# ENGLISH LANGUAGE ARTS

# Grade Eight

## BOARD APPROVAL DATE: August 2021

## BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised 2016

| Unit Overview (Standards Coverage) | | | | |
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| **Unit** | **Standards** | **Unit Focus** | **Skills Overview** | **Suggested Pace and Resources** |
| **Unit 1** | **Reading Literature**<br>-RL.8.1,l RL.8.2,<br>-RL.8.3<br><br>**Reading Informational Text**<br>-RI.8.1 -RI.8.2-RI.8.3<br><br>**Writing**<br>W.8.3. A-E<br>W.8.4.<br>W.8.5.<br>W.8.6.<br><br>**Career Readiness, Life Literacy, and Key Skills**<br><br>**By end of Grade 8: Career Awareness and Planning**<br>● An individual's strengths, lifestyle goals, choices, and interests affect employment and income.<br>● Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.<br>● Early planning can provide more options to pay for post-secondary training and employment.<br>● Employee benefits can influence your employment choices.<br>● Communication skills and responsible behavior in | **Thematic**<br><br>The overall purpose of this unit is to teach students how beneficial it is to find their place in society.<br><br>Finding a Place to Belong<br><br>● Acceptance<br>● Courage<br>● Determination | **Reading Skills**<br><br>Cite the textual evidence and make relevant connections to characters<br><br>Determine a theme or central idea of a text and analyze how it develops tone and mood.<br><br>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<br><br>**Writing Skills**<br>Write narratives that clearly: Draw conclusions using reasonable textual evidence.<br><br>List and identify characterization traits that are physical, emotional and psychological.<br><br>Express the author's message. | **Pace and resources**<br><br>**Ten week time frame- (September 1- November 15)**<br><br>**Novels:**<br>Adventures of Tom Sawyer- Z<br>The Giver- Y<br>Silent to the Bone- V<br>The Little Prince-<br><br>**Short Stories:**<br>Stop the Sun Gary Paulsen<br>Harriet Tubman: Conduct<br>Charles, Shirley Jackson<br>The Landlady , Roald  Dahl<br>https://www.weareteachers.com/best-short-stories-for-middle-schoolers/<br>**Poetry: CommonLit.org (Paired texts) https://www.commonlit.org**<br>**Readworks.org**<br>**https://www.readworks.org/** |

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| | addition to education, experience, certifications, and skills are all factors that affect employment and income.<br>● There are resources to help an individual create a business plan to start or expand a business. | | | |
| **Unit 2** | **Reading Literature**<br>RL.8.2<br>RL.8.3<br>*RL.8.4<br>*RL.8.5<br>*RL.8.6<br><br>**Reading Informational Text**<br> *RI.8.5<br>*RI.8.6<br><br>**Writing**<br>*W.8.2<br>W.8.4<br>*W.8.9<br><br>**Language Arts**<br>L.8.1-6 (all year within writing) | **Thematic**<br><br>The overall purpose of this unit is to teach students the importance of maintaining positive character traits during difficult times.<br><br>**Theme:**<br>What Carries us Through Hardships<br>● Compassion<br>● Honesty<br>● Endurance | **Reading Skills**<br><br>Determine the meaning of words and phrases including figurative and connotative meanings to better understand plot and character development.<br><br>Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.<br><br>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.<br><br>Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. | **Pace and resources**<br><br>**Ten week time frame- (November 16-January 31)**<br><br>**Novels:**<br><br>Nothing But the Truth- U<br><br>Hound of the Baskervilles-T<br><br>So Far From the Bamboo Grove- v<br><br>Liar and Spy-U<br><br><br>**Short Stories:**<br><br>*Treasure of Lemon Brown ,* Walter Dean Myers<br><br>*Retrieved Reformation,* O Henry |

| | **Career Readiness, Life Literacy, and Key Skills** | | Writing Skills | |
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| | | | Draw evidence from text to support literary analysis: | |

**Career Readiness, Life Literacy, and Key Skills**

**By end of Grade 8: Career Awareness and Planning**

**By end of Grade 8: Creativity and Innovation**
- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

**By end of Grade 8: Critical Thinking and Problem-Solving**
- Multiple solutions exist to solve a problem.
- An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
- There are tradeoffs between allowing information to be public and keeping information private and secure.
- Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper

Writing Skills
Draw evidence from text to support literary analysis:

Analyze how a work of fiction draws on themes, patterns of events, or character types

Convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and have clear thesis

Develop the topic with relevant, well-chosen facts, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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| | interactions can protect online reputations.<br>● Digital communities are used by Individuals to share information, organize, and engage around<br>● issues and topics of interest.<br>● Digital technology and data can be leveraged by communities to address effects of climate change. | | | |
| **Unit 3** | **Reading Literature**<br> *RI.8.8<br> *RI.8.9<br>**Writing**<br>W.8.1<br>*W.8.10<br>L.8.1-6:<br>L8.2B Use an ellipse.<br>L8.2C Spell correctly. | **Thematic**<br><br>The overall purpose of this unit is to teach students the relevancy of said traits:<br><br>Taking Action to Care for Others.<br><br>　○　Kindness<br><br>　○　Loyalty<br><br>　○　Resolve | **Reading Skills**<br><br>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.<br><br> 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. | **Ten week time frame- (February 1- April 8)**<br><br>**Novels:**<br><br>Kwame Alexander, *The Crossover*-Z<br><br>Paul Zindel, *The Pigman*-U<br><br>Priscilla Cummings, *Red Kayak*- Y<br><br>**Short Stories:**<br><br>*Mrs. Flowers*<br><br>1.　"Flowers for Algernon" p.52 *Elements of Literature* |

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| | **Career Readiness, Life Literacy, and Key Skills** | | **Writing Skills** Write arguments to support claims with clear reasons and relevant evidence. | 2. "Stop the Sun" p. 266 *Elements of Literature* |
| | **By end of Grade 8: Career Awareness and Planning** | | | 3. Research post-traumatic stress disorder (PTSD**)** |
| | **By end of Grade 8: Information and Media Literacy** • Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. • Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated. • The mode of information can convey a message to consumers or an audience. • Sources of information are evaluated for accuracy and relevance when considering the use of information. • There are ethical and unethical uses of information and media. • Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital | | Evaluate or compose an argument that: Introduces an argument – Structure of introductory paragraph Has clear thesis State strong and relevant claims Use strong and relevant evidence to support claims Explain how claims and evidence support the argument Maintains formal style throughout | 4. Nonfiction articles on slavery pages 566, 567, 570 *Elements of Literature* |

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| | tools are appropriate for creating text, visualizations, models, and communicating with others.<br>● Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time. | | | |
| **Unit 4** | **Reading Literature**<br><br>RL.8.7<br><br>RL.8.9<br><br>RL.8.10<br><br>**Reading Informational Text**<br><br>RI.8.7<br>RI.8.8<br>RI.8.9<br>RI.8.10<br><br>**Writing**<br>W.8.6<br>W.8.7<br>W.8.8 | **Thematic**<br>The overall purpose of this unit is to develop good citizens who will become productive members of society.<br><br>Theme: **Drawing on Inner Strength**<br>● Perseverance<br>● Cooperation<br>● Humanitarianism | **Reading Skills**<br><br>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.<br><br>Analyze and reflect on 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 through Characterization, Plot, and Point of view<br><br>**Writing Skills** | **Ten week time frame- (April 9-June 15)**<br><br>The Diary of Anne Frank (Drama- in *Elements 0f Literature*)<br>1. The Diary of Anne Frank ( common drive)<br>2. Research Holocaust/Anne Frank Foundation<br>3. Oral presentation/survivor- U.S. Holocaust Memorial Museum<br><br>**Novels:**<br><br>Night-Z<br><br>The Devil's Arithmetic<br><br>I Have Lived 1000 Years- V |

| | **Career Readiness, Life Literacy, and Key Skills**<br><br>**By end of Grade 8: Career Awareness and Planning**<br><br>**Review and continue these standards through the end of the school year** | | 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.<br><br>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.<br><br>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. | |

| Unit 1 ELA GRADE/COURSE | | |
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| **Content & Practice Standards** | **Interdisciplinary Standards** | **Critical Knowledge & Skills** |
| **Progress Indicators for Reading Literature**<br><br>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.<br><br>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.<br><br>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.<br><br>**Progress Indicators for Reading Informational Text**<br><br>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.<br><br>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.<br><br>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).<br><br>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including | **Career Readiness, Life Literacy, and Key Skills**<br><br>**By end of Grade 8: Career Awareness and Planning**<br>● An individual's strengths, lifestyle goals, choices, and interests affect employment and income.<br>● Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.<br>● Early planning can provide more options to pay for post-secondary training and employment.<br>● Employee benefits can influence your employment choices.<br>● Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.<br>● There are resources to help an individual create a business plan to start or expand a business.<br><br>**By end of Grade 8: Creativity and Innovation**<br>● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.<br><br>**By end of Grade 8: Critical Thinking and Problem-Solving**<br>● Multiple solutions exist to solve a problem.<br>● An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.<br>● Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. | Reading Skills<br>Cite textual evidence to make inferences about:<br>● Character through words, actions, thoughts, and interactions with other characters<br>● Mood and tone through the writer's voice and message<br>● Point of view<br><br>Writing Skills<br>Write narratives that clearly:<br>● Draw conclusions using reasonable textual evidence.<br>● List and identify characterization traits that are physical, emotional and psychological.<br>● Express the author's message. |

figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Progress Indicators for Writing**

**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.

● There are tradeoffs between allowing information to be public and keeping information private and secure.
● Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
● Digital communities are used by Individuals to share information, organize, and engage around
● issues and topics of interest.
● Digital technology and data can be leveraged by communities to address effects of climate change.

**By end of Grade 8: Global and Cultural Innovation**
● Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction

**By end of Grade 8: Information and Media Literacy**
● Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
● Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
● The mode of information can convey a message to consumers or an audience.
● Sources of information are evaluated for accuracy and relevance when considering the use of information.
● There are ethical and unethical uses of information and media.
● Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text,

**W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

**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.

visualizations, models, and communicating with others.

● Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

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**21st Century Themes/Careers**

● Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

● CRP1. Act as a responsible and contributing citizen and employee.

● CRP7. Employ valid and reliable research strategies.

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| **Progress Indicators for Language**<br><br>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>  a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.<br>  b. Form and use verbs in the active and passive voice.<br>  c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.<br>  d. Recognize and correct inappropriate shifts in verb voice and mood.*<br><br>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.<br>  b. Use an ellipsis to indicate an omission.<br>  c. Spell correctly.<br><br>Knowledge of Language:<br>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>  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).<br><br>Vocabulary Acquisition and Use: | | |

L.8.4 Determine or clarify the meaning of
unknown and multiple-meaning words or
phrases based on *grade 8 reading and
content*, choosing flexibly from a range of
strategies.
   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.

**Progress Indicators for Speaking and Listening**

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.  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
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.

| Unit 1 ELA GRADE/COURSE (September 8-November15) |
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| Stage 1 – Desired Results |

| Unit Summary | | Core and Supplemental Materials/Resources |
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| Theme and overall purpose: The overall purpose of this unit is to teach students citizenship by reading | | "The Treasure of Lemon Brown"<br>"The Road Not Taken" |

| fiction and nonfiction selections as well as poetry, to master associated skills, and to write meaningful narratives. | | | Articles on homelessness<br>Writing: Is homelessness is a problem in the US or not? Students will write a narrative based on the chosen selections read. Students will draw conclusions about the homelessness issue using reasonable textual evidence to express the student's opinion based on the author's message.<br><br>**Novels:**<br>*Johnny Tremain - Z*<br>*Adventures of Tom Sawyer- Z*<br>*The Giver- Y*<br>*Silent to the Bone- V*<br>The Little Prince- X<br>**Short Stories:**<br>*Stop the Sun* Gary Paulsen<br>Harriet Tubman: Conductor<br>*Charles,* Shirley Jackson<br>*The Landlady ,* Roald Dahl<br>https://www.weareteachers.com/best-short-stories-for-middle-schoolers/<br>*Suggested*<br>Rubric<br>Plot diagram<br>Character chart<br>Citing Textual Evidence Rubric |
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| UNDERSTANDINGS |
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| Students will understand that…<br>In order to analyze the text, you need to be able to determine a theme and justify it with key pieces of textual evidence. |

| Students will know… | Students will be able to… |
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| Students will know the meaning of inference, characterization and theme and how to apply that knowledge to analyze a text. | **Reading Skills**<br>**Cite textual evidence to make inferences about:**<br>• Character: direct and indirect; protagonists and antagonists; conflict<br>• Mood: word choice; characterization; text features<br>• Tone: word choice; elements of plot |

- Point of view: different perspectives of characters

**Writing Skills**
**Write narratives that clearly:**
- Draw conclusions using reasonable textual evidence.
- List and identify characterization traits that are physical, emotional and psychological.
- Express the author's message

## Stage 2 – Assessment Evidence

Performance Tasks:
**W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
**Common Writing Prompt:** Write a continuation of the story _____ using details from the passage. Describe what you think might happen after _____. What obstacles might the character face, and what actions might he/she take to overcome them?
**OR**
Describe what you think (insert a situation based on the exemplar text). How does ___(insert character)____ handle the conflict between _____ and _____? How does the character's experience with _____ change _____ and _____ in life? (Fill in the blanks with appropriate words based on exemplar text).

- Attribute chart for characterization
- KWL chart
- Word Web: character chart
- Double entry diary
- Journal topics
- Text-based questions
- Common Assessments (PLCs)

## Stage 3 – Learning Plan

**• Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)**

The overall goal for the students is to write an argumentative essay with a claim and a thesis. The performance assessments will include using debates, looking at multi mediums to identify claims within texts, and model writing. Reading will include editorials, informational texts, etc.

**• Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.**

• **Explore and Equip. 21st Century Learning and Interdisciplinary connections.  Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out.  Equip students for the final performances through guided instruction and coaching on needed skills and knowledge.  Have them experience the ideas to make them real.**
21st  Century Themes/Careers

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP 7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence


•**Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.**

| Planned Differentiation & Interventions for Tiers I, II, III, ELL, SPED, and Gift & Talented Students |
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• *Rethink and revise.  Dig deeper into ideas at issue (through the faces of understanding).  Revise, rehearse, and refine, as needed.  Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*

• *Evaluate understandings.  Reveal what has been understood through final performances and products.  Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*

•*Tailor (personalize) the work to ensure maximum interest and achievement.  Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

**Gifted & Talented:**
- **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**
- **Word Work**
- **Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans**

**Tier I:**
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

**Tier II:**
- Additional Guided Reading and/or teacher supported small group time based on targeted intervention
- Skills small group instruction based on formative assessment and progress monitoring data

**Tier III:**
- Leveled Literacy Intervention (LLI)- (MS only)
- Phonics First
- English lab and MobyMax individualized learning path
- Maximum small group literacy instruction based on formative assessment and progress monitoring data

**ELL:**
- L1 supports- Google translate, native language dictionary, etc.
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of audible and books on tape
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

**SPED:**
- Learning Ally
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Appropriate text

| Unit 2 ELA GRADE/COURSE (November 16-January 18) | | |
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| **Content & Practice Standards** | **Interdisciplinary Standards** | **Critical Knowledge & Skills** |
| • **Progress Indicators for Reading Literature** <br> • 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. <br> • 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. <br> • 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. <br><br> • **Progress Indicators for Reading Informational Text** <br> • 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. <br> • 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. | **Career Readiness, Life Literacy, and Key Skills** <br><br> **By end of Grade 8: Career Awareness and Planning** <br><br> **By end of Grade 8: Creativity and Innovation** <br> • Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. <br><br> **By end of Grade 8: Critical Thinking and Problem-Solving** <br> • Multiple solutions exist to solve a problem. <br> • An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. <br> • Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. <br> • There are tradeoffs between allowing information to be public and keeping information private and secure. <br> • Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations. <br> • Digital communities are used by Individuals to share information, organize, and engage around <br> • issues and topics of interest. | • |

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| <ul><li>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li><li>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including</li></ul>**Progress Indicators for Writing**<br>**W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>   f.  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.<br>   g.  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.<br>   h.  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.<br>   i.  Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | <ul><li>Digital technology and data can be leveraged by communities to address effects of climate change.</li><li></li></ul> | |

j.   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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

**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. | | |
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| Unit 2 ELA GRADE/COURSE |
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| Stage 1 – Desired Results |
|---|

| UNIT SUMMARY | CORE AND SUPPLEMENTAL MATERIALS/RESOURCES |
|---|---|
| *Brief 2-4 sentence description of unit purpose, what is covered, and what students will understand at the conclusion of the unit.* | |

| UNDERSTANDINGS |
|---|
| Students will understand that… |

| Students will know… | Students will be able to… |
|---|---|
| *What content will be covered that students must master?* | *What should students be able to accomplish to demonstrate understanding?* |

| Stage 2 – Assessment Evidence |
|---|

| Performance Tasks: *What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?* | Other Evidence: *What other means of assessment will be used throughout this unit?* |
|---|---|

| Stage 3 – Learning Plan |
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• *Where is the work headed?  Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding?  (These are the questions asked by students. Help the student see the answers to these questions upfront.)*

• *Hook the student through engaging and provocative entry points:  thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections.  Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out.  Equip students for the final performances through guided instruction and coaching on needed skill and knowledge.  Have them experience the ideas to make them real.*

•*Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

| Planned Differentiation & Interventions for Tiers I, II, III, ELL, SPED, and Gift & Talented Students |
|---|

*• Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment based on feedback from inquiry, results, and discussion.*

*• Evaluate understanding. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*

*•Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

**Gifted & Talented:**
- **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**
- **Word Work**
- **Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans**

**Tier I:**
- **Word work**
- **Differentiated literacy centers**
- **Small group instruction formed through formative assessment and progress monitoring data**

**Tier II:**
- **Additional Guided Reading and/or teacher supported small group time based on targeted intervention**
- **Skills small group instruction based on formative assessment and progress monitoring data**

**Tier III:**
- **Leveled Literacy Intervention (LLI)- (MS only)**
- **Phonics First**
- **English lab and MobyMax individualized learning path**
- **Maximum small group literacy instruction based on formative assessment and progress monitoring data**

**ELL:**
- **L1 supports- Google translate, native language dictionary, etc.**
- **Additional guided reading time based on targeted intervention**
- **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**
- **Phonics First small group instruction**
- **Use of graphic organizers to complete assignments**
- **Use of audible and books on tape**

- **Use of word walls**
- **Alternate assessments that demonstrate non- verbal understanding**
- **Use of visuals and manipulatives**

**SPED:Learning Ally**
- **Additional guided reading time based on targeted intervention**
- **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**
- **Phonics First small group instruction**
- **Use of graphic organizers to complete assignments**
- **Appropriate text**

| Unit 3 ELA  (January 19-April 10) | | |
|---|---|---|
| **Content & Practice Standards** | **Interdisciplinary Standards** | **Critical Knowledge & Skills** |
| <u>**Progress Indicators for Reading Literature**</u> (building standards taught throughout the year) <br><br> 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. <br><br> 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. <br><br> 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. <br><br> <u>**Progress Indicators for Reading Informational Text**</u> <br><br> 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. <br><br> 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. <br><br> RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | ● Infused within the unit are connections to the NJSLS for Social Studies 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. <br><br> ● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. <br><br> ● A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations <br><br> ● B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. <br><br> ● C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively,including at a distance, to support individual learning and contribute to the learning of others. <br><br> ● D. Digital Citizenship: Students understand human, cultural, and societal issues related | <u>**Reading Skills**</u> <br> **Assess for relevant evidence by identifying:** <br> ● Thesis of the argument <br> ● Claims <br> ● Relevant evidence <br> ● Differences in factual information <br><br> <u>**Writing Skills**</u> <br> **Evaluate or compose an argument that:** <br> ● Introduces an argument – Structure of introductory paragraph <br> ● Has clear thesis <br> ● State strong and relevant claims <br> ● Use strong and relevant evidence to support claims <br> ● Explain how claims and evidence support the argument <br> ● Maintains formal style throughout |

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 a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Progress Indicators for Writing**

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

    a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

    b. Support claim(s) with logical reasoning and relevant evidence, using 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.

    e. Provide a concluding statement or section that follows from and supports the argument presented.

to technology and practice legal and ethical behavior.

- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

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

**Progress Indicators for Language**

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. Use an ellipsis to indicate an omission.
   c. Spell correctly.
Knowledge of Language:
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).
Vocabulary Acquisition and Use:
L.8.4 Determine or clarify the meaning of
unknown and multiple-meaning words or
phrases based on *grade 8 reading and
content*, choosing flexibly from a range of
strategies.
   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.


**Progress Indicators for Speaking and Listening**

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.<br>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.<br>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.<br>D. new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.<br>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.<br>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.<br>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

| Unit 3 ELA GRADE/COURSE |
|---|
| **Stage 1 – Desired Results** |

| UNIT SUMMARY | CORE AND SUPPLEMENTAL MATERIALS/RESOURCES |
|---|---|
| Theme and overall purpose:<br><br>The overall purpose of this unit is to teach students the relevancy of said traits:<br>Taking Action to Care for Others<br>-Kindness<br>-Loyalty<br>-Resolve | **Novels:**<br>Kwame Alexander, *The Crossover*-Z<br>Paul Zindel, *The Pigman*-U<br>Priscilla Cummings, *Red Kayak*- Y<br>**Short Stories:**<br>*Mrs. Flowers*<br><br>*Open Resource Links:<br><br>● Edulastic<br>● The Teaching Channel<br>● Commonlit.org<br>● 4Teachers.org<br>● Web English Teacher<br>● Readwritethink.org<br>● Learnzillion<br>● Literacy Design Collaborative<br>● OER Commons<br>● Engage NY<br>● Hudson County Curriculum Consortium |

| UNDERSTANDINGS |
|---|

Students will understand that…In order to analyze text, you need to be able to determine theme, identify conflicting views, and justify findings with key pieces of textual evidence.

| Students will know… | Students will be able to… |
|---|---|
| The meaning of argument and claim, and how to write clear and coherent paragraphs and essays. | **Reading Skills**<br>**Assess for relevant evidence by identifying:**<br>● Thesis of the argument<br>● Claims<br>● Relevant evidence<br>● Differences in factual information<br>**Writing Skills**<br>**Evaluate or compose an argument that:**<br>● Introduces an argument – Structure of introductory paragraph<br>● Has clear thesis<br>● State strong and relevant claims<br>● Use strong and relevant evidence to support claims<br>● Explain how claims and evidence support the argument<br>● Maintains formal style throughout |

| Stage 2 – Assessment Evidence ||
|---|---|
| Performance Tasks:<br>**Argumentative (W.8.1)**<br>Write an essay based on a thesis statement.<br>**Common Prompt:** Write an essay comparing how the information was presented in the _____ (list the articles read and/or video viewed).  Remember to use evidence from the _____ (list the articles read and/or video viewed) to support your answer. | Other Evidence:<br>*What other means of assessment will be used throughout this unit?* Journal topics<br>● Revise and edit activities<br>● Text based questions<br>● Outlining<br>● Note taking |

| Stage 3 – Learning Plan |
|---|

• argumentative essay with a claim and a thesis.
• Hook the student through engaging and provocative entry points:  thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.

• Explore and Equip. 21st Century Learning and Interdisciplinary connections.  Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out.  Equip students for the final performances through guided instruction and coaching on needed skill and knowledge.  Have them experience the ideas to make them real.

•Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.

| Planned Differentiation & Interventions for Tiers I, II, III, ELL, SPED, and Gift & Talented Students |
|---|

*• Rethink and revise.  Dig deeper into ideas at issue (through the faces of understanding).  Revise, rehearse, and refine, as needed.  Guide students in self-assessment and self-adjustment based on feedback from inquiry, results, and discussion.*

*• Evaluate understandings.  Reveal what has been understood through final performances and products.  Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*

*•Tailor (personalize) the work to ensure maximum interest and achievement.  Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

**Gifted & Talented:**
- **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**
- **Word Work**
- **Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans**

**Tier I:**
- **Word work**
- **Differentiated literacy centers**
- **Small group instruction formed through formative assessment and progress monitoring data**

**Tier II:**
- **Additional Guided Reading and/or teacher supported small group  time based on targeted intervention**
- **Skills small group instruction based on formative assessment and progress monitoring data**

**Tier III:**
- **Leveled Literacy Intervention (LLI)- (MS only)**
- **Phonics First**
- **English lab and MobyMax individualized learning path**
- **Maximum small group literacy instruction based on formative assessment and progress monitoring data**

**ELL:**
- **L1 supports- Google translate, native language dictionary, etc.**
- **Additional guided reading time based on targeted intervention**
- **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**
- **Phonics First small group instruction**
- **Use of graphic organizers to complete assignments**
- **Use of audible and books on tape**
- **Use of word walls**

- **Alternate assessments that demonstrate non- verbal understanding**
- **Use of visuals and manipulatives**

**SPED:**
- **Learning Ally**
- **Additional guided reading time based on targeted intervention**
- **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**
- **Phonics First small group instruction**
- **Use of graphic organizers to complete assignments**
- **Appropriate text**

| Unit 4 ELA GRADE/COURSE (April 11-June 21) | | |
|---|---|---|
| **Content & Practice Standards** | **Interdisciplinary Standards** | **Critical Knowledge & Skills** |
| **Progress Indicators for Reading Literature**<br><br>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.<br><br>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.<br><br>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.<br><br>**Progress Indicators for Reading Informational Text**<br><br>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.<br><br>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.<br><br>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).<br><br>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including | ● **Career Readiness, Life Literacy, and Key Skills**<br><br>●<br><br>● **By end of Grade 8: Career Awareness and Planning**<br><br>●<br><br>● **Review and continue these standards through the end of the school year**<br><br>● | ● **Reading Skills**<br>●<br>● 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.<br><br>●<br><br>● Analyze and reflect on 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<br>● is rendered new through Characterization, Plot, and Point of view<br>●<br>●<br>● **Writing Skills**<br>●<br>● 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.<br><br>●<br>● 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.<br><br>● 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. |

figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Progress Indicators for Writing**

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

k.  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.

l.  Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

m.  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.

n.  Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

o.  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

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style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

**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.

●

| Unit 4 ELA GRADE/COURSE | |
|---|---|
| Stage 1 – Desired Results | |
| UNIT SUMMARY | CORE AND SUPPLEMENTAL MATERIALS/RESOURCES |

| | |
|---|---|
| *Brief 2-4 sentence description of unit purpose, what is covered, and what students will understand at the conclusion of the unit.* | |

| **UNDERSTANDINGS** |
|---|
| Students will understand that… |

| **Students will know…** | **Students will be able to…** |
|---|---|
| *What content will be covered that students must master?* | *What should students be able to accomplish to demonstrate understanding?* |

| **Stage 2 – Assessment Evidence** |
|---|

| Performance Tasks: | Other Evidence: |
|---|---|
| *What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?* | *What other means of assessment will be used throughout this unit?* |

| **Stage 3 – Learning Plan** |
|---|

• *Where is the work headed?  Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding?  (These are questions asked by students. Help the student see the answers to these questions upfront.)*

• *Hook the student through engaging and provocative entry points:  thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections.  Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out.  Equip students for the final performances through guided instruction and coaching on needed skill and knowledge.  Have them experience the ideas to make them real.*

• *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

| **Planned Differentiation & Interventions for Tiers I, II, III, ELL, SPED, and Gift & Talented Students** |
|---|

• *Rethink and revise.  Dig deeper into ideas at issue (through the faces of understanding).  Revise, rehearse, and refine, as needed.  Guide students in self-assessment and self-adjustment based on feedback from inquiry, results, and discussion.*

• *Evaluate understandings.  Reveal what has been understood through final performances and products.  Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*

*•Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

**Gifted & Talented:**
- **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**
- **Word Work**
- **Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans**

**Tier I:**
- **Word work**
- **Differentiated literacy centers**
- **Small group instruction formed through formative assessment and progress monitoring data**

**Tier II:**
- **Additional Guided Reading and/or teacher supported small group time based on targeted intervention**
- **Skills small group instruction based on formative assessment and progress monitoring data**

**Tier III:**
- **Leveled Literacy Intervention (LLI)- (MS only)**
- **Phonics First**
- **English lab and MobyMax individualized learning path**
- **Maximum small group literacy instruction based on formative assessment and progress monitoring data**

**ELL:**
- **L1 supports- Google translate, native language dictionary, etc.**
- **Additional guided reading time based on targeted intervention**
- **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**
- **Phonics First small group instruction**
- **Use of graphic organizers to complete assignments**
- **Use of audible and books on tape**
- **Use of word walls**
- **Alternate assessments that demonstrate non- verbal understanding**
- **Use of visuals and manipulatives**

**SPED:**
- **Learning Ally**
- **Additional guided reading time based on targeted intervention**
- **Skills groups and practice via small group instruction and/or MobyMax individualized learning path**
- **Phonics First small group instruction**
- **Use of graphic organizers to complete assignments**
- **Appropriate text**