BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts   GRADE: 8

PACING-->	UNIT #1 4 Weeks	UNIT #2 3 Weeks	UNIT #3 4 Weeks
TOPIC/THEME AND OBJECTIVES	**Becoming a Community of Readers and Writers** ● Students will be able to cite textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 texts. ● Students will be able to come prepared to collaborative discussions having read or researched material under study and engage effectively. ● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students will be able to strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**Informational Text Features** ● Students will be able to acquire grade-appropriate domain-specific words and phrases important to comprehension of informational text features. ● Students will be able to read informational text from a variety of multimedia sources and identify the text structure according to its organization. ● Students will be able to use the text's structure to comprehend and analyze the information presented. ● Students will be able to produce an audience-appropriate, informative piece based on one of the model structures and incorporating accurate, well-chosen facts using technology suitable to the task.	**Drama** ● Read and analyze a drama and its textual features. ● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● 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. ● 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. ● Analyze the extent to which a filmed or live production of a drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. ● Produce an expository/argument piece that demonstrates understanding of the analysis of a drama. ● 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. ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Use technology, including the Internet, to produce and publish writing and present

			the relationships between information and ideas efficiently as well as to interact and collaborate with others. ● Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	● Why is it important to share your literature experiences with others either through writing or discussion? ● How does sharing these experiences foster our understanding or comprehension of what we read? ● How does drawing from my own experiences help create meaningful texts? ● How do the elements of a novel work together to make a good story? ● How does word knowledge and grammar empower me as a reader and communicator? ● A literary community respects and values the sharing of ideas.	● How do 21st century learners make sense of the plethora of informational text available to them? ● Informational literature has a core structure that assists and enhances students' comprehension of informational materials including interdisciplinary textbooks, manuals, schedules, news articles, and graphics.	● Why would an author use the genre of drama instead of a narrative to tell a story? ● How does visualizing the action and the interaction between characters help you comprehend the story better? ● Understanding the elements of drama will enhance comprehension of the genre. ● There are various interpretations of a given piece of literature.
STANDARDS	**Reading Literature (RL)** **NJSLSA.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.** NJSLSA.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. **Writing (W)** NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Reading (R)** NJSLSA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Reading Informational Text (RI)** **NJSLSA.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.** NJSLSA.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.	**Reading Literature (RL)** **NJSLSA.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.** NJSLSA.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. NJSLSA.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. NJSLSA.RL.8.4

NJSLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W.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 tasks, purposes, and audiences. NJSLSA.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. **Speaking/Listening (SL)** NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. NJSLSA.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. NJSLSA.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others'	NJSLSA.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). **Writing (W)** NJSLSA.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. NJSLSA.W.8.2.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. NJSLSA.W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. NJSLSA.W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. NJSLSA.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. **NJSLSA.W.8.2.E** **Establish and maintain a formal style/academic style, approach, and form.** NJSLSA.W.8.2.F	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. NJSLSA.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. **NJSLSA.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.** **NJSLSA.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.** **Writing (W)** NJSLSA.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. NJSLSA.W.8.2.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. NJSLSA.W.8.2.B

	questions and comments with relevant evidence, observations, and ideas. NJSLSA.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **Language (L)** NJSLSA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L.8.2.C Spell correctly. NJSLSA.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLSA.L.8.5.B Use the relationship between particular words to better understand each of the words. NJSLSA.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.	Provide a concluding statement or section that follows from and supports the information or explanation presented. NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W.8.9.B Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced" NJSLSA.W.9	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. NJSLSA.W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. NJSLSA.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. **NJSLSA.W.8.2.E** **Establish and maintain a formal style/academic style, approach, and form.** NJSLSA.W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented. **NJSLSA.W.8.4** **Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.** NJSLSA.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. NJSLSA.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.

			Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W.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 tasks, purposes, and audiences. **NJSLSA.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.** **Speaking/Listening (SL)** **LA.8.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.** **Language (L)** NJSLSA.L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **NJSLSA.L.8.4.C** **Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**	**NJSLSA.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.** **Speaking/Listening (SL)** **LA.8.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.** **LA.8.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.** **Language (L)** **LA.8.RL.8.4 - [*Progress Indicator*] - 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 choice has on meaning and tone, including analogies or allusions to other texts.**

		NJSLSA.L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). NJSLSA.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.	

INSTRUCTIONAL PROCEDURES	**Whole Group**
	Create book maps
	Guide spelling, grammar and vocabulary activities
	Create anchor charts as a tool for becoming a member of the reading community
	Minilessons:
	   • Mentor texts of memoir; excerpts from: *I Know Why the Caged Bird Sings, I am a Teacher, A Letter to My Younger Self,*
	   • Recognize the difference between a concise summary and a thorough response to literature. Use guidance such as Book, Head, Heart (Beers and Probst)
	applying domain specific vocabulary
	produce a quick write and share in large group
	identify basic parts of speech
	Introduce the process of becoming a lifelong reader through reading incentive program and the role of book choice.
	Introduce Fiction Signposts using excerpts from mentor texts (Notice and Note - Beers and Probst)
	
	Individual
	journaling as a response tool for reading
	identify a method of sharing that leads student to attain a level of comfort
	
	Small Groups
		Whole Group
		Guide spelling, grammar, and vocabulary activities
		Using real world informational texts to recognize and identify information text features and identify the structure of text
		Utilize note-taking strategies to record informational text. Differentiate between essential and non-essential information using a text sample.
		Minilessons:
		   • Mentor texts of informational pieces; excerpts from: *Harriet Tubman* by Ann Petry (biography);
		   • Recognize the difference between a concise summary and a thorough response to literature
		Evaluate the relevance of information to an assigned task.
		Political and editorial cartoons offer an opportunity to have students use information *and* inference in a unique way. Students must use and apply an understanding of symbolism, exaggeration, analogy, labeling and irony to decipher the information and the "author's" purpose.
		Use It's No Laughing Matter (http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/#), Cartoons in the Classroom lessons, teacher generated worksheets based on real-world sources (digital and newspaper cartoons)
		Debates/Forced Choice
			Whole Group
			Silent and oral reading of dramatic prose
			Guide spelling,grammar and vocabulary activities
			Mini lessons on:
			Researching background information on historical, social or cultural context of the play.
			Analyze the structure of dramatic prose (stage directions, dialogue formatting)
			Generate a Venn Diagram to plan a compare and contrast essay.
			
			Individual
			Silent and oral reading of dramatic prose
			Use a Venn Diagram to compose a compare and contrast essay.
			Produce journal responses to writing prompts
			Respond to quick writes
			Complete KWL Chart
			Complete Give One-Get One
			
			Small Groups
			Participate in group discussions
			Generate Reader's Theater script from familiar text
			Participate in Reader's Theater

	Participate in literature circle discussion, book talks or reading conferences produce quick writes and share in small groups	**Individual** Produce an audience-appropriate informative piece using an identified text structure. Read and evaluate informational articles using Newsela.com and/or commonlit.org Conference with individual students to ensure comprehension. **Small Groups** Produce an audience-appropriate informative piece using an identified text structure. discussing and analyzing informational articles	
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	**Materials** Close-reading guide Computer or iPad with Internet Document Camera LCD projector SmartBoard **Text/Leveled Texts** Commonlit.org Scholastic Scope Magazine YouTube Videos Holt Handbook, 2010 Literature 8 McDougal Douglas 2008 Prentice Hall Literature Grade 8 Common Core Edition. 2012 *myPerspectives* - Pearon Realize digital textbook/consumable textbook Teacher-generated PowerPoint Teacher-generated worksheets Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level C Vocabulary Their Way. Pearson **Suggested Works:** "A Retrieved Reformation," O. Henry A Writer's Notebook, Ralph Fletcher Taylor, Mildred D. Taylor. *Roll of Thunder, Hear My Cry.* Excerpt from "I Know Why the Caged Bird Sing" "My Name" by Sandra Cisneros	**Materials** Close-reading guide Computer or iPad with Internet access Document Camera LCD projector SmartBoard Interactive Notebooks **Texts/Leveled Texts** Scholastic Scope Magazine YouTube Videos National Geographic Articles Holt Handbook, 2010 Literature 8 McDougal Douglas 2008 Prentice Hall Literature Grade 8 Common Core Edition. 2012 *myPerspectives* - Pearon Realize digital textbook/consumable textbook Teacher-generated PowerPoint Teacher-generated worksheets Vocabulary Their Way Pearson Vocabulary Workshop Level C The New York Times Machine: timesmachine.nytimes.com Readwritethink.org It's No Laughing Matter: Http://www.loc./gov/teachers/classroommaterials/presentations and activities/political-cartoon/# Newsela.com **Suggested Works:**	**Materials** Close-reading guide Computer or iPad with Internet Document Camera LCD projector SmartBoard **Text/Leveled Texts** Commonlit.org Scholastic Scope Magazine YouTube Videos Holt Handbook, 2010 Literature 8 McDougal Douglas 2008 Prentice Hall Literature Grade 8 Common Core Edition. 2012 *myPerspectives* - Pearon Realize digital textbook/consumable textbook Teacher-generated PowerPoint Teacher-generated worksheets Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level C Vocabulary Their Way. Pearson **Suggested Works:** Anne Frank: The Whole Story. 2001. TV Miniseries Anne Frank: *The Diary of a Young Girl*. 1952. Print Frances Goodrich and Albert Hackett, The Diary of Anne Frank, 1955 Lucille Fletcher: "The Hitchhiker" and "Sorry, Wrong Number"

	https://d3jc3ahdjad7x7.cloudfront.net/w4Uh4xckKtH "A Letter to My Younger Self" Rinaldi, Tom. *The Red Bandanna.* 2017. Beers, Probst. Disrupting Thinking. 2017	"Three Cheers for the Nanny State" by Sarah Conly (Opinion Piece) "Ban the Ban! / Soda's a Problem" by Sidney Anne Stone (Opinion Piece) "Words Do Not Pay" Chief Joseph by Persuasive Speech "High Jinks Shoot-Out: Role Playing Games with simulated Violence" Guy Martin CommonLit	Serling, Rod: "The Monsters are Due on Maple Street" **Cr**ane, Stephen: "The Red Badge of Courage" adapted version, *Read* magazine.
ASSESSMENTS	**Formative** Exit Slips Writing Conferences Class participation in small and whole group discussions Quick Writing Response/share Reading Response Journals Reading Conferences **Summative** Reading response journal (conference/journal rubric) Writing Response Journals Written narrative/memoir **Benchmark** MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony)	**Formative** Quick write Writing Conferences Notebook check Class discussion Teacher observation Exit Slips **Summative** Teacher generated tests and quizzes Data obtained through web-based resources (Newsela/Commonlit) Nonfiction Magazine **Benchmark** MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony)	**Formative** Quick write Writing Conferences Notebook check Class discussion Teacher observation Exit Slips **Summative** Venn Diagram Expository/argument writing piece **Benchmark** MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony) **Alternative** Oral monologue readings (memorized)

	Alternative Post Card Project reflecting setting of summer reading Wordle activity using adjectives to describe self **Scoring Rubrics:** GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Narrative Task (NT) https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf Teacher-generated rubrics and checklists.	**Alternative** **Frontier** -Quizizz Prezi or Google Slides presentation: https://prezi.com/iulzb1bp8a4j/behavioral-aspects-of-role-playing-games-with-simulated-violence-on-teens/ **Scoring Rubrics:** GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulation Task and Literary Analysis Task https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf Teacher-generated rubrics and checklists.	TouchCast Studio Kahoot Quizizz **Scoring Rubrics:** GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulation Task and Literary Analysis Task https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf Teacher-generated rubrics and checklists.
ACCOMMODATIONS	**Special Education** – Additional time for skill mastery – Check work frequently for understanding – Computer or electronic device utilization – Extended time on tests/ quizzes – Modified test and assignment format,length, and content – Preview of content, concepts, and vocabulary – Reduced/shortened reading/written assignments – Student working with an assigned partner – Use open book, study guides, test prototypes – Goal setting with students – Mini workshops to re-teach or extend skills – Open-ended activities – Varied supplemental materials **ELL** – Allowing students to correct errors (looking for understanding) – Having peers take notes or providing a copy of the teacher's notes – Modifying tests to reflect selected objectives – Providing study guides	**Special Education** – Additional time for skill mastery – Computer or electronic device utilization – Extended time on tests/ quizzes – Modified test and assignment format,length, and content – Use open book, study guides, test prototypes – Mini workshops to re-teach or extend skills – Varied supplemental materials to address student reading level **ELL** – Allowing students to correct errors (looking for understanding) – Modifying tests to reflect selected objectives – Providing study guides – Reducing the number of answer choices on a multiple choice test **At Risk** – Allowing students to correct errors (looking for understanding) – Allowing the use of note cards or open-book during testing	**Special Education** – Additional time for skill mastery – Extended time on tests/ quizzes – Modified test and assignment format,length, and content (draw the scene) – Preview of content, concepts, and vocabulary – Use open book, study guides, test prototypes – Goal setting with students – Mini workshops to re-teach or extend skills – Open-ended activities **ELL** – Allowing students to correct errors (looking for understanding) – Modifying tests to reflect selected objectives – Providing study guides **At Risk** – Allowing the use of note cards or open-book during testing

– Reducing the number of answer choices on a multiple choice test – Using computer word processing spell check and grammar check features **At Risk** – Allowing students to correct errors (looking for understanding) – Allowing the use of note cards or open-book during testing – decreasing the amount of work presented or required . – Having peers take notes or providing a copy of the teacher's notes – Marking students' correct and acceptable work, not the mistakes – Providing study guides – Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments – Using authentic assessments with real-life problem-solving **Gifted and Talented** – Alternative formative and summative assessments – Guided Reading – Multiple intelligence options – Multiple texts – Tiered activities/assignments **504** – Behavior management plan – Extended time on tests/ quizzes – Have student repeat directions to check for understanding – Highlighted text visual presentation – Multi-sensory presentation – Preferential seating – Preview of content, concepts, and vocabulary – Reduced/shortened reading/ written assignments – Goal setting with students	– Marking students' correct and acceptable work, not the mistakes – Providing study guides – Using authentic assessments with real-life problem-solving **Gifted and Talented** – Alternative formative and summative assessments – Group investigations – Independent research and projects Interest groups – Leveled rubrics – Multiple texts/multiple reading levels – Project-based learning – Problem-based learning – Tiered activities/assignments **504** – Extended time on tests/ quizzes – Have student repeat directions to check for understanding – Highlighted text visual presentation – Preferential seating – Reduced/shortened reading/ written assignments to reflect student reading level – Goal setting with students	– decreasing the amount of work presented or required – Marking students' correct and acceptable work, not the mistakes **Gifted and Talented** – Group investigations – Independent research and projects Interest groups – Leveled rubrics – Multiple intelligence options – Personal agendas – Project-based learning – Problem-based learning – Tiered activities/assignments **504** – Behavior management plan – Extended time on tests/ quizzes – Have student repeat directions to check for understanding – Highlighted text visual presentation – Multi-sensory presentation – Preview of content, concepts, and vocabulary – Goal setting with students

| **INTERDISCIPLINARY CONNECTIONS**

21ST CENTURY SKILLS/THEMES (P21.ORG)

TECHNOLOGY INTEGRATION

CAREER EDUCATION (NJDOE CTE Clusters) | **Interdisciplinary Connections**
– English Language Arts
– Mathematics
– Social Studies, including American History, World History, Geography, Government and Civics, and Economics
– Technology
– Visual and Performing Arts

21st Century Skills/ Themes
– Global Awareness
– Civic Literacy
– Creativity and Innovation
– Critical Thinking
– Problem Solving
– Communication
– Collaboration

Technology Integration
– Chromebook
– Online text:web-based reading resources
– Online writing-submission resource
– Google classroom

Career Education
– Arts, A/V Technology & Communications
– Information Technology | **Interdisciplinary Connections:**
– English Language Arts
– Mathematics
– Science and Scientific Inquiry (Next Generation)
– Social Studies, including American History, World History, Geography, Government and Civics, and Economics
– Technology
– Visual and Performing Arts
– World languages

21st Century Skills/ Themes:
- Global Awareness
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

Technology Integration
– Chromebook
– Online text:web-based reading resources
– Online writing-submission resource
– Google Classroom

Career Education:
– Agriculture, Food & Natural Resources
– Architecture & Construction
– Arts, A/V Technology & Communications
– Business Management & Administration
– Education & Training
– Finance
– Government & Public Administration
– Health Science
– Hospitality & Tourism
– Human Services
– Information Technology
– Law, Public Safety, Corrections & Security
– Manufacturing | **Interdisciplinary Connections**
– English Language Arts
– Mathematics
– Science and Scientific Inquiry (Next Generation) (construction of set might require students to apply STEM fundamentals)
– Social Studies, including American History, World History, Geography, Government and Civics, and Economics
– Technology
– Visual and Performing Arts
– World languages

21st Century Skills/ Themes
– Global Awareness
– Civic Literacy
– Health Literacy
– Creativity and Innovation
– Critical Thinking
– Problem Solving
– Communication
– Collaboration
– Media Literacy

Technology Integration
– Chromebook
– Video/iPads to record/present
– Online text: web-based reading resources
– Online writing-submission resource
– Google Classroom
– Access to video streaming

Career Education
– Architecture & Construction
– Arts, A/V Technology & Communications
– Business Management & Administration
– Education & Training
– Hospitality & Tourism
– Human Services
– Information Technology
– Manufacturing
– Marketing
– Science, Technology, Engineering & Mathematics (STEM)
– Transportation, Distribution & Logistics |

	PACING-->	UNIT #4 4 Weeks	UNIT #5 4 Weeks	UNIT #6 4 Weeks
			– Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics	
TOPIC/THEME AND OBJECTIVES		**Science Fiction** ● Students will be able to engage in meaningful discussions citing textual evidence to support a strong analysis. ● Students will be able to use inferencing as a strategy to enhance their comprehension of the text. ● Students will be able to research related scientific topics to initiate meaningful classroom discussions and write informative/explanatory texts using relevant content.	**Functional Texts** ● Students will be able to identify the various types of functional text. ● Students will be able to identify and analyze elements of an argument. ● Students will be able to identify and analyze persuasive techniques. ● Students will be able to read critically to gather relevant information. ● Students will be able to analyze how a text makes connections among and distinctions between individuals, ideas, or events. ● Students will be able to apply the strategy of close reading to evaluate information and its relevance to author's purpose. ● Students will be able to write arguments to support claims with clear reasons and relevant evidence. ● Students will be able to form and use verbs in the active and passive voice.	**Historical Fiction** ● Students will be able to analyze how historical fiction draws on themes, patterns of events, as well as real and imaginary characters. ● Students will be able to read informational text and analyze how the novel's author used historical research to create a fictional piece. ● Students will be able to produce a short research project on an event or person that is relevant to the historical fiction currently under study.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS		● What makes science fiction believable? ● How has science played a role in shaping society in the past? ● What role is it playing today? ● How do you envision it affecting the future? ● Literature can help to explain how and why societies evolve.	● How much information is enough? ● How does reading and listening to a speech enhance one's understanding of the speaker's message? ● Functional texts, in a variety of media, critically depict an author's view point.	● Can all conflicts be resolved? ● Is it our differences or our similarities that matter the most? ● How is reflecting different from remembering? ● Learning history through literature differs from learning through informational text.
STANDARDS		**Reading Literature (RL)** **NJSLSA.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.** NJSLSA.RL.8.2	**Reading Info Text (RI)** **NJSLSA.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.** NJSLSA.RI.8.2 Determine a central idea of a text and analyze its development over the course of	**Reading Literature (RL)** **NJSLSA.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.** NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.RL.8.9
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.

NJSLSA.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.

Reading Info Text (RI)

NJSLSA.RI.8.4
Determine the meaning of words and phrases as they are used in a text, including | the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLSA.RI.8.3
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.RI.8.9
Analyze and reflect on (e.g. practical knowledge, historical/cultural context, | 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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

NJSLSA.RL.8.10 |

figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. NJSLSA.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. **Writing (W)** NJSLSA.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. NJSLSA.W.8.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. NJSLSA.W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. NJSLSA.W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. NJSLSA.W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. NJSLSA.W.8.3.E	**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.** **NJSLSA.RI.8.10** **By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.** **Writing (W)** NJSLSA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W.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 tasks, purposes, and audiences. NJSLSA.W.8.1 Write arguments to support claims with clear reasons and relevant evidence. NJSLSA.W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. NJSLSA.W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. NJSLSA.W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among	**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.** **Reading Info Text (RI)** NJSLSA.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. NJSLSA..RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). NJSLSA.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. **NJSLSA.RI.8.10** **By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.** **Writing (W)** NJSLSA.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. NJSLSA.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

NJSLSA.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.

NJSLSA.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.
NJSLSA.W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking/Listening (SL)

NJSLSA.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.

Language (L)

NJSLSA.L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L.8.2.A

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claim(s), counterclaims, reasons, and evidence.

NJSLSA.W.8.1.D
Establish and maintain a formal style.

NJSLSA.W.8.1.E
Provide a concluding statement or section that follows from and supports the argument presented.

NJSLSA.W.8.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

NJSLSA.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.

NJSLSA.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.

NJSLSA.W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking/Listening (SL)

NJSLSA.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.

NJSLSA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.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.

Speaking/Listening (SL)
NJSLSA.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.

Language (L)

NJSLSA.L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L.8.1.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break. NJSLSA.L.8.2.B Use an ellipsis to indicate an omission. NJSLSA.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLSA.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. NJSLSA.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. NJSLSA.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.	NJSLSA.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. NJSLSA.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. **Language (L)** NJSLSA.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.8.1.B Form and use verbs in the active and passive voice. NJSLSA.L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood. NJSLSA.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLSA.L.8.3.A Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. NJSLSA.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLSA.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. NJSLSA..L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. NJSLSA.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.

		NJSLSA.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. NJSLSA.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. NJSLSA.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.	
INSTRUCTIONAL PROCEDURES	**Whole Group** Tea Party: investigate random bits of text to formulate pre-reading ideas and build curiosity. Guide spelling, grammar, and vocabulary activities Silent, shared and independent reading of the novel and various short stories. Reading Response Journals Participate in class discussions questioning the role of the individual vs. society, the ideas of sameness vs. differences and the importance of security vs. free choice. Investigate rites of passage in a variety of cultures, including our own, using print and other media sources. Investigate the science infused within the reading selection. using print and other media sources. **Individual** Complete a Quilt Square as an analysis of literary elements, summary and response. Respond in writing to a prompt drawing on concepts presented in the text and using research from social and/or scientific investigations.	**Whole Group** Guide spelling, grammar, and vocabulary activities Mini-lesson: Compare and contrast two arguments and evaluate which author was more successful in supporting their statement of opinion. Shared reading of a renown public address (Dr. Martin Luther King's "I Have a Dream") and create a found poem selecting words and phrases that impacted their reading. **Individual** Students provide an objective summary of Frederick Douglass's Narrative. Then analyze how the central idea regarding the evils of slavery is conveyed through supporting ideas and developed over the course of the text. Students trace the line of argument in Winston Churchill's "Blood, Toil, Tears and Sweat" address to Parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not.	**Whole Group** Guide spelling, grammar, and vocabulary activities Give-One, Get-One or other pre-reading activity to demonstrate understanding of historical context. Silent, shared and independent reading of the novel and various short stories. Participate in class discussions about the historical context of the novel - How does the story provide insight into courageous characters? Investigate the historical and cultural contexts associated with the reading selection. **Individual** Silent, shared and independent reading of the novel and various short stories. Reading Response Journals (or blogging). Respond to a writing prompt drawing on concepts presented in the text and using research from social investigations. Write a narrative using historical elements about real or imagined experiences/events using effective technique, relevant descriptive details, and well-structured event sequences.

	Small Groups Investigate the science infused within the reading selection. using print and other media sources.	Students will compose a sample of functional text with an intended audience in mind (speech, how-to manual, obituary, eulogy) **Small Groups** Discussion of salient points of a given functional text. Collaborate to generate an infographic	**Small Groups** Create a timeline, delineating traditional literature as represented through time. For example: *The Giver* includes allusions to Jonah and the Whale, the Angel Gabriel. *The Hunger Games* relies on Greek and Roman mythology. Collaborate on completion of response to a writing prompt, drawing on concepts presented in the text and using research from social investigations.
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	**Materials** Close-reading guide Computer or iPad with Internet Document Camera LCD projector SmartBoard **Text/Leveled Texts** Commonlit.org Newsela.com MyAccess Scholastic Scope Magazine YouTube Videos Holt Handbook, 2010 Literature 8 McDougal Douglas 2008 Prentice Hall Literature Grade 8 Common Core Edition. 2012 *myPerspectives* - Pearon Realize digital textbook/consumable textbook Teacher-generated PowerPoint Teacher-generated worksheets Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level C Vocabulary Their Way. Pearson Writing Fundamentals L.Lowry: *The Giver* Quartet D. Keyes: "Flowers for Algernon" S. Collins: *Hunger Games* Trilogy J. Dashner: *Maze Runner* series M. Lu: *The Legend* series *Ender's Game* by Orson Scott Card *The Time Machine* by H. G. Wells	**Materials** Close-reading guide Computer or iPad with Internet Document Camera LCD projector SmartBoard Text/Leveled Texts Commonlit.org Newsela.com MyAccess Scholastic Scope Magazine YouTube Videos Holt Handbook, 2010 Literature 8 McDougal Douglas 2008 Prentice Hall Literature Grade 8 Common Core Edition. 2012 *myPerspectives* - Pearon Realize digital textbook/consumable textbook Teacher-generated PowerPoint Teacher-generated worksheets Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level C Vocabulary Their Way. Pearson Writing Fundamentals Martin Luther King Jr: "I Have a Dream" http://www.pbs.org/newshour/extra/lessons-plans/i-have-a-dream-as-a-work-of-literature-martin-luther-king-jr/ Presidential Inaugural Speeches Churchill: "Blood, Toil, Tears, and Sweat" *Comprehending Functional Text* (Teacher Resource Book) -	**Materials** Close-reading guide Computer or iPad with Internet Document Camera LCD projector SmartBoard **Text/Leveled Texts** Commonlit.org Newsela.com MyAccess Scholastic Scope Magazine YouTube Videos Holt Handbook, 2010 Literature 8 McDougal Douglas 2008 Prentice Hall Literature Grade 8 Common Core Edition. 2012 *myPerspectives* - Pearon Realize digital textbook/consumable textbook Teacher-generated PowerPoint Teacher-generated worksheets Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level C Vocabulary Their Way. Pearson Writing Fundamentals Works to build background knowledge:: Hoose Phillip. *We Were There, Too. Young People in U.S. History,* New York: Farrar Straus Giroux, 2001. CommonLit: "The Founding of American Democracy," "Benedict Arnold: Two Sides of a Bitter Coin," Frederick Douglass. *Narrative of the Life of*

	"Scientists Build Robot That Runs" by Rodrique Ngowi (News Article) "Nikola Tesla: The Greatest Inventor of All?" by Vicky Baez (Biography) **Common Lit:** R. Bradbury: "All Summer in A Day" R. Bradury: "The Veldt"	https://ellsd68secondary.weebly.com/uploads/4/7/5/1/47512197/functional_text_secondary.pdf "What is Your Life's Blueprint?"Martin Luther King, Jr. https://www.youtube.com/watch?v=852_SQ1EK9 https://voiceofoc.org/wp-content/uploads/2017/01/MLK-Lifes-Blueprint.pdf **CommonLit:** "Malala Yousafzai's Address to the United Nations, July 2013" "Malala Yousafzai's Nobel Peace Prize Lecture "Henry Adams' Testimony Before Congress" "Steve Jobs' Stanford University Commencement Speech" "Elie Wiesel's Nobel Acceptance Speech" Search thorough Historical Documents filter: https://www.commonlit.org/en/texts?sort_by=most_popular&lexile_min=&lexile_max=&genre%5B%5D=historical+document&genre%5B%5D=speech&language%5B%5D=english	*Frederick Douglass an American Slave, Written by Himself*. Boston: Anti-Slavery Office, 1845 Petry, Ann. *Harriet Tubman: Conductor on the Underground Railroad.* New York: HarperCollins, 1983 From Chapter 3: "Six Years Old" Whitman, Walt. "O Captain! My Captain!" *Leaves of Grass.* Oxford: Oxford University Press, 1990 (1856) **Suggested Works:** Anderson, Laurie Halse. *Chains* https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1182&context=independent-studies Forbes, Esther, *Johnny Tremain.* HMH Books for Young Readers, 2011. http://www.glencoe.com/sec/literature/litlibrary/pdf/johnny_tremain.pdf Longfellow, Henry Wadsworth, "Paul Revere's Ride." (1861) https://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide_Chapters/PictAmer_Resource_Book_Chapter_3A.pdf Yolen: *The Devil's Arithmetic* http://wvcatholicschools.org/?wpfb_dl=3131 Taylor: *Roll of Thunder Hear My Cry* http://www.mooreschools.com/cms/lib/OK01000367/Centricity/Domain/2786/4S1845DL.pdf Zusak: *The Book Thief* Boyne: *The Boy in the Striped Pajamas*
ASSESSMENTS	**Formative** Reading Response Journals Anecdotal notes from small and whole group discussions Reading Conference Quick Writing Response/share Writing Response Journals Writing Conference Exit Slips or anecdotal records Teacher Observation **Summative** Informative Essay	**Formative** Reading Response Journals Running record of annotations throughout the specified text. Anecdotal notes from small and whole group discussions Reading Conference Quick Writing Response/share Writing Response Journals Writing Conference Exit Slips or anecdotal records Teacher Observation	**Formative** Anecdotal notes from small and whole group discussions Reading Response Journals Reading Conference Quick Writing Response/share Writing Response Journals Writing Conference Exit Slips or anecdotal records Teacher Observation **Summative**

	Quilt Square (teacher-generated rubric) Summative Assessments- Novel Unit Plan or teacher-generated test **Benchmark** MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony) **Scoring Rubrics:** GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulation Task and Literary Analysis Task **https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf** Teacher-generated rubrics and checklists. **Alternative** Compose an alternate ending to *The Giver*	**Summative** Teacher-generated worksheets, quizzes or tests. Evaluation of functional text writing sample Teacher-generated assessment on active and passive voice **Benchmark** MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony) **Scoring Rubrics:** GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulation Task and Literary Analysis Task **https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf** **Alternative** Functional Text Collection Notebook Compose and deliver speeches that address a wrong or injustice students see in society. Design a product and include functional text: cereal and provide nutritional information, STEM product and include warranty information, directions, etc	Teacher-generated worksheets, quizzes or tests. Written response to independent historical research Teacher-generated assessment on verbals **Benchmark** MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony) **Scoring Rubrics:** GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulation Task and Literary Analysis Task **https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA_L_Grade_6-11_July_2015_Updated_Rubric_v3.pdf** **Alternative** Collaborative ABC book Create a newspaper to highlight the major events of the novel.
ACCOMMODATIONS	**Special Education** – Assistive technology – Center-Based Instruction/flexible group – Check work frequently for understanding – Modified test content,format or length – Preview of content, concepts, and vocabulary – Reduced/shortened written assignments – Student working with an assigned partner – Exploration by interest – Goal setting with students – Jigsaw – Think-Pair-Share – Varied journal prompts – Varied supplemental materials **ELL**	**Special Education** – Additional time for skill mastery – Assistive technology – Check work frequently for understanding – Modified assignment format – Modified test content, format, length – Preview of content, concepts, and vocabulary – Exploration by interest – Flexible grouping – Goal setting with student – Think-Pair-Share – Varied journal prompts – Varied supplemental materials based on reading level. **ELL** – Teaching key aspects of a topic	**Special Education** – Additional time for skill mastery – Assistive technology – Modified assignment format -Modified test content, format, length – Preview of content, concepts, and vocabulary – Secure attention before giving instruction/directions – Student working with an assigned partner – Exploration by interest – Jigsaw – Mini workshops to re-teach or extend skills Open-ended activities – Think-Pair-Share – Varied journal prompts – Varied supplemental materials based on student's reading level

- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Modifying tests to reflect selected objectives
- Using computer word processing spell check and grammar check features
- Using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk
- Allow varied products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Accept the amount of work presented.
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied journal prompts
- Varied supplemental materials

Gifted and Talented
- Games and tournaments
- Group investigations
- Independent research and projects I
- Leveled rubrics
- Literature circles/Stations,centers

- Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Decreasing the amount of work presented or required
- Modifying tests to reflect selected objectives
- Reducing the number of answer choices on a multiple choice test

At Risk
- Teaching key aspects of a topic
- Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Accept the amount of work presented
- Modifying tests to reflect selected objectives
- Using authentic assessments with real-life problem-solving
- Using videos, illustrations, pictures, and drawings to explain or clarify
- Exploration by interest
- Flexible grouping
- Mini workshops to re-teach or extend skills
- Think-Pair-Share
- Varied journal prompts
- Varied supplemental materials

Gifted and Talented
- Exposure to varied supplemental texts
- Group investigations
- Guided Reading
- Independent research and projects Interest groups
- Leveled rubrics
- Problem-based learning
- Tiered activities/assignments

ELL
- Teaching key aspects of a topic
- Eliminate nonessential information
- Use videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Accepting the amount of work presented
- Modifying tests to reflect selected objectives
- Reducing the number of answer choices on a multiple choice
- Using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk
- Allowing students to correct errors (looking for understanding)
- Eliminate nonessential information
- Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
-Accept the amount of work presented
- Modifying tests to reflect selected objectives
- Using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify
- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Mini workshops to re-teach or extend skills
- Think-Pair-Share
- Varied supplemental materials based on student reading level

Gifted and Talented
- Group investigations
- Guided Reading

	– Multiple intelligence options – Project-based learning – Problem-based learning – Think-Tac-Toes – Tiered activities/assignments **504** – Assistive technology – Behavior management plan – Check work frequently for understanding – Have student repeat directions to check for understanding – Highlighted text visual presentation – Modified test content, format or length. – Multi-sensory presentation – Preview of content, concepts, and vocabulary – Reduced/shortened written assignments – Shortened assignments – Choice of books or activities – Exploration by interest – Flexible grouping – Goal setting with students – Jigsaw – Open-ended activities – Think-Pair-Share – Varied journal prompts – Varied supplemental materials	**504** – Assistive technology – Behavior management plan – Have student repeat directions to check for understanding – Modified assignment format – Modified test content,format, or length – Exploration by interest – Flexible grouping – Goal setting with students – Think-Pair-Share – Reading buddies – Varied journal prompts – Varied supplemental materials by reading level	– Independent research and projects Interest groups – Leveled rubrics – Literature circles – Multiple intelligence options – Multiple texts – Project-based learning – Problem-based learning – Tiered activities/assignments **504** – Assistive technology – Have student repeat directions to check for understanding – Highlighted text visual presentation -Modified test content,format, or length – Preview of content, concepts, and vocabulary – Secure attention before giving instruction/directions – Student working with an assigned partner – Choice of books or activities – Exploration by interest – Flexible grouping – Mini workshops to re-teach or extend skills Open-ended activities – Think-Pair-Share – Varied journal prompts – Varied supplemental materials by reading level
INTERDISCIPLINARY CONNECTIONS **21ST CENTURY SKILLS/THEMES (P21.ORG)** **TECHNOLOGY INTEGRATION** **CAREER EDUCATION (NJDOE CTE Clusters)**	**Interdisciplinary Connections** – English Language Arts – Mathematics – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts – World languages/cultures **21st Century Skills/ Themes** - Global Awareness – Financial, Economic, Business and Entrepreneurial Literacy – Civic Literacy	**Interdisciplinary Connections** – English Language Arts – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Visual and Performing Arts **21st Century Skills/ Themes** - Global Awareness – Financial, Economic, Business and Entrepreneurial Literacy – Civic Literacy – Creativity and Innovation – Critical Thinking – Problem Solving – Communication – Collaboration	**Interdisciplinary Connections** – English Language Arts – Mathematics – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology **21st Century Skills/ Themes** – Global Awareness – Financial, Economic, Business and Entrepreneurial Literacy (*Roll of Thunder, Hear My Cry - sharecropping, mortgage, etc.*) – Civic Literacy

	– Health Literacy – Environmental Literacy – Creativity and Innovation – Critical Thinking – Problem Solving – Communication – Collaboration – Information Literacy – Media Literacy – ICT (Information, Communication and Technology) Literacy **Technology Integration** – Chromebook – Video/iPads to record/present – Online text: web-based reading resources – Online writing-submission resource – Google Classroom – Access to video streaming **Career Education** – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics	– Information Literacy – Media Literacy **Technology Integration** – Chromebook – Video/iPads – Online text: web-based reading resources – Online writing-submission resource – Google Classroom – Access to video streaming **Career Education:** – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics	– Health Literacy *(Fever 1793)* – Environmental Literacy – Creativity and Innovation – Critical Thinking – Problem Solving – Communication – Collaboration – Information Literacy – Media Literacy – ICT (Information, Communication and Technology) Literacy **Technology Integration** – Chromebook – Video/iPad/Chromebook access – Online text: web-based reading resources – Online writing-submission resource – Google Classroom – Access to video streaming **Career Education** – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics
PACING-->	**UNIT #7** **4 Weeks**	**UNIT #8** **4 Weeks**	**UNIT #9** **4 Weeks**
TOPIC/THEME AND OBJECTIVES	**Biographies and Memoirs** ● Students will be able to identify the character traits of nonfictional characters. ● Students will read literary nonfiction text about people who faced conflict.	**Poetry** ● Students will be able to identify and interpret the author's choices of connotative and figurative language. ● Students will be able to evaluate the impact of word choice.	**Folk Tales, Myths and Legends** ● Students will be able to read, compare, and contrast myths, legends, and folk tales from a variety of countries/cultures. ● Students will be able to identify and analyze the cultural contexts of a reading selection.

	• Students will explain how knowing the historical context of a story will enhance their understanding. • Students will identify and apply stylistic devices and narrative elements when writing their own personal narratives.	• Compare and contrast the content, format and style of works written or performed by the same author or referring a similar theme, event or topic. • Students will be able to produce a sample of poetry which exhibits a skillful use of word choice and specific figurative language.	• Students will be able to reflect upon the values our culture finds significant through knowledge of folk heroes. • Students will be able to compose a traditional story exhibiting the form's essential characteristics.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	• Is it our similarities or our differences that matter the most? • How can reading about the courage of real people inform our understanding of determined literary characters? • Reading biographies and memoirs will inspire the reader to identify with the nonfictional characters/author, recognize there are universal human struggles, and develop a sense of empathy.	• What is the secret to reaching someone with words? • How does poetry reveal what we might not otherwise recognize? • Poetry may be ambiguous, therefore, meaning often must be found beyond the text. • A poet's craft is usually meant to evoke feelings rather than merely convey information.	• Are yesterday's heroes important today? • What do folktales, myths, and legends reveal about world cultures - including our own? • Folk tales, myths and legends often reveal what a culture values as being significant and lasting.
STANDARDS	**Reading Literature (RL)** **NJSLSA.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.** NJSLSA.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. NJSLSA.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. NJSLSA.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.	**Reading Literature (RL)** **NJSLSA.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.** NJSLSA.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. NJSLSA.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. NJSLSA.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.	**Reading Literature (RL)** **NJSLSA.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.** NJSLSA.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. NJSLSA.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. NJSLSA.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.

NJSLSA.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. **NJSLSA.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.** **Reading Info Text (RI)** **NJSLSA.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.** NJSLSA.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. NJSLSA.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). NJSLSA.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. **NJSLSA.RI.8.5** **Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular**	**NJSLSA.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.** **Writing (W)** **NJSLSA.W.8.4** **Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.** NJSLSA.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. NJSLSA.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. NJSLSA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **NJSLSA.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.**	NJSLSA.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. **NJSLSA.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.** **NJSLSA.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.** **NJSLSA.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.** **Reading Info Text (RI)** **NJSLSA.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.** NJSLSA.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

	sentences, to develop and to refine a key concept. NJSLSA.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. NJSLSA.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. **NJSLSA.RI.8.10** **By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.** **Writing (W)** NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.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. NJSLSA.W.8.3 Write narratives to develop real or imagined experiences or events using effective	**Speaking/Listening (SL)** NJSLSA.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. NJSLSA.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. NJSLSA.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. **Language (L)** NJSLSA.L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. NJSLSA.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. NJSLSA.L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). NJSLSA.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	NJSLSA.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. **Writing (W)** NJSLSA.W.8.1 Write arguments to support claims with clear reasons and relevant evidence. NJSLSA.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. NJSLSA.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **NJSLSA.W.8.4** **Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.** NJSLSA.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. NJSLSA.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas

technique, relevant descriptive details, and well-structured event sequences. NJSLSA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **NJSLSA.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.** **Speaking/Listening (SL)** NJSLSA.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. NJSLSA.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **Language (L)** NJSLSA.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLSA.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. NJSLSA.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	NJSLSA.L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context. NJSLSA.L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). NJSLSA.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.	efficiently as well as to interact and collaborate with others. NJSLSA.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. NJSLSA.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. NJSLSA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W.8.9.A Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). **NJSLSA.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.** **Speaking/Listening (SL)** NJSLSA.SL4

| | | | vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.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.

NJSLSA.SL.8.5
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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

Language (L)

NJSLSA.L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L.8.1.D
Recognize and correct inappropriate shifts in verb voice and mood.

NJSLSA.L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L.8.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLSA.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. NJSLSA.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. NJSLSA.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.
INSTRUCTIONAL PROCEDURES	**Whole Group** Participate in class discussions Guide spelling, grammar, and vocabulary activities Investigate the historical/cultural contexts associated with the reading selection Analyze how the author's specific word choices and diction impact the meaning and tone of their writing and the characterization of the individuals and places they describes. Conduct an author study by researching the life, influences and accomplishments of a favorite author. Students analyze in detail how the early years of the historical figure relate to the life experience of the author of the work. (What drew the author to that specific person?) **Individual** Silent, shared and independent reading of the novel and various short stories. Reading Response Journals Compose an original memoir or personal narrative applying stylistic devices (this might include graphic representations, pictures, drawings, illustration) **Small Groups** Silent, shared and independent reading of the novel and various short stories.	**Whole Group** Guide spelling, grammar, and vocabulary activities Explore song lyrics as poetry, identifying figurative language, connotative meanings, word choice, tone and mood. Read a variety of poetic forms, including narrative, sonnet, spoken word, couplets,lyrical, free verse, exploring the key idea of using words to create images. Understand the concept of puns. Uncover a poem's analogies and allusions. Analyze the impact of specific word choices by the author and determine how they contribute to the overall meaning and tone of the poem. **Individual** Illustrate a poem as it is read aloud. Write a short, descriptive poem that includes figurative language Compose a personal response to a poem. **Small Groups** Give an oral interpretation of a poem	**Whole Group** Guide spelling, grammar, and vocabulary activities Read book cover, investigate text features, discuss differences between different types of traditional literature. Shared and/or independent reading of selections Discuss societal and cultural differences within the text and draw parallels to other cultures or present day society. **Individual** Record observations, reflections, evidence of comprehension and/or details about literary elements in a Reading Journal Shared and/or independent reading of selection Investigate related topics including the societal and cultural practices that would explain the rationale for the specific work Create a soundtrack of significance either to the plot of a novel or selection including a personal connection to events in the text. Explain significance of selections. -or- Create a parable, folktale, myth or legend using themes from the selected text. -or-

	Students determine the figurative and connotative meanings of words (such as *wayfaring*, *laconic*, and *taciturnity* as well as of phrases such as "hold his peace" in John Steinbeck's *Travels with Charley: In Search of America.)*		Write an argument based on an issue presented in the text (teacher or self-selected prompt) **Small Groups** Read a short biography of the author, including the historical/cultural influences on the selected text Design and construct products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate learning of how the traditional piece was rendered new.
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	**Materials** Close-reading guide Computer or iPad with Internet Document Camera LCD projector SmartBoard **Text/Leveled Texts** Commonlit.org Newsela.com MyAccess Scholastic Scope Magazine YouTube Holt Handbook, 2010 Literature 8 McDougal Douglas 2008 Prentice Hall Literature Grade 8 Common Core Edition. 2012 *myPerspectives* - Pearon Realize digital textbook/consumable textbook Teacher-generated PowerPoint Teacher-generated worksheets Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level C Vocabulary Their Way. Pearson **Suggested Works:** "My First Free Summer" by Julia Alvarez (Literature 8, McDougall Littell). Excerpts from *Woodsong* - " A Glow in the Dark" by Gary Paulsen "Anne Frank Remembered" by Miep Gies	**Materials** Close-reading guide Computer or iPad with Internet Document Camera LCD projector SmartBoard **Text/Leveled Texts** Commonlit.org Newsela.com MyAccess Scholastic Scope Magazine YouTube Holt Handbook, 2010 Literature 8 McDougal Douglas 2008 Prentice Hall Literature Grade 8 Common Core Edition. 2012 *myPerspectives* - Pearon Realize digital textbook/consumable textbook Teacher-generated PowerPoint Teacher-generated worksheets Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level C Vocabulary Their Way. Pearson **Suggested Works:** Carroll, Lewis. "Jabberwocky." Alice Through the Looking Glass . Cambridge, Mass.: Candlewick, 2005. (1872) From Dickinson, Emily. "The Railway Train." The Complete Poems of Emily Dickinson.	**Materials** Close-reading guide Computer or iPad with Internet Document Camera LCD projector SmartBoard **Text/Leveled Texts** Commonlit.org Newsela.com MyAccess Scholastic Scope Magazine YouTube Holt Handbook, 2010 Literature 8 McDougal Douglas 2008 Prentice Hall Literature Grade 8 Common Core Edition. 2012 *myPerspectives* - Pearon Realize digital textbook/consumable textbook Teacher-generated PowerPoint Teacher-generated worksheets Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level C Vocabulary Their Way. Pearson **Suggested Works:** A Writer's Notebook, Ralph Fletcher Brer Possum's Dilemma by Jackie Torrence Coyote Steals the Sun and Moon by Richard Erdos and Alfonso Ortiz Steinbeck, John. *The Pearl.* Penguin Group, 1993

	"The Mysterious Mr. Lincoln" by Russell Freedman https://www.tiptoediscovery.com.br/wp-content/uploads/2016/10/u2_mysterio_lincoln_se-text.pdf "Cub Pilot on the Mississippi" by Mark Twain "Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself" Excerpts from "Night" by Elie Wiesel "Maus" by Art Speigelman "The Upstairs Room" by Johanna Reiss "Travels with Charley" by John Steinbeck "Barrington Irving, Pilot and Educator / Got 30 Dollars" National Geographic, Magazine Article Yousafzai, Malala. *I Am Malala.* http://engl611-mueller.wikispaces.umb.edu/file/view/Goldberg_ENG611_MalalaUnit_FINAL.pdf Obama, Barack - Excerpt from "Dreams from My Father" "The Vision of Maya Lin" by Brent Ashabranner. (Prentice Hall Literature 8) http://www.phschool.com/atschool/georgia/pdfbooks/readers_journey/GR8_SE_unit1_before.pdf **CommonLit:** "The Real 'Hacksaw Ridge' Soldier Saved 75 Souls.." by Elizabeth Blair. Malala Yousafzai: A Normal Yet Powerful…" by NPR Staff (audio https://www.npr.org/books/titles/234740673/i-am-malala-the-girl-who-stood-up-for-education-and-was-shot-by-the-taliban Excerpt from 'The Story of My Life'" by Helen Keller.	Boston: Little, Brown, 1960. (1893hapter 1: "Looking-Glass House" Frost, Robert. "The Road Not Taken." The Poetry of Robert Frost: The Collected Poems . Edited by Edward Connery Lathem. New York: Henry Holt, 1979. (1915 Giovanni, Nikki. "A Poem for My Librarian, Mrs. Long." Acolytes . New York: William Morrow, 2007. (2007) Hughes, Langston. "I, Too, Sing America." The Collected Poems of Langston Hughes. New York: Knopf, 1994. (1925) Longfellow, Henry Wadsworth. "Paul Revere's Ride." (1861) Navajo tradition. "Twelfth Song of Thunder." The Mountain Chant: A Navajo Ceremony. Forgotten Books, 2008. (1887) Sandburg, Carl. "Chicago." Chicago Poems . New York: Henry Holt, 1916. (1916) Soto, Gary. "Oranges." Black Hair . Pittsburgh: University of Pittsburgh Press, 1985. (1985) Whitman, Walt. "O Captain! My Captain!" Leaves of Grass . Oxford: Oxford University Press, 1990. (1865) Alfred Noyes. "The Highwayman"Prentice Hall Literature Silver. Iris Dement. "There's a Wall in Washington." in conjunction with nonfiction: "The Vision of Maya Lin" by Brent Ashabranner. (Prentice Hall Literature 8) http://www.phschool.com/atschool/georgia/pdfbooks/readers_journey/GR8_SE_unit1_before.pdf "The Unknown Citizen" by W. H. Auden **CommonLit:** "I am the People, The Mob" by Carl Sandburg "Wilderness" by Carl Sandburg	*The Pearl* Text Set: https://newsela.com/text-sets/7743 *The Kane Chronicles*, Rick Riordan Why the Waves have Whitecaps by Zora Neale Hurston *The Lightning Thief* by Rick Riordan Greek Myths including, but not limited to: Icarus and Daedalus, Orpheus and Eurydice, Greek Mythology Text Set: https://newsela.com/text-sets/219256 CommonLit https://www.commonlit.org/en/texts?query=myths&sort_by=relevant&lexile_min=&lexile_max=&level%5B%5D=7th-8th+grade&language%5B%5D=english Icarus and Daedalus, Josephine Preston Peabody, Myth Spoken Word poem: "Icarus" by Kate Tempest (2010) https://www.youtube.com/watch?v=yv5fgqapRwQ Greek God and Goddess Bingo https://researchparent.com/wp-content/uploads/Greek_Mythology_God_and_Goddess_Control_Cards.pdf Newsela: https://newsela.com/search/#/?needle=folktales

ASSESSMENTS			
	Formative Reading Response Journals Class participation in small and whole group discussions. Reading Conference Quick Writing Response/Share Writing Response Journal Writing Conference Exit Slip or other anecdotal record Teacher Observation **Summative** Memoir/Personal Narrative (poster or scrapbook) Teacher-generated rubrics and checklists. **Benchmark** MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) **Alternative** Letter to My Former Self The American Teenager Project: http://theamericanteenagerproject.org Six Word Memoir	**Formative** Reading Response Journals Class participation in small and whole group discussions. Reading Conference Quick Writing Response/Share Writing Response Journal Writing Conference Exit Slip or other anecdotal record Teacher Observation **Summative** **"March Madness" poetry analysis** **Student generated poem** **Benchmark** MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) **Alternative** Task Cards for figurative language identification Transmediation of a song of individual choice into a multimedia presentation.	**Formative** Reading Response Journals Class participation in small and whole group discussions Reading Conference Quick Writing Response/share Writing Response Journals Writing Conference Exit Slips and Anecdotal Recordings Teacher Observation **Summative** Writing sample: Narrative (parable, myth, legend or folktale), Argument or Literary Analysis **Benchmark** MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) **Alternative** Share playlist Spoken Word Poem Create a modern myth reflecting the concerns of current societal issues.
ACCOMMODATIONS	**Special Education** – Assistive technology – Check work frequently for understanding – Highlighted text visual presentation – Modified test content, format or length – Preview of historical context – Secure attention before giving instruction/directions – Teacher initiated weekly assignment sheet – Choice of books or activities – Exploration by interest – Flexible grouping – Varied journal prompts	**Special Education** – Assistive technology – Center-Based Instruction – Check work frequently for understanding – Have student repeat directions to check for understanding – Highlighted text visual presentation – Modified test content, format or length – Multi-sensory presentation – Preview of content, concepts, and vocabulary – Secure attention before giving instruction/directions – Choice of poem, song or activities	**Special Education** – Assistive technology – Center-Based Instruction – Have student repeat directions to check for understanding – Highlighted text visual presentation – Modified test content, format and/or length – Multi-sensory presentation – Preview of content, concepts, and vocabulary – Secure attention before giving instruction/directions – Shortened assignments – Student working with an assigned partner

	– Varied supplemental materials based on student reading level **ELL** – Eliminate nonessential information – Using videos, illustrations, pictures, and drawings to explain or clarify – Accept the amount of work presented – Modifying tests to reflect selected objectives **At Risk** – Teaching key aspects of a topic – Eliminate nonessential information – Allowing students to select from given choices. – Accept the amount of work presented – Modifying tests to reflect selected objectives – Using authentic assessments with real-life problem-solving – using videos, illustrations, pictures, and drawings to explain or clarify – Choice of books or activities – Exploration by interest – Flexible grouping – Think-Pair-Share – Varied journal prompts – Varied supplemental materials based on student's reading level. **Gifted and Talented** – Alternative formative and summative assessment – Group investigations – Independent research and projects – Leveled rubrics – Literature circles – Multiple intelligence options – Multiple texts -Project-based learning – Problem-based learning – Stations/centers **504** – Assistive technology – Center-Based Instruction	– Flexible grouping – Goal setting with students – Think-Pair-Share – Varied supplemental materials based on student's reading level. **ELL** – Teaching key aspects of a topic – Eliminate nonessential information – Using videos, illustrations, pictures, and drawings to explain or clarify – allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning – Accepting the amount of work presented. – Providing study guides – Reducing the number of answer choices on a multiple choice test – Using true/false, matching, or fill in the blank tests in lieu of essay tests **At Risk** – Teaching key aspects of a topic – Accepting the amount of work presented. – Marking students' correct and acceptable work, not the mistakes – Providing study guides – Reducing the number of answer choices on a multiple choice test – Using authentic assessments with real-life problem-solving – using videos, illustrations, pictures, and drawings to explain or clarify – Choice of poem, song, or activities – Exploration by interest – Flexible grouping – Goal setting with students – Mini workshops to re-teach or extend skills Open-ended activities – Think-Pair-Share – Varied supplemental materials based on student's reading and interest level **Gifted and Talented**	– Choice of reading selection and/or product – Exploration by interest – Flexible grouping – Goal setting with students – Mini workshops to re-teach or extend skills – Think-Pair-Share – Varied supplemental materials based on student's reading level. **ELL** – Teaching key aspects of a topic – Using videos, illustrations, pictures, and drawings to explain or clarify – Accept the amount of work presented. – Modifying tests to reflect selected objective – Reducing the number of answer choices on a multiple choice test **At Risk** – Reteaching key aspects of a topic – Allowing students to select from given choices . – Allowing the use of note cards or open-book during testing – Accept the amount of work presented – Using authentic assessments with real-life problem-solving – using videos, illustrations, pictures, and drawings to explain or clarify – Goal setting with students – Think-Pair-Share – Reading buddies – Varied supplemental materials based on student's reading level and interests. **Gifted and Talented** – Alternative formative and summative assessments – Group investigations – Independent research and projects Interest groups – Leveled rubrics – Multiple intelligence options – Project-based learning – Problem-based learning – Stations/centers

	– Check work frequently for understanding – Highlighted text visual presentation – Modified test content, format, and length – Multi-sensory presentation – Secure attention before giving instruction/directions – Shortened assignments – Choice of books or activities – Exploration by interest – Flexible grouping – Goal setting with students – Mini workshops to re-teach or extend skills Open-ended activities – Think-Pair-Share – Varied journal prompts – Varied supplemental materials based on student's reading level	– Alternative formative and summative assessments – Group investigations – Independent research and projects – Leveled rubrics – Multiple intelligence options – Personal agendas – Project-based learning – Problem-based learning – Stations/centers – Tiered activities/assignments **504** – Assistive technology – Check work frequently for understanding – Have student repeat directions to check for understanding – Highlighted text visual presentation – Modified test content, format, and length – Multi-sensory presentation – Secure attention before giving instruction/directions – Student working with an assigned partner – Choice of poem, song and activities – Exploration by interest – Goal setting with students – Mini workshops to re-teach or extend skills – Varied supplemental materials based on student's reading level and interests	**504** – Assistive technology – Center-Based Instruction – Check work frequently for understanding – Highlighted text visual presentation – Modified test content, format, and length. – Multi-sensory presentation – Preview of content, concepts, and vocabulary – Student working with an assigned partner – Exploration by interest – Goal setting with students – Mini workshops to re-teach or extend skills – Think-Pair-Share – Varied supplemental materials based on student's reading level and interests
INTERDISCIPLINARY CONNECTIONS **21ST CENTURY SKILLS/THEMES (P21.ORG)** **TECHNOLOGY INTEGRATION** **CAREER EDUCATION (NJDOE CTE Clusters)**	**Interdisciplinary Connections:** – English Language Arts – Mathematics – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts – World languages **21st Century Skills/ Themes:** - Global Awareness – Civic Literacy – Health Literacy – Environmental Literacy – Creativity and Innovation	**Interdisciplinary Connections:** - English Language Arts – Mathematics – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts – World languages **21st Century Skills/ Themes:** - Global Awareness – Civic Literacy – Health Literacy – Environmental Literacy – Creativity and Innovation	**Interdisciplinary Connections :** – English Language Arts – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts – World languages **21st Century Skills/ Themes:** - Global Awareness – Financial, Economic, Business and Entrepreneurial Literacy – Civic Literacy – Health Literacy – Environmental Literacy

– Critical Thinking – Problem Solving – Communication – Collaboration – Information Literacy	– Critical Thinking – Problem Solving – Communication – Collaboration – Information Literacy – Media Literacy	– Creativity and Innovation – Critical Thinking – Problem Solving – Communication – Collaboration – Information Literacy – Media Literacy
Technology Integration – Chromebook – Video/iPads to record/present – Online text: web-based reading resources – Online writing-submission resource – Google Classroom – Access to video streaming	**Technology Integration** – Chromebook – Video/iPads to record/present – Online text: web-based reading resources – Online writing-submission resource – Google Classroom – Access to video streaming	**Technology Integration** – Chromebook – Video/iPads to record/present – Online text: web-based reading resources (See Suggested Works) – Online writing-submission resource – Google Classroom – Access to video streaming
Career Education: – Mathematics – Global Awareness – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics	**Career Education:** – Arts, A/V Technology & Communications – Education & Training – Government & Public Administration – Health Science – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Marketing – Science, Technology, Engineering & Mathematics (STEM)	**Career Education:** – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics