctly within a narrative framework ● Apply active reading strategies ● Use structural analysis, context, and references to build vocabulary ● Think critically and analytically ● Write to make personal connections to literature ● Enhance learning through collaborative discussion ● Compare and contrast texts. ● Identify literary devices ● Write short constructed responses 			
Suggested Texts			
<ul style="list-style-type: none"> ● <i>Animal Farm</i> by George Orwell ● <i>Aesop's Fables</i> ● "Pigs Prove to be Smart, if Not Vain" by Natalie Angier (<i>The New York Times</i>) ● "Menagerie: A Child's Fable" by Charles Johnson ● "The Landlady" Roald Dahl ● "Those Three Wishes" Judith Gorog ● "Pecos Bill" by Mary Pope Osborne 		<ul style="list-style-type: none"> ● "Pecos Bill" by Mary Pope Osborne ● "Zoos: Myth and Reality" by Rob Laidlaw ● "Zoos Connect Us to the Natural World" by Michael Hutchins ● "The Third Wish" Joan Aiken ● "The Open Window" ● "Charles" ● Teacher Selected Online Texts 	
Writing Activities			
Narrative	Explanatory/Informational	Research	
<ul style="list-style-type: none"> ● Produce original narrative stories which reflect practical 	<ul style="list-style-type: none"> ● Compare and contrast qualities of main characters in the novel 	<ul style="list-style-type: none"> ● Research information about the lives and influences of important 	

<p>life lessons in an allegorical format</p> <ul style="list-style-type: none"> Describe an important event in the novel from a different point-of-view, incorporating that character's thoughts and feelings 	<p>with historical people and groups of people</p> <ul style="list-style-type: none"> Respond to prompts related to key character, plot, and theme developments throughout the novel, citing from the text whenever possible Evaluate decisions made by important characters in the novel and the overall effects of those choices on society Paraphrase information from passages in the story to understand objectives of the characters 	<p>people and events during the time period of the novel</p> <ul style="list-style-type: none"> Research current controversial issues that are referred to in the novel Research the life and accomplishments of the author relate his experiences to the context of the novel
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New Jersey Student Learning Standards for ELA

RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
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.
RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
W.8.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style/academic style, approach, and form. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 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>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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>
W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.8.1	<p>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>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>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p>
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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>
L.8.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>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>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>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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>

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.
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New Jersey Student Learning Standards for Social Studies

6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
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New Jersey Student Learning Standards for Science

MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes
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MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
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New Jersey Student Learning Standards for Technology

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
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8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
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8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
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8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
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Unit 1 Essential Questions	Unit 1 Enduring Understandings
<ul style="list-style-type: none"> • What are the narrative elements? • How do readers extract meaning from text? How do authors craft their work? • How do the parts of a literary piece contribute to the whole? • How do life experiences impact reading comprehension and interpretation? • How do writers establishing a context and point of view? • How do writers organize an event sequence? • How do writers use narrative techniques? 	<ul style="list-style-type: none"> • Personal experience affects the writer’s point of view and his portrayal of historical events. It can also affect a reader’s ability to personally connect to the text. • Proficient readers can think critically and creatively beyond the text. • Proficient readers use comprehension strategies to enhance their understanding of a story. Literature is a reflection of real life. • Writing as a process is derived from text based narrative reading

Differentiation and Accommodation Strategies

Special Education Students
<https://drive.google.com/file/d/1pXMBRAkgXzIKydcGXqtd1uF7BFhNERBo/view?usp=sharing>

Gifted and Talented Students
<https://docs.google.com/document/d/1MCwETsNKvMhRbt5nulu1pqWL8iiJR7OTFclAK1Asg8c/edit?usp=sharing>

ESL-ELL Students
https://docs.google.com/document/d/1OfsYISpBf8PtU6n7lfVUzyWglFGF_BfL3Noyx3li0k/edit?usp=sharing

At-Risk Students
<https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H1OiO1OOCdCD0u94orml/edit?usp=sharing>

Students with 504 Plans
<https://docs.google.com/document/d/1v5mx341pIW0-cvOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing>

- Additional Reading/Writing Differentiation and Accommodations Strategies:**
- Strategy and flexible groups based on formative assessment and/or student choice
 - Guided reading groups
 - One: One conferring with teacher
 - Student selected goals for reading

Assessment - Evidence of Learning

Formative Assessment

- Teacher’s Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Reading Logs/Notebooks

- Individual/Group Conferencing - to scaffold reading strategies- Narrative Writing Reading and Writing Skills,
- Novel Study: *Animal Farm* - Collaborative Group Work- Theme, Characters, Plot, Conflicts, Language
- Informational Text-Research Methods: In Conjunction with *Animal Farm*- Finding Information Online, Credible and Non-Credible Sources, Citations
 - Biographical Information – Summer Reading-The Lives of People and Events found in *Animal Farm* Student Selected Topic – Thesis, Text Evidence, Citations - *Collaborative*
- Online Discussion Boards
- Entrance/Exit Tickets

Pre-Unit Assessment

- Narrative Reading–Fables: Elements of Plot, Character Analysis, Point of View, Theme, Setting, Prediction, Moral, Context Vocabulary
 - Writing with Narrative Texts –Fables: Integration of Text Evidence Plot Sequence, Dialogue, Details, Grammar and Punctuation Usage, Structure, Development– Rubric
 - Suggested Texts: Teacher Selected Fables - Aesop
- Grammar Pre-Assessment: Punctuating Dialogue – Quotation Marks, Commas, End Marks, Capitalization – Identification and Usage

Technology-Based Formative Assessments

- *Newsela*, <https://www.newsela.com> - *Benchmark*
 - Skills: Information Text, Expository/Informational Constructed Response Questions
- *Moby Max*, <http://www.mobymax.com>. - *Benchmark*
 - Literature and Information, Story Elements, Dialogue, Theme, Writing
- *Common Lit*, <http://www.commonlit.com> - *Benchmark*
 - Narrative Text-Comprehension-Text Evidence, Context Vocabulary , Evidence Based Constructed Response
- *Link It*, <http://www.Link-it.org>
 - Online Citations: Effective Citations within Writing #1

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills
- Collaborative Group Discussion

Summative Assessment

- End of Unit 1 Benchmark Assessment-Narrative Text–Comprehension, Theme, Vocabulary in Context – Rubric

Summative Post-Assessment:

- Narrative Reading Post-Test-Fables: Characterization Analysis, Perspective, Thematic Explanation, Moral, Vocabulary in Context
 - Narrative Writing: Structure, Integration of Text Evidence, Making Valid Connection, Development of theme, Dialogue Usage, Grammar and Punctuation Usage and Mechanics– Rubric
 - Suggested Texts: “The Open Window,” “Charles,” Teacher Selected Narratives
- Novel Study – *Animal Farm*: Comprehension, Character Analysis, Theme, Evidence Based Constructed Response Questions-Rubric
- Informational Research-Final Draft- *Animal Farm* Topic – Thesis Development, Text Evidence Citations - Rubric

Instructional Materials and Resources

- *Holt Literature, Grade 8*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Second Course*, Holt, Rinehart and Winston, 2007
- *Performance Coach, English Language Arts, Grade 8* by Triumph Learning, 2015
- *English Language Arts Practice, Grade 8* by Lumos Learning, 2015
- *BBC History (Stalin, Lenin and Trotsky)*, http://www.bbc.co.uk/history/historic_figures/lenin_vladimir.shtml

Animal Farm DVD

- *Animal Farm* SMART Board Review DVD
- *BrainPop*, <https://www.brainpop.com>
- *ReadWorks*, www.readworks.org
- *Youtube*, <http://www.youtube.com>
- *ASPCA*, <http://www.aspca.org>
- *Interactive Communist Manifesto*, <https://www.marxists.org/archive/marx/works/1848/communist-manifesto/>

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
<http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

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|--------------------------------------|----------------------------|
| ● Chromebooks Computers | ● Internet/Video Streaming |
| ● SMART Board/Projector | ● DVD/CD |
| ● Google Classroom/Docs/Forms/Survey | |

Grade 8 Language Arts Literacy					
Unit 2 – Writing Arguments with Narrative and Informational Text				8 Weeks	
In this unit, students will explore informational texts, primarily historically based, for similar ideals between each as well as correlate concepts to present-day society. Students will incorporate information identified on various databases and reliable websites into formal research papers and presentations.					
21 st Century Skills			21 st Century Themes		
			<i>E-Encouraged, T-Taught, or A-Assessed in this unit</i>		
X	Global Awareness		T	Creativity and Innovation	
	Environmental Literacy		A	Critical Thinking and Problem Solving	
	Health Literacy		T	Communication	
X	Civic Literacy		E	Collaboration	
Career Ready Practices					
<ul style="list-style-type: none"> ○ CRP2. Apply appropriate academic and technical skills. ○ CRP4. Communicate clearly and effectively and with reason. ○ 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. 					
Unit 2 Learning Targets					
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples ● Produce clear and coherent informational writing in which the development, organization, and style are appropriate to task, purpose, and audience ● Strengthen writing as needed by planning, revising, editing, and rewriting ● Establish and maintain a formal style when writing ● Use technology, including the Internet, to produce and publish writing. ● Analyze informational texts ● Develop oral communications skills ● Continue to refine and improve upon oral communication skills ● Identify the elements of informational texts ● Compare and contrast informational and nonfiction texts 					
Suggested Texts					
<ul style="list-style-type: none"> ● Preamble to the US Constitution ● Declaration of Independence ● Pledge of Allegiance ● “Gettysburg Address” ● “Mysterious Mr. Lincoln” ● “I Have a Dream” speech by Martin Luther King, Jr. ● “Why Horse Slaughter is Necessary” by Jane Smiley (<i>The New York Times</i>) 			<ul style="list-style-type: none"> ● “A Farm Boy Reflects” by Nicholas Kristof (<i>The New York Times</i>) ● “Of Dry Goods and Bow Ties” ● “Camp Harmony” ● “Basics of Japanese Culture” ● Executive Order 9066 ● <i>Farewell to Manzanar</i> ● “Sit-ins” 		
Writing Activities					
Narrative		Explanatory/Informational		Research	
<ul style="list-style-type: none"> ● narrative based on ideals of democracy ● narrative of familial experience ● narrative comparing/contrasting cultures texts 		<ul style="list-style-type: none"> ● explanatory of key concept(s) from a historical document ● explanatory of qualities of a good leader, motivator, etc. 		<ul style="list-style-type: none"> ● research and present details of an important social justice figure/event ● research and present details about a historical place discussed in selected reading(s) 	

New Jersey Student Learning Standards for ELA	
RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.3	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.
RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
W.8.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style/academic style, approach, and form. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 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 irrelevant and sufficient; recognize when irrelevant evidence is introduced").
W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,

	purposes, and audiences.
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.6	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.
New Jersey Student Learning Standards for Social Studies	
6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now
New Jersey Student Learning Standards for Science	
MS-ESS1-4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
New Jersey Student Learning Standards for Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Unit 2 Essential Questions	Unit 2 Enduring Understandings
<ul style="list-style-type: none"> How do readers extract meaning from nonfiction text? How does reading informational text apply to daily life? What can individuals learn about their own lives from reading about the lives of others? How do writers produce clear and coherent writing? How do writers draw evidence from informational texts to support analysis, reflection, and research? 	<ul style="list-style-type: none"> Proficient readers can think critically and creatively beyond the text. Proficient readers use comprehension strategies to enhance their understanding of a text. Biography and autobiography can be sources of inspiration and motivation. Understanding informational text is crucial for success in life's endeavors. Writing as a process is derived from text based informative/explanatory reading. A writer uses the conventions capitalization, punctuation, spelling, grammar, and usage when writing.

Differentiation and Accommodation Strategies

Special Education Students

<https://drive.google.com/file/d/1pXMBRAkGxZlKydcGXqtd1uF7BFhNERBo/view?usp=sharing>

Gifted and Talented Students

<https://docs.google.com/document/d/1MCwETsNKvMHrbt5nulp1pqWL8iiJR7OTFcIAK1Asg8c/edit?usp=sharing>

ESL-ELL Students

https://docs.google.com/document/d/1OfSYISpBf8PtU6n7lfVUzyWgIFGF_BFbL3Noyx3li0k/edit?usp=sharing

At-Risk Students

<https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H1Oio1OOCDCD0u94orml/edit?usp=sharing>

Students with 504 Plans

<https://docs.google.com/document/d/1v5mx341piWo-cvOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing>

Additional Reading/Writing Differentiation and Accommodations Strategies:

- Strategy and flexible groups based on formative assessment and/or student choice
- Guided reading groups
- One: One conferring with teacher
- Student selected goals for reading

Assessment - Evidence of Learning

Formative Assessment

- Teacher's Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Reading Logs/Notebooks
- Individual/Group Conferencing - to scaffold reading strategies- Narrative Writing Reading and Writing Skills,
- Novel Study: *Farewell to Manzanar*-Memoir, Character Analysis, Setting, Plot Structure-Collaborative Reading Groups
- Online Discussion Boards
- Entrance/Exit Tickets

Pre-Unit Assessment

- Nonfiction Texts- Memoir: Compare/Contrast Elements and Features of Nonfiction, Types, Structure Narrative Elements, Theme, Details, Descriptive Technique -Rubric
 - Suggested Texts: "Selections from Camp Harmony," Teacher Selected Online Texts

- Nonfiction-Informational and Historic Texts: Comprehension, Analysis, Elements, Main Idea, Language, Vocabulary in Context, Supporting Details – Rubric
 - Explanatory Writing: Historical Fiction, Structure, Supporting Details, Closing, Grammar and Punctuation Usage and Mechanics - Rubric
 - Suggested Texts: “The Pledge of Allegiance,” Teacher Selected Online Texts

Technology-Based Formative Assessments

- *Newsela*, <https://www.newsela.com> - Benchmark
 - Skills: Information Text, Structure, Main Idea, Expository/Informational Constructed Response Questions
- *Moby Max*, <http://www.mobymax.com>. - Benchmark
 - Literature and Information, Story Elements, Compare Contrast, Theme, Writing
- *Common Lit*, <http://www.commonlit.com> - Benchmark
 - Informational Text-Comprehension-Text Evidence, Context Vocabulary , Evidence Based Constructed Response
- *Link It*, <http://www.Link-it.org>
 - Online Citations: Effective Citations within Writing #2

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills
- Collaborative Group Discussion

Summative Assessment

- End of Unit 2 Benchmark Assessment-Informational Text–Comprehension, Main Idea, Supporting Details, Vocabulary in Context –Rubric

Summative Post-Assessment:

- Writing with Nonfiction Texts –Familial Experience: Integration of Text Evidence Plot Sequence, Dialogue, Details, Grammar and Punctuation Usage, Structure, Development– Rubric
 - Suggested Text: Selections from *American Pastime*, Teacher Selected Memoirs
- Informational Texts- Research Writing Social Justice Topic: Structure, Analysis, Sources, Citations, Supporting Text Evidence, Grammar and Punctuation Usage and Mechanics – Rubric
 - Oral Presentation of Social Justice Research: Three Minutes, Two-Three PowerPoint Slides, Eye Contact
- Novel Study – *Farewell to Manzanar*: Comprehension, Character Analysis, Setting Analysis, Theme, Text Evidence Based Constructed Response Questions-Rubric

Instructional Materials and Resources

- *Holt Literature, Grade 8*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Second Course*, Holt, Rinehart and Winston, 2007
- *Performance Coach, English Language Arts, Grade 8* by Triumph Learning, 2015
- *English Language Arts Practice, Grade 8* by Lumos Learning, 2015
- *Cedar Grove High School Media Center*, <http://cghsmediacenter.wikispaces.com/Databases>
- *BrainPop*, <https://www.brainpop.com>
- *ReadWorks*, www.readworks.org
- *Youtube*, <http://www.youtube.com>
- *Time of Fear*, Directed by Susan Williams, 2005 (DVD)
- *American Pastime*, Directed by Desmond Nakano, 2007 (DVD)

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
- <http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

- Chromebooks Computers
- SMART Board/Projector
- Google Classroom/Docs/Forms/Survey
- Internet/Video Streaming
- DVD/CD

Grade 8 Language Arts Literacy

Unit 3 –Reading Fiction/Writing Arguments/ Comparing and Contrast Texts

8 Weeks

Through fiction and nonfiction texts, students will develop understanding about how an author’s tone and point-of-view impact the reader’s understanding of plot and thematic elements. Students will not only analyze an author’s argument, but they will also build their own arguments about the main character’s decisions. Through several reading and writing activities, students will reveal their own opinions about basic human nature in reference to many of the situations in the stories.

21st Century Skills

21st Century Themes

E-Encouraged, T-Taught, or A-Assessed in this unit

X	Global Awareness	T	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
X	Civic Literacy	E	Collaboration

Career Ready Practices

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **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.

Unit 3 Learning Targets

Students will be able to...

- Write arguments to support claims with clear reasons and relevant evidence
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- Continue strengthening writing through advanced planning, revising, editing, and rewriting
- Analyze supplemental informational texts or media
- Use structural analysis, context, and references to build vocabulary
- Create new endings for a narrative
- Write to make personal connections to the text
- Enhance developing oral communication skills
- Use graphic information in conjunction with texts

Suggested Texts

- | | |
|--|---|
| <ul style="list-style-type: none"> ● <i>Night</i> by Elie Wiesel ● “The Lady or the Tiger?” by Frank R. Stockton ● “The Monty Hall Debate” by John Tierney ● “The Hitchhiker” by Lucille Fletcher ● “The Monkey’s Paw” by W.W. Jacobs ● “The Third Wish” by Joan Aiken ● “The Landlady” by Roald Dahl | <ul style="list-style-type: none"> ● “The Ransom of Red Chief” by O. Henry ● “The Hitchhiker” by Lucille Fletcher ● Selected works of Edgar Allan Poe ● “The Dinner Party” by Mona Gardner ● “Born Worker” by Gary Soto ● Teacher Selected Online Texts |
|--|---|

Writing Activities

Narrative	Explanatory/Informational	Research
<ul style="list-style-type: none"> ● Write an alternative ending to a short story based on prior knowledge of main events and character-led decisions ● Create a problem-solving plan for one of the characters in the stories in the same writing style as the story 	<ul style="list-style-type: none"> ● Compare and contrast plot elements from two or more short stories based on a common theme ● Paraphrase details from the stories which foreshadow future events and predict outcomes ● Analyze particular lines from the 	<ul style="list-style-type: none"> ● Research time frames addressed within the short stories and determine factors that might have affected the outcomes of them ● Research key concepts that are alluded to in short stories that affect understanding of

	<p>stories used by the author to build an argument</p> <ul style="list-style-type: none"> ● Draw conclusions about what the short stories indicate about the author’s views on human nature ● Write opinion-based pieces in the style of a formal review critiquing a particular short story in terms of writing style and entertainment 	<p>events</p> <ul style="list-style-type: none"> ● Research authors and apply their experiences to key concepts within the short stories
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New Jersey Student Learning Standards for ELA

RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
W.8.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 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 irrelevant and sufficient; recognize when irrelevant evidence is introduced”).

W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.6	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.
New Jersey Student Learning Standards for Social Studies	
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
New Jersey Student Learning Standards for Science	
MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
New Jersey Student Learning Standards for Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Unit 3 Essential Questions	
<ul style="list-style-type: none"> • How do readers extract meaning from fiction and nonfiction text? • What can individuals learn about their own lives from reading about the lives of others? • How do writers analyze a case in which two or more texts provide conflicting information on the same theme and identify where the texts disagree on matters of fact or interpretation? • How do writers write arguments to support claims with clear reasons and relevant evidence? • How do writers draw evidence from literary or informational texts to support analysis, reflection, and research? 	
Unit 3 Enduring Understandings	
<ul style="list-style-type: none"> • Proficient readers can think critically and creatively beyond the text. • Proficient readers use comprehension strategies to build understanding and understand deeper meanings behind a text. • A writer uses the conventions of capitalization, punctuation, spelling, grammar, and usage when writing. • Analyze the purpose of information presented in diverse media and formats. • Through reading various texts based on a common theme, students can appreciate themes that carry over to real-life situations. 	
Differentiation and Accommodation Strategies	
<p>Special Education Students https://drive.google.com/file/d/1pXMBRAkgXzKydcGXqtd1uF7BFhNERBo/view?usp=sharing</p> <p>Gifted and Talented Students https://docs.google.com/document/d/1MCwETsNKvMHRbt5nulv1pqWL8iiJR7OTFclAK1Asg8c/edit?usp=sharing</p> <p>ESL-ELL Students https://docs.google.com/document/d/1OfSYISpBf8PtU6n7lfVUzyWgIFGF_BFbL3Noyx3Ii0k/edit?usp=sharing</p> <p>At-Risk Students https://docs.google.com/document/d/1CY7vktQFnMktecvxGNSVZ6H1OiO1OOCDCD0u94orml/edit?usp=sharing</p> <p>Students with 504 Plans https://docs.google.com/document/d/1v5mx341pIWocvOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing</p> <p>Additional Reading/Writing Differentiation and Accommodations Strategies:</p> <ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment and/or student choice • Guided reading groups • One: One conferring with teacher • Student selected goals for reading 	
Assessment - Evidence of Learning	
Formative Assessment	
<ul style="list-style-type: none"> • Teacher’s Running Anecdotal/Observational Records (*varies throughout the school year) • Student oral responses/discussions in partner or small group work (guided reading or strategy groups) • Student Reading Journals/Reading Logs/Notebooks 	

- Individual/Group Conferencing - to scaffold reading strategies- Narrative Writing Reading and Writing Skills
- Novel Study: *Night*: Collaborative Reading Groups-Research
- Online Discussion Boards
- Entrance/Exit Tickets

Pre-Unit Assessment

- Narrative Text-Paired Texts-Compare/Contrast: Plot, Characters, Themes, Settings, Conflicts, Resolutions, – Diagram
 - Opinion and Argumentative Writing with Narrative Texts : Structure, Thesis, Reasons, Supporting Evidence, Details, Grammar and Punctuation – Rubric
 - Narrative Writing – Alternate Ending: Plot Analysis, Character, Attention to Details - Rubric
 - Suggested Texts: “The Landlady” by Roald Dahl Teacher Selected Online Texts, Video Clips
- Narrative Text Analysis: Tone, Foreshadowing, Theme, Allusion– Comprehension
 - Suggested Texts: “Raymond’s Run,” Selected Online Texts

Technology-Based Formative Assessments

- *Newsela*, <https://www.newsela.com>
 - Skills: Information Text -Compare and Contrast, Expository/Informational Constructed Response Questions
- *Moby Max*, <http://www.mobymax.com>
 - Literature, Story Elements, Compare/Contrast, Theme, Writing
- *Common Lit*, <http://www.commonlit.com>
 - Narrative Paired Text-Comprehension-Text Evidence, Context Vocabulary , Evidence Based Constructed Response
- *Link It*, <http://www.Link-it.org>
 - Credible or Non-Credible Sources

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills
- Collaborative Group Discussion

Summative Assessment

- End of Unit 3 Benchmark Assessment-Paired Narrative Text–Comprehension, Theme, Settings, Tone, Supporting Details, Vocabulary in Context –Rubric

Summative Post-Assessment:

- Narrative Text: Compare/Contrast, Theme, Tone, Foreshadowing
 - Narrative Writing: Alternate Ending, Plot Structure, Character , Dialogue, Grammar and Punctuation Usage and Mechanics - Rubric
 - Suggested Texts: “The Third Wish” by Joan Aiken, Teacher Selected Narrative Passages
- Novel Study – *Farewell to Manzanar*: Collaborative Research – Time Frame of Novel –Background, Setting –Group Presentation - Rubric

Instructional Materials and Resources

- *Holt Literature, Grade 8*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Second Course*, Holt, Rinehart and Winston, 2007
- *Performance Coach, English Language Arts, Grade 8* by Triumph Learning, 2015
- *English Language Arts Practice, Grade 8* by Lumos Learning, 2015
- *The Twilight Zone’s “The Hitchhiker”* TV episode
- *Alfred Hitchcock Presents “The Landlady”* TV episode
- *The Ransom of Red Chief* (1959)
- “Time Enough at Last,” *The Twilight Zone*

- Tell-Tale Heart movie/audio
- *Poe Museum*, <http://www.poemuseum.org/>
- *BrainPop*, <https://www.brainpop.com>
- *ReadWorks*, www.readworks.org
- *Youtube*, <http://www.youtube.com>

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
<http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

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|--|--|
| <ul style="list-style-type: none"> ● Chromebooks Computers ● SMART Board/Projector ● Google Classroom/Docs/Forms/Survey | <ul style="list-style-type: none"> ● Internet/Video Streaming ● DVD/CD |
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Grade 8 Language Arts Literacy

Unit 4 – Poetry, Informational Text, and Expository Writing

7 Weeks

Through narrative stories and poetry, students will examine the importance of word choice, point of view, and dialogue in works of literature. They will also explore the connection between an author’s life and his/her writing. Finally, students will compose original works using the techniques learned.

21st Century Skills

21st Century Themes

E-Encouraged, T-Taught, or A-Assessed in this unit

	Global Awareness	A	Creativity and Innovation
X	Environmental Literacy	T	Critical Thinking and Problem Solving
X	Health Literacy	E	Communication
	Civic Literacy	A	Collaboration

Career Ready Practices

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **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.

Unit 4 Learning Targets

Students will be able to...

- 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.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- Analyze works of fiction and poetry
- Apply active reading strategies
- Use structural analysis, context, and references to build vocabulary
- Write to make personal connections to literature
- Develop oral communications skills

Suggested Texts

- | | |
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| <ul style="list-style-type: none"> ● “Paul Revere’s Ride” by Longfellow ● “The Cremation of Sam McGee by Service ● “Casey At the Bat” by Thayer ● “Adventures of Isabel” by Nash ● “Annabelle Lee” - Poe ● “Stopping in the Woods on a Snowy Eve” By Frost ● “The Moustache” by Comier ● “Choices,” “A Journey” by Giovanni ● “Identity” by Noboa | <ul style="list-style-type: none"> ● “Mother to Son” by Hughes ● “Papa’s Fishing Hole” ● “The Lie” ● “A Tragedy Revealed” Article ● “Fast, Strong, and Friendly Too” by De Lange ● “Fragment on Slavery, 1854” by Lincoln” ● “Thanksgiving: A Meal Without Forks” Article ● Teacher Selected Online Poetry and Informational Texts |
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Writing Activities

Narrative	Explanatory/Informational	Research
<ul style="list-style-type: none"> ● Narrative poems in style(s) studied ● Narrative writing pieces using specific word choice and dialogue to move plot along 	<ul style="list-style-type: none"> ● Explanatory writing pieces on how author’s life is reflected in work(s) studied ● Explanatory writing pieces comparing and contrasting visual/audio to written word 	<ul style="list-style-type: none"> ● Research author’s life and how it correlates details to characters or situations in a studied work ● Student-generated research questions related to work or

author studied and formally present findings

New Jersey Student Learning Standards for ELA

RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
RL.8.9	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.
RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style/academic style, approach, and form. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between

	information and ideas efficiently as well as to interact and collaborate with others.
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 8 <i>Reading standards</i> 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”).
W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally)
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Spell correctly.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
New Jersey Student Learning Standards for Social Studies	
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time
New Jersey Student Learning Standards for Science	
MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society
New Jersey Student Learning Standards for Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Unit 4 Essential Questions	
<ul style="list-style-type: none"> • What are the narrative elements? • How do readers extract meaning from text? • How do authors craft their work? • How does the writer’s word choice influence a work? • How do life experiences impact reading comprehension and interpretation? 	
Unit 4 Enduring Understandings	
<ul style="list-style-type: none"> • Point of view and character development play an important role in a work. • Personal experience affects the reader’s point of view and his/her ability to connect with the story. Proficient readers can think critically and creatively beyond the text. • Proficient readers use comprehension strategies to enhance their understanding of a story. • Specific word choice sets the mood, tone, and pace for a text. 	
Differentiation and Accommodation Strategies	
Special Education Students https://drive.google.com/file/d/1pXMBRAkgXziKydcGXqtd1uF7BFhNERBo/view?usp=sharing	
Gifted and Talented Students https://docs.google.com/document/d/1MCwETsNKvMhrbt5nulv1pqWL8iiJR7OTFciAK1Asg8c/edit?usp=sharing	
ESL-ELL Students https://docs.google.com/document/d/1OfSYISpBf8PtU6n7IfvUzyWglFGF_BFbL3Noyx3li0k/edit?usp=sharing	
At-Risk Students https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H1OiO1OOCdCd0u94orml/edit?usp=sharing	
Students with 504 Plans https://docs.google.com/document/d/1v5mx341pIWocvOOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing	
Additional Reading/Writing Differentiation and Accommodations Strategies:	

- Strategy and flexible groups based on formative assessment and/or student choice
- Guided reading groups
- One: One conferring with teacher
- Student selected goals for reading

Assessment - Evidence of Learning

Formative Assessment

- Teacher's Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Reading Logs/Notebooks
- Individual/Group Conferencing - to scaffold reading strategies- Narrative Writing, Revision/Editing
- Online Discussion Boards
- Entrance/Exit Tickets

Pre-Unit Assessment

- Narrative Poetry: Plot, Characters, Themes, Figurative Language, Sound Details, Rhythm, Rhyme, Comprehension and Analysis
 - Suggested Texts: "Paul Revere's Ride," "The Creation of Sam McGee" Teacher Selected Narrative Poems
- Informational Text/Video: Compare/Contrast, Main Idea, Opinions, Supporting Details
 - Expository Writing with Informational Text/Video Clips: Compare/Contrast Essay, Purpose, Text Evidence and Support – Details, Structure, Grammar, Punctuation Usage- Rubric
 - Suggested Texts: Selected Online Texts and Videos

Technology-Based Formative Assessments

- *Newsela*, <https://www.newsela.com>
 - Skills: Information Text -Compare and Contrast, Expository/Opinion Constructed Response Questions
- *Moby Max*, <http://www.mobymax.com>
 - Poetry, Language, Figures of Speech, Theme, Comprehension
- *Common Lit*, <http://www.commonlit.com>
 - Narrative Paired Text-Comprehension-Text Evidence, Context Vocabulary , Evidence Based Constructed Response
- *Link It*, <http://www.Link-it.org>
 - Narrative Poetry – Structure, Style and Plot Sequence

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills
- Collaborative Group Discussion

Summative Assessment

- End of Unit 4 Benchmark Assessment-Simulated Research with Multiple Sources–Comprehension, Theme, Text Evidence, Supporting Details, Vocabulary in Context –Rubric

Summative Post-Assessment:

- Narrative Poetry: Elements, Style, Plot Sequence, Figurative Language
 - Narrative Poetry Writing-Create A Narrative Poem: Plot Structure, Character, Poetic Language and Description, Grammar and Punctuation Usage and Mechanics - Rubric
 - Suggested Texts: "Casey at the Bat" "Adventures of Isabel," Teacher Selected Narrative Poetry
- Informational Reading and Writing with Video/Audio: Author's Purpose, Main Idea, Text Evidence, Details and Structure – Rubric
 - Suggested Text: "Thanksgiving: A Meal Without Forks," Teacher Selected Online Informational Text, Audio/Video Selections

Instructional Materials and Resources

- *Holt Literature, Grade 8*, Houghton Mifflin Harcourt Publishing Company, 2012

- *Holt Elements of Language: Second Course*, Holt, Rinehart and Winston, 2007
- *Performance Coach, English Language Arts, Grade 8* by Triumph Learning, 2015
- *English Language Arts Practice, Grade 8* by Lumos Learning, 2015
- *BrainPop*, <https://www.brainpop.com>
- *ReadWorks*, www.readworks.org
- *Youtube*, <http://www.youtube.com>

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
- <http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

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| <ul style="list-style-type: none"> ● Chromebooks Computers ● SMART Board/Projector ● Google Classroom/Docs/Forms/Survey | <ul style="list-style-type: none"> ● Internet/Video Streaming ● DVD/CD |
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Grade 8 Language Arts Literacy

Unit 5 – Informational Research and Presentation/ Drama

8 Weeks

Throughout Unit 5, students will gain an understanding of the elements of nonfiction literature by reading memoirs from multiple standpoints and supplemental articles related to the historical context of the stories. In addition, students will also engage in a research writing and oral presentation unit that will allow them to learn how to use research as a lens for examining and evaluating controversial topics.

21st Century Skills

21st Century Themes

E-Encouraged, T-Taught, or A-Assessed in this unit

X	Global Awareness	A	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
X	Health Literacy	T	Communication
X	Civic Literacy	E	Collaboration

Career Ready Practices

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **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.

Unit 5 Learning Targets

Students will be able to...

- Write arguments to support claims with clear reasons and relevant evidence
- 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
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 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.
- Compare and contrast alternative points of view from variety of author's and informational texts
- Utilize inquiry to develop a selection of writing
- Present a thoroughly researched topic to a critical audience

Suggested Texts

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| <ul style="list-style-type: none"> ● <i>Nuremberg Laws</i> ● <i>Night</i> by Elie Wiesel ● <i>The Diary of Anne Frank</i> by Frances Goodrich and Alfred Hackett | <ul style="list-style-type: none"> ● from <i>The Diary of a Young Girl</i> by Anne Frank ● from <i>The Last Seven Months of Anne Frank</i> |
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Writing Activities

Narrative	Explanatory/Informational	Research
<ul style="list-style-type: none"> ● Writing pieces that provide narrative answer to hypothetical questions ● Diary entries from the point of view of any character besides the protagonist in a nonfiction text. 	<ul style="list-style-type: none"> ● Written selections offering comprehensive analysis on real life people or events and their perceived impact on society. ● Analyze details from a story in order to draw conclusions about the author's perspective on his or her society. ● Compare and contrast the points of views of two different people who had different life experiences in the same 	<ul style="list-style-type: none"> ● Research/ oral presentation offering comprehensive explanation about whether a person/event presented in a nonfiction text had a positive or negative impact on society. ● Research, create, and oral presentation commemorating a Holocaust survivor or partisan.

historical context.

New Jersey Student Learning Standards for ELA

RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
RL.8.9	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.
RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed..
RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.8.10	By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity or above, with scaffolding as needed.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none">a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none">a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

	<ul style="list-style-type: none"> b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style/academic style, approach, and form. e. Provide a concluding statement or section that follows from and supports the argument presented.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 8 <i>Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 <i>Reading standards</i> 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 irrelevant and sufficient; recognize when irrelevant evidence is introduced”).
W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.8.1	<p>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> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally).
SL.8.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Spell correctly.

L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
New Jersey Student Learning Standards for Social Studies	
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
New Jersey Student Learning Standards for Science	
MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
MS-PS2-4	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
New Jersey Student Learning Standards for Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Unit 5 Essential Questions	
<ul style="list-style-type: none"> ● How do readers extract meaning from an informational text? ● How do authors craft their work? ● How do informational texts provide additional insight about and deepen the meanings within a written experience? ● How do writers draw evidence from literary or informational texts to support analysis, reflection, and research? 	<ul style="list-style-type: none"> ● Personal experience affects the reader’s point of view and his/her ability to connect with the story. Proficient readers can think critically and creatively beyond the text. ● Readers can gain appreciation for an author’s experiences by researching the political climate and historical context of the story. ● Literature is a reflection of real life. Understanding informational text is crucial for success in life’s

endeavors.

Differentiation and Accommodation Strategies

Special Education Students

<https://drive.google.com/file/d/1pXMBRAkgXzlKydcGXqtd1uF7BFhNERBo/view?usp=sharing>

Gifted and Talented Students

<https://docs.google.com/document/d/1MCwETsNkvMhrbt5nulv1pgWL8iiJR7OTFclAK1Asg8c/edit?usp=sharing>

ESL-ELL Students

https://docs.google.com/document/d/1OfSYISpBf8PtU6n7lfVUzyWgIFGF_BFbL3Noyx3li0k/edit?usp=sharing

At-Risk Students

<https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H1OiO1OOCDCD0u94orml/edit?usp=sharing>

Students with 504 Plans

<https://docs.google.com/document/d/1v5mx341pIWo-cvOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing>

Additional Reading/Writing Differentiation and Accommodations Strategies:

- Strategy and flexible groups based on formative assessment and/or student choice
- Guided reading groups
- One: One conferring with teacher
- Student selected goals for reading
- Level of independence

Evidence of Learning

Formative Assessment

- Teacher's Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Reading Logs/Notebooks
- Individual/Group Conferencing - to scaffold reading strategies- Informational Research Essay and Oral Presentation
- Online Discussion Boards
- Entrance/Exit Tickets

Pre-Unit Assessment

- Narrative Reading –Drama: The Elements of Drama, Purpose of the Audience, Theme, Characters
 - Opinion Writing with Narrative Texts-Drama: Analysis: Conclusions, Author Perspective, Grammar, Style, Punctuation - Rubric
 - Suggested Texts: Scenes from *A Christmas Carol* – adapted Drama, Teacher Selected Drama – Scenes

Technology-Based Formative Assessments

- *Newsela*, <https://www.newsela.com>
 - Skills: Information Text -Compare and Contrast, Expository/Opinion Constructed Response Questions
- *Moby Max*, <http://www.mobymax.com>
 - Poetry, Language, Figures of Speech, Theme, Comprehension
- *Common Lit*, <http://www.commonlit.com>
 - Narrative Paired Text-Comprehension-Text Evidence, Context Vocabulary , Evidence Based Constructed Response

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills
- Collaborative Group Discussion

Summative Assessment

- End of Unit 1 Benchmark Assessment-Narrative Text–Comprehension, Theme, Vocabulary in Context –Rubric

Summative Post-Assessment:

- Narrative Poetry: Elements, Style, Plot Sequence, Figurative Language
 - Narrative Poetry Writing-Create A Narrative Poem: Plot Structure, Character, Poetic Language and Description, Grammar and Punctuation Usage and Mechanics - Rubric
 - Suggested Texts: “Casey at the Bat” “Adventures of Isabel,” Teacher Selected Narrative Poetry

Summative Assessment

- Individual Student Research Papers and Oral Presentation (REP): Holocaust Survivor or Partisan Research Thesis, Support, Clarity, Text Evidence, Citations, MLA Format, Grammar, Punctuation, Mechanics - Rubric
 - Oral Presentation: 8-10 Minutes, Illustrated/Informative Slide Show - Rubric

Instructional Materials and Resources

- *Holt Literature, Grade 8*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Second Course*, Holt, Rinehart and Winston, 2007
- *Performance Coach, English Language Arts, Grade 8* by Triumph Learning, 2015
- *English Language Arts Practice, Grade 8* by Lumos Learning, 2015
- *Forgiving Dr. Mengele* documentary, by Bob Hercules and Cheri Pugh, 2006 (DVD)
- *Life Is Beautiful*, by Director Roberto Benigni, 1997 (DVD)
- *Devil’s Arithmetic*, by Director Donna Deitch, 1999 (DVD)
- *Auschwitz: If You Cried, You Died* documentary, by Director Martin Moore, 2008 (DVD)
- *BrainPop*, <https://www.brainpop.com>
- *ReadWorks*, www.readworks.org
- *Youtube*, <http://www.youtube.com>

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
- <http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
- <http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

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| <ul style="list-style-type: none"> • Chromebooks Computers • SMART Board/Projector • Google Classroom/Docs/Forms/Survey | <ul style="list-style-type: none"> • Internet/Video Streaming • DVD/CD |
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