

WEYMOUTH TOWNSHIP ELA CURRICULUM Overview /Pacing Guide/Curriculum

Content Area: ELA

Course Title: Reading and Writing Units of Study

Grade Level: 8

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	RL: 8.1, 8.2, 8.3, 8.4, 8.6, 8.7 RI: 8.1, 8.2, 8.4 L: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6 W.8.3, W.8.4, W.8.5, W.8.9, W.8.10 SL.8.1, SL.8.4, SL.8.6	<p>*reviewing parts of speech prior (noun/verb/adjective/adverb/article)</p> <p>Grammar: <i>Unit 1: Sentence Structure</i></p> <p>Understand, classify, formulate, and apply concepts to write, combine, and revise sentences correctly.</p> <p>Reading Workshop</p> <p><i>Getting Back into Independent Reading: Building a reading life or Launching the Readers Workshop</i> In this unit, the reading workshop is “launched” as readers enact expectations and routines in the reading workshop and read with stamina and comprehension. Students and teacher create a community of readers within the classroom. By examining important aspects of narratives and reading strategies, readers learn to connect with characters, notice how plotlines develop,</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Write your own (multiple types of) sentences ● Expanding/Combining Sentences ● Verbals/Participals ● Connect with main characters while analyzing their POV ● Create a community by sharing, critiquing, analyzing book recommendations ● Empathize with character conflicts 	9/18/23-10/27/23 Approximately 39 days *Reading Workshop- 10 to 15 days

		<p>and determine reading goals and preferences. The unit encourages students to become active readers by “noticing and noting” reading “signposts” to boost comprehension. In this process, they’ll internalize lessons such as choosing books wisely, monitoring for comprehension, and keeping track of their reading. The goal of this unit is to build on their prior skills and move forward with increasing power and independence, teaching readers to draw upon what they know to self-initiate in ways that allow them to draw upon their repertoire of strategies. Additionally, the unit provides opportunities for students to use the fiction texts as mentors for craft and structure during writing workshop.</p> <p>Writing Workshop</p> <p><i>Personal Narrative</i> (Book 1 Grade 6) Focus on enhancing personal narrative writing by incorporating all the skills learned in prior years. Bend 1: Students will study samples of writing and discuss what makes the writing successful. They will also be given the opportunity to assess their writing pieces using the narrative checklist and will then set their own personal writing goals for the unit. Bend 2: Focuses on choosing a seed idea that students will develop into a personal narrative story. Students will use time lines to experiment with their writing as they try out different ways to begin and end their stories. Students will ask themselves, "What do I want my reader to know and feel?"</p>	<ul style="list-style-type: none"> ●Follow the plot to identify the tension in the story ●Set goals to strengthen their talk about books ●Select just right books after determining reading needs, interest, and purpose ●Use reading tools, graphic organizers, and conversation to identify central ideas and character attributes ●Recognize scenes as building blocks of a story~ connected through narration ●Generate ideas and entries in their writer’s notebook ●Incorporate a variety of figurative language ●Compose a resolution consistent with the theme and narrative thrust of the story ●Compose narratives with a clear and logical narrative arc from beginning to end ●Develop a clear narrative voice as well as distinct, developed, and evolving characters ●Use a variety of 	
--	--	---	---	--

			<p>transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</p> <ul style="list-style-type: none">●Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.●Write every day toward the completion of their narratives.	
--	--	--	---	--

<p>Unit 2</p>	<p>RL: 8.1, 8.2, 8.3, 8.4, 8.6, 8.7 RI: 8.1, 8.2, 8.4 L: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6 W.8.3, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10 SL.8.1, SL.8.4, SL.8.6</p>	<p>Grammar: <i>Unit 2 Sentence Structure</i> : Understand, classify, formulate, and apply concepts to write, combine, and revise sentences correctly <i>Unit 7: Mechanics</i>; Capitalizing proper nouns/adjectives, abbreviations, titles, commas in a series, parts of a letter, quotations, words often misspelled/confused RW: <i>Critical Literacy: Unlocking Contemporary Fiction</i> (Stand alone book) This unit is about cultural relevance and getting teens to fall in love with books that are deeply meaningful to the lives they are living right now. The unit will introduce young people to some of the great writers of their generation, the writers who are writing for them, and will create powerful opportunities for teens to share their voices and find their places in school and in the world. The goal of this unit is to teach contemporary literature in a way that empowers our students as democratic readers, thinkers, and young activists. WW: <i>Investigative Journalism</i> (Book 1) In this unit, students learn to use sharp observations of life to write news and investigative articles about meaningful topics, crafting vivid narratives and elaborating multiple perspectives. They'll write to shine a light on issues in their community and to actively stir their readers to take action. Investigative Journalism relies on students combining their knowledge of narrative, their use of information writing, and their skills in argument to write about events in their lives and in the world. This style of writing is challenging as it draws on multiple skill sets. Students need to practice the reading, talking, thinking, and writing of multiple genres across multiple experiences to really grow their skills. This is also a unit that invites students to get out into the world of their</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Simple/compound sentences ● Dependent and independent clauses ● Compound/complex sentences ● Adjective/adverb clauses ● Phrases and clauses ● Avoiding fragments, run-ons, comma splices, and ramble-ons ● Using commas with restrictive and nonrestrictive elements ● Using colons and semi-colons ● Writing letters and emails ● Deepen reading comprehension, studying summaries and review in preparation for reading and developing their own analytical summarizing techniques ● Consider transactional reading practices, identifying the ways that readers bring their own identities to a text and that these identities share their responses ● Be innovative in their 	<p>11/1/23-1/19/24</p> <p>Approximately 37 days</p>
----------------------	--	---	--	---

		school and their out-of-school worlds and be observant, notebook in hand, issues of power in mind	writing about reading, annotating, and taking longer-form notes in reading notebooks to engage more deeply with texts and other readers <ul style="list-style-type: none">● Investigate power dynamics, power systems, and sources of power through theoretical lenses● Learn to speak seriously and passionately about books they choose to read and recommend to book club peers.● Develop writing about a shared experience● Discern small dramas around them to shape newscasts to bring directly to readers● Write in 3rd person POV● Techniques to write short and powerful using striking details with a tight focus on what the story is really about● Write delightful or clever endings● Focus on the 5W's to write a newstory● Draw upon knowledge of narrative writing● Elaborate multiple perspectives to reveal	
--	--	---	--	--

			<p>complicated stories</p> <ul style="list-style-type: none"> ●Expand research repertoire: interviews, surveys, using digital texas to gather info ●Collect facts, statistics,and expert quotes ●Organize pieces into logical sections 	
Unit 3	<p>RL: 8.1, 8.2, 8.3, 8.4, 8.6, 8.7 RI: 8.1, 8.2, 8.4</p> <p>L: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6</p> <p>W.8.3, W.8.4, W.8.5, W.8.9, W.8.10 SL.8.1, SL.8.4, SL.8.6</p>	<p>Grammar: <i>Unit 3: Parts of Speech: Nouns, Pronouns, Adjectives and Adverbs:</i> Parts of speech are the building blocks of any language. Understanding them helps you comprehend the structure and meaning of sentences. When you can identify different parts of speech, you can better understand how words relate to each other in a sentence and extract the intended meaning.</p> <p><i>Unit 4: Parts of Speech: Verbs and Conjunctions</i></p> <p>RW: <i>Literary Nonfiction:</i> (Stand alone book) Introduce your students to nonfiction books and media they will love, and teach them how to make the most of these portals to fascinating times, places, and people—not to escape our world, but to better understand and address its issues. The book-length nonfiction that middle schoolers will read possesses a unique blend of</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Singular, plural, common, proper, possessivenouns/pronouns ● Concrete or abstract ● Indefinite, relative, interrogative pronouns ● Adjective/adverbs ● Deomonstrative pronouns/adjectives ● Action, linking, transitive, progressive verbs ● Tenses and avoiding inappropriate verb shifts 	<p>1/22/24-3/15/24</p> <p>Approximately 39 days</p>

		<p>heart-rending storytelling, artful juxtaposition of subtopics, and challenging density.</p> <p>WW: WW: Literary Essay (Book 2) In conjunction with Reading lessons on fiction and literary nonfiction, students will comment on and analyze works that they have read. Literary essays will follow standard writing conventions and the structure of a formal, academic essay, and students will base their observations and extensions on instances and evidence from the texts they read. Literary essays should reflect not merely an understanding of the literature that students read, but also of literary conventions and elements in general. Very importantly, each student's writing must reflect a genuine curiosity about literature and its reflection of human truths and experience. Students will draft both handwritten pieces as well as pieces using appropriate technology.</p>	<ul style="list-style-type: none"> ● Verb forms and mood/avoiding mood shifts ● Compare and contrast the elements, concepts, and effects of two or more separate works of literature <ul style="list-style-type: none"> ● Build connections across the text ● Develop the stamina, patience, and the analytic presence of mind necessary to read longer nonfiction ● Flexibly activate schema as they read passages that seem more information and passages that seem more narrative in literary nonfiction ● Consider characters, events, and concepts in relationship to each other within a text ● Discern the theme or central idea of a literary text and analyze its development throughout the text ● Explore the role of irony in enhancing meaning and effect ● Interpret on both literal and inferential levels ● Apply writing 	
--	--	--	--	--

			<p>techniques from strong models and expert guidance</p> <ul style="list-style-type: none"> ● Include a clear introduction, an ample body, and a thorough conclusion in an essay 	
Unit 4	<p>RL: 7.1, 7.2, 7.3, 7.4, 7.6, 7.7 RI: 7.1, 7.2, 7.4</p> <p>L: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6</p> <p>W.7.3, W.7.4, W.7.5, W.7.9, W.7.10 SL.7.1, SL.7.4, SL.7.6</p>	<p>Grammar: <i>Unit 5: Usage</i> Proper usage ensures clear and effective communication. Without understanding grammar rules, sentences may become ambiguous or confusing, leading to misinterpretations and misunderstandings</p> <p><i>Unit 6: Grammar</i> Advancing grammar skills</p> <p>RW: <i>Dystopian Book Clubs</i> (Stand alone book) Readers will develop skills in reading more complex fiction texts: analyzing symbolism, deepening character analysis, understanding story arcs, reading critically with questions in mind. Meanwhile, they will build on their work with reading notebooks, strengthening their ability to transfer their skills from one context to another, and supporting their increasing independence as readers and thinkers.</p> <p>WW: <i>Fantasy Writing within Literary Traditions (If Then... writing fantasy</i> Will give these avid readers the chance to create their own worlds; work with archetypes, quest structures, and universal themes; and</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Words often misused ● Irregular verbs ● Negatives ● Using who/whom ● Avoiding extra pronouns ● Eliminating unnecessary words ● Subject verb agreement ● Subject/object pronoun ● Agreement with compound subjects ● Subject/object pronoun ● Avoid dangling modifiers ● Figure out main character's main conflict and timeline ● Notice universal themes and ideas across 	<p>3/18/24-5/17/34</p> <p>Approximately 40 days</p>

		generally to revel in complexity. A unit on fantasy will particularly build reading- writing connections.	books <ul style="list-style-type: none">● Read analytically, studying parts that clue them into facts, feelings, or setting● Realize that character's perspective is shaped by the times and by his/her roles● Take into account minor characters● Use knowledge of narrative craft to organize writing to include common elements of specific genre● Work with archtypes, quest structures, and universal themes● Revel in the complexity of the text● Incorporate the hallmarks of fantasy: castles, princes, knights, dragons, quests....	
--	--	---	--	--

Date Created:	KM~ July 2023
Board Approved on:	

WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM Unit 1 Overview
Content Area: English Language Arts
Unit 1 Title: Literature: Fiction; Narrative, Descriptive, Speculative Writing; Portfolio Development
Target Course/Grade Level: 8
Unit 1 Summary: Unit One explores the required reading skills and strategies for the successful comprehension of fictional texts in variety of forms. The construction of creative narratives and speculative writings is performed effectively using the six traits and/or the writing process. Portfolio development will begin with this unit and continue throughout the year.
Primary interdisciplinary connections:

Literacy Standards for History/Social Studies 6-12 and Science and Technical Subjects can be accessed through the following link: <http://www.corestandards.org/the-standards/english-language-arts-standards>

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

21st century themes: Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial Literacy

For Standards, see: https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx

Learning Targets

Content Standards

RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	Common Core Standard for Mastery
	READING: LITERATURE—Key Ideas and Details
RL.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.
RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	READING: LITERATURE—Craft and Structure
RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5.	

	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
	READING: LITERATURE—Integration of Knowledge and Ideas
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
	READING: LITERATURE—Range of Reading and Level of Text Complexity
RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
	WRITING—Text Types and Purposes
W.8.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
	WRITING—Production and Distribution of Writing

W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	WRITING—Research to Build and Present Knowledge
W.8.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>
	WRITING—Range of Writing
W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
	SPEAKING AND LISTENDING—Comprehension and Collaboration
SL.8.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>

<p>SL.8.2.</p> <p>SL.8.3.</p>	<p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>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.</p> <p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p>SPEAKING AND LISTENING—Presentation of Knowledge and Ideas</p>	
<p>SL.8.4.</p> <p>SL.8.5.</p> <p>SL.8.6.</p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>LANGUAGE—Conventions of Standard English</p>	
<p>L.8.1.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>Form and use verbs in the active and passive voice.</p> <p>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>Recognize and correct inappropriate shifts in verb voice and mood.</p>

<p>L.8.2.</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>Use an ellipsis to indicate an omission.</p> <p>Spell correctly.</p> <p>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.</p>
<p>LANGUAGE—Knowledge of Language</p>	
<p>L.8.3.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
<p>LANGUAGE—Vocabulary Acquisition and Use</p>	
<p>L.8.4.</p>	<p>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>

<p>L.8.5.</p>	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
<p>L.8.6.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>9.1 21st-Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>9.3 Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p>8.1 Educational Technology</p>	<p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>
<p>8.2 Technology Education, Engineering, and Design</p>	<p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the important elements of fictional literature? ● How do authors present their points of view in literature? ● How do authors utilize the elements of literature to convey a universal truth or theme? ● How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative? ● How is literature like life? ● What are the elements of a well-developed character? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Making predictions while reading is part of an active reading strategy to assist in comprehension. ● Understanding an author's purpose enhances student understanding of varied texts. ● Writing is a recursive process, and writers draw on real-life experiences for inspiration. ● Author's style has many components that unify to create voice. ● Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Collaborative learning techniques ● Literary elements: (theme or central idea, relationship of character, setting, or plot) ● Sequencing ● Compare/contrast methods ● Conflict/ resolution ● Vocabulary strategies ● Reading strategies for literature ● Open-ended response format ● Journal writing ● Oral presentation skills 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Participate successfully in cooperative learning groups such as literature circles ● Identify literary elements and provide examples from multiple works ● Sequence events in a short story, compare/contrast characters, themes and events in two short stories ● Identify and label the elements of plot in a short story ● Utilize graphic organizers effectively ● Apply vocabulary strategies such as semantic map to decode, understand word in context, and to increase advanced vocabulary usage ● To identify Latin/Greek prefixes and roots

<ul style="list-style-type: none">● Conventions of electronic texts and other media● How to integrate technology● Conventions of standard English● How to successfully incorporate writing strategies to develop narrative descriptive, and speculative writing● Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling● Adhere to MLA format when referencing materials.	<ul style="list-style-type: none">● Read grade appropriate texts aloud and engage in sustained silent reading using various reading strategies and reflection● Compare/contrast the elements of literature focusing on thematic connections● Use the writing process to create first person and third person narratives and descriptive and speculative essays● Utilize literary journals to analyze literature● To write open-ended responses to analyze literature● Deliver and critique oral presentations based upon literary readings, inquiry and research, and analysis● Analyze and evaluate electronic texts and other media forms using sound, listening, and viewing strategies● Incorporate technology to enhance learning● Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking.● Use MLA format to reference the drama or related research.
---	--

Formative Assessments

- Writing Workshop
- Writing assignments
- Discussions
- NJ Holistic Scoring Rubric
- Graphic organizers
- Interview guide
- Journals
- Cooperative teaching groups
- Teacher-constructed rubric assessments
- Peer editing
- Self-evaluation form
- Teacher observations
- Teacher conferences
- Speaking rubric
- Video viewing questions
- Higher level thinking multiple choice tests for short stories and novels
- Timed reading and writing
- Literary open-ended responses
- Multi-media projects

Summative Assessments

- Final drafts
- Oral presentation
- Reflective journal
- Projects
- Unit tests

- Benchmark/ Quarterlies (if applicable)
- Unit/Novel assessments
- Published works/Portfolio

Optional Equipment:

Computers, Smartboards, overheads, interactive white board, document camera, ipads, ipods

Optional Teacher Resources:

Literature series, newspapers, magazines, writing programs, websites, English workshop activities, , novels,

Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels

Literary Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Drama: Includes one-act and multi-act plays, both in written form and on film

Poetry: Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics

Modifications and Differentiated Instructional Strategies:

- **Graphic organizers**
- **More/less time as appropriate**
- **Conferences**
- **Modified writing assignment lengths**
- **Timelines and check points**
- **Follow all IEP modifications/504 plans/I&RS plans/BSI intervention strategies**
- **Small group instruction as needed**
- **Anchor activities**
- **Instructional technology as needed/required**

- **Appropriate scaffolding provided as necessary**
- **Additional enrichment texts/resources/assignments provided as needed based on student ability**
- **Effective teacher questioning; ranging from fact recall to higher order critical thinking questions**
- **Guided practice in combination with independent exploration**
- **Heterogeneous students grouping**
- **Movement from teacher-directed learning to student-directed learning**

Instructional Materials:

Teacher generated materials, notes, prompts, etc.

Flash drives

Paper, pens, pencils

Curriculum Development Resources:

NJ DOE website

Teacher Notes:

In addition to the Unit focus, the expectation is that multi-genre studies will be integrated into each unit.

- **Infuse various literary genres throughout this unit.**
- **Maintain a writing portfolio for each student.**
- **The following foundational skills should be developed continuously throughout the year:**

Reading:

- **Make use of schema**
- **Reread for clarification**
- **Seeking meaning of unknown vocabulary**
- **Make and revise predictions**
- **Draw conclusions**
- **Make connections: text to text, text to self, text to world**

Writing:

- o Use written and oral English appropriate for various purposes and audiences.
- o Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progressions of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- o Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

Reading Strategies:

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM

Unit 2 Overview

Content Area: English Language Arts

Unit 2 Title: Informational Reading: Non-Fiction; Informative/Explanatory; Portfolio Development

Target Course/Grade Level: 8

Unit Two Summary: Unit Two will address Explanatory writing styles, including cause/effect and problem/solution, as well as open-ended responses. It will incorporate nonfiction with an emphasis on informational texts.

Content Standards

RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	Common Core Standard for Mastery
	READING: INFORMATIONAL TEXT—Key Ideas and Details
RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	READING: INFORMATIONAL TEXT—Craft and Structure
RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6.	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	READING: INFORMATIONAL TEXT—Integration of Knowledge and Ideas
RI.8.7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	READING: INFORMATIONAL TEXT—Range of Reading and Level of Complexity
RI.8.10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
	WRITING—Production and Distribution of Writing
W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	WRITING—Research to Build and Present Knowledge
W.8.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>
	WRITING—Range of Writing
W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

	SPEAKING AND LISTENING—Comprehension and Collaboration
SL.8.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
SL.8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3.	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.
	SPEAKING AND LISTENING—Presentation of Knowledge and Ideas
SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE—Conventions of Standard English
L.8.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>Form and use verbs in the active and passive voice.</p> <p>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>Recognize and correct inappropriate shifts in verb voice and mood.*</p>
L.8.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>Use an ellipsis to indicate an omission.</p> <p>Spell correctly.</p>
	LANGUAGE—Knowledge of Language
L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	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).
	LANGUAGE—Vocabulary Acquisition and Use
L.8.4.	<p>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</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g. verbal irony, puns) in context.</p>
L.8.5.	<p>Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
L.8.6.	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<p>9.1 21st-Century Life & Career Skills</p> <p>9.3 Career Awareness, Exploration, and Preparation</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, and Design</p>	<p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</p>
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How is the reader’s comprehension and interpretation of text affected by personal experiences? ● How do students utilize nonfiction strategies to comprehend informational text? ● How can students recognize Explanatory/Expository paradigms in nonfiction/Informational texts? ● How are different Explanatory/Expository 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Personal experience affects the reader’s point of view. ● Reading informational texts requires different reading strategies. ● Explanatory writing has different applications and purposes. ● Explanatory/Expository paradigms can affect their reading and comprehension of nonfiction texts. ● Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.

paradigms utilized to create effective writing?	
---	--

WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM Unit 3 Overview	
Content Area: English Language Arts	
Unit 3 Title: Informational Reading: Non-Fiction; Persuasive Writing, Research-Based Tasks; Portfolio Development	
Target Course/Grade Level: 8	
<p>Unit 3 Summary: Unit Three will explore the types of nonfiction, especially the persuasive essay. Differentiating between fact and opinion and applying higher level critical thinking skills, students will evaluate and compare/contrast varied texts. During writing instruction, students will employ the writing process to compose, revise, and edit persuasive essays and editorials.</p>	
Content Standards	
RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language	
Number	Common Core Standard for Mastery
READING: INFORMATIONAL TEXTS—Key Ideas and Details	
RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	READING: INFORMATIONAL TEXT—Craft and Structure
RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6.	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	READING: INFORMATIONAL TEXT—Integration of Knowledge and Ideas
RI.8.7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	READING: INFORMATIONAL TEXT—Range of Reading and Level of Text Complexity
RI.8.10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
	WRITING—Text Types and Purposes
W.8.1.	Write arguments to support claims with clear reasons and relevant evidence.

	<p>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>
	WRITING—Production and Distribution of Writing
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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.
	WRITING—Research to Build and Present Knowledge
W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9	

	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>
	Writing—Range of Writing
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
	SPEAKING AND LISTENING—Comprehension and Collaboration
SL.8.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>

<p>SL.8.2.</p> <p>SL.8.3.</p>	<p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>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.</p> <p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p>SPEAKING AND LISTENING—Presentation of Knowledge and Ideas</p>	
<p>SL.8.4.</p> <p>SL.8.5.</p> <p>SL.8.6.</p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>LANGUAGE—Conventions of Standard English</p>	
<p>L.8.1.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>Form and use verbs in the active and passive voice.</p> <p>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>

<p>L.8.2.</p>	<p>Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>Use an ellipsis to indicate an omission.</p> <p>Spell correctly.</p>
	<p>LANGUAGE—Knowledge of Language</p>
<p>L.8.3.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
	<p>LANGUAGE—Vocabulary Acquisition and Use</p>
<p>L.8.4.</p>	<p>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.</p> <p>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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>

<p>L.8.5.</p>	<p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
<p>L.8.6.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>9.1 21st-Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>9.3 Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p>8.1 Educational Technology</p>	<p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>
<p>8.2 Technology Education, Engineering, and Design</p>	<p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do authors present their points of view in various forms of informational texts? ● As a writer, what techniques do you use to persuade your audience? ● As a writer, how do you create and support an argument in writing or in speech? ● How can readers compare and contrast various points of view? ● How does your recognition of fact and opinion affect your understanding of the text? ● What are the various forms of persuasive writing and other mediums? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Authors' points of view vary based on their purpose and audience. ● Writers employ specific techniques to persuade readers. ● An author's style has many components that contribute to his/her voice. ● Arguments must be supported by facts, examples, and other evidence. ● Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected. ● It is important to differentiate between fact and opinion. ● Persuasion comes in various forms. ● Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to cite textual evidence ● Persuasive jargon ● Persuasive structure ● Open-ended response format ● How to differentiate point of view ● Conflicting viewpoints ● Compare/contrast ● Evaluate text ● Genre-specific terminology ● How to support an argument 	<p>Unit Objectives <i>Student will be able to...</i></p> <ul style="list-style-type: none"> ● Cite textual evidence to support an argument. ● Determine the meaning of persuasive words as they are used in the texts. ● Compare and contrast the structure of persuasive texts and analyze how they differ ● Determine the author's point of view and purpose of the text ● Analyze how the author acknowledges and responds to conflicting evidence or viewpoints. ● Evaluate the advantages and disadvantages of using different mediums.

<ul style="list-style-type: none"> ● Steps of the writing process ● Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling ● How to utilize technology and evaluate reliable sources ● Effective speaking techniques ● Adhere to MLA format when referencing materials. 	<ul style="list-style-type: none"> ● Delineate and evaluate the argument and specific claims in a text. ● Analyze text which provides conflicting information on the same topic. ● Write arguments to support claims and develop a point of view using logical reasoning and relevant evidence. ● Use genre-specific terminology to persuade readers. ● Employ the steps of the writing process to create effective writings. ● Conduct short research projects to support a point of view, develop or prove a thesis. ● Evaluate a speaker's argument as to soundness and relevance to the topic. ● Engage in a range of collaborative discussions, such as literature circles, peer review, student/teacher conferences. ● Acknowledge new information presented by others and justify their own views in light of the evidence presented. ● Integrate multimedia and visual displays to support point of view. ● Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking. <ul style="list-style-type: none"> ● Use MLA format to reference the drama or related research.
---	--

WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS
Unit 4 Overview

Content Area: English Language Arts

Unit 4 Title: Literature and Informational Text; Poetry; Portfolio Development**Target Course/Grade Level: 8****Unit 4 Summary: This unit will review literature and informational texts. In addition, various forms of poetry will be explored. Students will employ the writing process to compose, revise, and edit narrative, explanatory, and persuasive writing styles. Assessment skills will also be reviewed.****Learning Targets****Content Standards****RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language**

Number	Common Core Standard for Mastery
	READING: INFORMATIONAL TEXT– Key Ideas and Details
RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

	READING: INFORMATIONAL TEXT – Craft and Structure
RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6.	

	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	READING: INFORMATIONAL TEXT—Integration of Knowledge and Ideas
RI.8.7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	READING: INFORMATIONAL TEXT—Range of Reading and Level of Text Complexity
RI.8.10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
	READING: LITERATURE—Key Ideas and Details
RL.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.
RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	READING: LITERATURE—Craft and Structure
RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

	READING: LITERATURE—Integration of Knowledge and Ideas
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
	SPEAKING AND LISTENING—Comprehension and Collaboration
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. 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.8.2.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.3.	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. 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.
	SPEAKING AND LISTENING—Presentation and Knowledge of Ideas
SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

	LANGUAGE—Conventions of Standard English
L.8.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>Form and use verbs in the active and passive voice.</p>
	LANGUAGE—Knowledge of Language
L.8.3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
	LANGUAGE—Vocabulary Acquisition and Use
L.8.4.	<p>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.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
L.8.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

L.8.6.	<p>Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>9.1 21st-Century Life & Career Skills</p> <p>9.3 Career Awareness, Exploration, and Preparation</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, and Design</p>	<p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</p>

Unit Essential Questions

- What are the important elements of fictional literature?
- How do authors present their points of view in literature?
- How do authors utilize the elements of literature to convey a universal truth or theme?
- How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative?
- How is the reader's comprehension and interpretation of text affected by personal experiences?
- How do students utilize nonfiction strategies to comprehend informational text?
- How can students recognize Explanatory/Expository paradigms in nonfiction/Informational texts?
- How are different Explanatory/Expository paradigms utilized to create effective writing?
- How does an author use elements of poetry to create varied poetic forms?
- How do poetic forms vary according to author's tone and purpose?
- How does figurative language enhance an emotional response from an audience?
- How do students demonstrate the command of the conventions of standard English when writing and speaking?

Unit Enduring Understandings

Students will understand that...

- Making predictions while reading is part of an active reading strategy to assist in comprehension.
- Understanding an author's purpose enhances student understanding of varied texts.
- Writing is a recursive process, and writers draw on real-life experiences for inspiration.
- Author's style has many components that unify to create voice.
- Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.
- Authors' points of view vary based on their purpose and audience.
- Writers employ specific techniques to persuade readers.
- An author's style has many components that contribute to his/her voice.
- Arguments must be supported by facts, examples, and other evidence.
- Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected.
- It is important to differentiate between fact and opinion.
- Persuasion comes in various forms.
- Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.
- Elements of poetry create varied poetic forms
- Author's tone and purpose will clarify understanding of a poem

- | | |
|--|---|
| | <ul style="list-style-type: none">● Figurative language allows authors to develop emotional responses within audiences.● Writers use the knowledge of language and its convention when writing, speaking, reading, and listening |
|--|---|

Unit Objectives*Students will...*

- Collaborative learning techniques
- Literary elements
- Sequencing
- Compare/contrast methods
- Conflict/ resolution
- Vocabulary strategies
- Reading strategies for literature
- Open-ended response format
- Journal writing
- Oral presentation skills
- Conventions of electronic texts and other media
- How to integrate technology
- Conventions of standard English
- How to successfully incorporate writing strategies to develop narrative descriptive, and speculative writing
- Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling
- How to cite textual evidence
- Persuasive jargon
- Persuasive structure
- Open-ended response format
- How to differentiate point of view
- Conflicting viewpoints
- Compare/contrast
- Evaluate text
- Genre-specific terminology
- How to support an argument
- Steps of the writing process

Unit Objectives*Students will be able to...*

- Participate successfully in cooperative learning groups such as literature circles
- Identify literary elements and provide examples from multiple works
- Sequence events in a short story, compare/contrast characters, themes and events in two short stories
- Identify and label the elements of plot in a short story
- Utilize graphic organizers effectively
- Apply vocabulary strategies such as semantic map to decode, understand word in context, and to increase advanced vocabulary usage
- To identify Latin/Greek prefixes and roots
- Read grade appropriate texts aloud and engage in sustained silent reading using various reading strategies and reflection
- Compare/contrast the elements of literature focusing on thematic connections
- Use the writing process to create first person and third person narratives and descriptive and speculative essays
- Utilize literary journals to analyze literature
- To write open-ended responses to analyze literature
- Deliver and critique oral presentations based upon literary readings, inquiry and research, and analysis
- Analyze and evaluate electronic texts and other media forms using sound, listening, and viewing strategies
- Incorporate technology to enhance learning
- Demonstrate command of the conventions of standard English grammar and usage, in addition

- Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling
- How to utilize technology and evaluate reliable sources
- Effective speaking techniques
- Analyze and evaluate a variety of poetic forms
- Examine various forms of poetry
- Examine poetic techniques and their purposes
- Utilize graphic organizers to compare and contrast poetic forms and poems
- Work effectively in collaborative groups
- Participate appropriately in class discussion
- Utilize web-based poetry collections
- Create and present original poetry
- Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling

to vocabulary and figurative language, when writing and speaking.

- Cite textual evidence to support an argument.
- Determine the meaning of persuasive words as they are used in the texts.
- Compare and contrast the structure of persuasive texts and analyze how they differ
- Determine the author's point of view and purpose of the text
- Analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums.
- Delineate and evaluate the argument and specific claims in a text.
- Analyze text which provides conflicting information on the same topic.
- Write arguments to support claims and develop a point of view using logical reasoning and relevant evidence.
- Use genre-specific terminology to persuade readers.
- Employ the steps of the writing process to create effective writings.
- Conduct short research projects to support a point of view, develop or prove a thesis.
- Evaluate a speaker's argument as to soundness and relevance to the topic.
- Engage in a range of collaborative discussions, such as literature circles, peer review, student/teacher conferences.
- Acknowledge new information presented by others and justify their own views in light of the evidence presented.

	<ul style="list-style-type: none"> ● Integrate multimedia and visual displays to support point of view. ● Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking. ● Identify how authors employ various poetic techniques ● Identify various forms of poetry ● Create original works of poetry based on traditional poetic paradigms ● Evaluate poetry for various purposes ● Compare and contrast various poetic forms and poems ● Participate in collaborate groups and discussions ● Effectively utilize technology ● Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking ● Use the holistic scoring rubric to drive essay writing
--	---

WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS Unit 5 Overview
Content Area: English Language Arts
Unit 5 Title: Literature and Drama
Target Course/Grade Level: 8

Learning Targets	
Content Standards RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language	
Number	Common Core Standard for Mastery
	READING: LITERATURE– Key Ideas and Details
RL.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.
RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	READING: LITERATURE – Craft and Structure
RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
	READING: LITERATURE—Integration of Knowledge and Ideas
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
	SPEAKING AND LISTENING—Comprehension and Collaboration

<p>SL.8.1</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>
<p>SL.8.2.</p>	<p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p>SL.8.3.</p>	<p>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.</p> <p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p>SPEAKING AND LISTENING—Presentation and Knowledge of Ideas</p>	
<p>SL.8.4.</p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>SL.8.5.</p>	<p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p>SL.8.6.</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

	LANGUAGE—Conventions of Standard English
L.8.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>Form and use verbs in the active and passive voice.</p> <p>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>
L.8.2.	<p>Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>Use an ellipsis to indicate an omission.</p> <p>Spell correctly.</p>
	LANGUAGE—Knowledge of Language
L.8.3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
	LANGUAGE—Vocabulary Acquisition and Use

9.3 Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
8.1 Educational Technology	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
8.2 Technology Education, Engineering, and Design	All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment
Unit 5 This unit will examine themes in myths, legends, folktales, and drama. Students will employ the writing process to compose, revise, and edit literary analysis essays. Portfolio assessment will be complete	

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How can students compare and contrast literary genres? ● How do students develop an understanding of history through oral tradition? ● How are the elements of drama different from other genres? ● How will students use the writing process to analyze literary works. ● What are the necessary techniques used when reading drama aloud? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Myths, legends, folk talks, and drama each have distinct characteristics. ● Oral tradition is woven through the development of various genres. ● Drama utilizes unique format different from other genres. ● Literary analysis requires critical thinking skills to evaluate a piece of literature. ● Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.
<p>Unit Objectives <i>Students will...</i></p> <ul style="list-style-type: none"> ● Utilize the reading process to compare and contrast literary genres 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Read , analyze, and discuss myths, legends, and folk tales

<ul style="list-style-type: none"> ● Create connections from the past to develop and understanding of the present ● Use the writing process to analyze literary works. ● Relevant Literary Terms (theme or central idea, relationship of character, setting, or plot) ● Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling ● Analyze how particular lines of dialogue in a story or drama propel the action, reveal aspects of the character, or provoke a decision. ● Adhere to MLA format when referencing materials. 	<ul style="list-style-type: none"> ● Recognize the historical importance in these genres ● Use the writing process to develop a literary analysis essay. ● Maintain an ongoing list of literary terms. ● Recognize the effect of dialogue on the reader. ● Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking. ● Use MLA format to reference the drama or related research.
--	---

21st Century Life and Career Skills

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

X	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Special Education/IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted & Talented
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk Alternative Assessments Goal Setting with Students Homework Options Frequent Breaks Tests Read Alouds	Cooperative Learning Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product Flexible Grouping