

Grade 8 ELA

Unit 1: Everyone Loves a Mystery: What attracts us to the mysterious?

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.8.1. [Language. System and Structure of Language.8.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.

L.KL.8.2. [Language. Knowledge of Language.8.2](#). Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.VL.8.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.6.3](#). Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. 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.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.8.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Reading Domain

RL.CR.8.1. [Reading Literature.Close Reading of Text.8.1](#). Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

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RL.CI.8.2. [Reading Literature.Central Ideas and Themes of Texts.8.2](#). Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. [Reading Literature.Interactions Among Text Elements.8.3](#). Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. [Reading Literature.Text Structure.8.4](#). Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RL.PP.8.5. [Reading Literature.Perspective and Purpose in Texts.8.5](#). Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.CT.8.8. [Reading Literature.Comparison of Texts.8.8](#). Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

Writing Domain

W.NW.8.3. [Writing.Narrative Writing.8.3](#). Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. [Writing.Writing Process.8.4](#). With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.SE.8.6. [Writing.Sources of Evidence.8.6](#). 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.RW.8.7. [Writing.Range of Writing.8.7](#). 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 and Listening Domain

SL.PE.8.1. [Speaking and Listening.Participate Effectively.8.1](#). Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b)	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

<p>Central Idea/Enduring Understanding: But what attracts us to mystery and suspense? We may have wondered what keeps us from closing the book or changing the channel when confronted with something scary, or what compels us to experience in stories the very things we spend our lives trying to avoid. Why do we do it?</p>	<p>Essential/Guiding Question: What attracts us to the mysterious?</p>
<p>Content: Reading Literature (RL) Textual evidence Theme Central idea Summary / Summarize Plot structure Character development Conflict and resolution Dialogue Motivation Narrator Point of view First-person / Third-person Dramatic irony Tone</p>	<p>Skills (Objectives): L.KL.8.2 – Knowledge of Language Acquire and use academic and domain-specific vocabulary in context. Select appropriate words or phrases to clarify meaning or expression. Apply active/passive voice and mood shifts to create specific rhetorical effects.</p> <p>L.VL.8.3 – Vocabulary: Literal Meaning Use sentence context and syntax to infer word meaning. Analyze how word choice impacts tone and meaning. Decode words using Greek/Latin roots and affixes. Consult references to verify meanings and parts of speech.</p>

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<p>Mood Figurative language Simile / Metaphor Symbolism Allusion Structure Compare and contrast Adaptation (film, audio, stage)</p> <p>Reading Informational Text (RI) Textual evidence Central idea Summary / Summarize Author's purpose Author's point of view Bias Argument Claim Counterclaim Evidence Reasoning Rhetoric Tone Diction (word choice) Text structure Cause and effect Compare and contrast Chronological order Problem and solution Technical text Graphics / multimedia</p> <p>Writing (W) Argumentative writing Informative / explanatory writing Narrative writing Thesis statement Hook / Lead Claim / Counterclaim Evidence Analysis Transitions Conclusion Revision Editing Tone Style Formal / informal writing Research Credible sources Citations</p>	<p>Evaluate inferred meanings using contextual confirmation or dictionaries.</p> <p>L.VI.8.4 – Vocabulary: Interpretive Meaning Interpret figures of speech in literary and informational texts. Use word relationships (synonyms, antonyms, analogies) to deepen understanding. Analyze the effect of analogies or allusions on meaning. Distinguish connotations of similar denotations.</p> <p>RL/RI.CR.8.1 – Close Reading of Text Identify textual details that support an analysis. Cite multiple pieces of textual evidence to support inferences. Explain how evidence supports central or implied ideas. Evaluate which pieces of evidence most strongly support an analysis.</p> <p>RL/RI.CI.8.2 – Central Ideas and Themes Determine the theme or central idea of a text. Trace how specific details develop the theme or idea. Summarize the text objectively, omitting personal opinions. Analyze how the author develops ideas through supporting details.</p> <p>RL/RI.IT.8.3 – Interactions Among Text Elements Describe how a character's actions affect plot or other characters. Analyze how context or setting influences ideas or events. Compare how elements interact across different texts or genres.</p> <p>RL/RI.TS.8.4 – Text Structure Identify the structure of a given text (e.g., chronological, cause-effect). Analyze how structure affects the author's purpose and tone. Compare structural choices across texts and their impact on meaning.</p> <p>RL/RI.PP.8.5 – Perspective and Purpose Identify the author's perspective and purpose. Analyze how characters' or narrators' viewpoints shape readers' understanding. Evaluate how authors address conflicting evidence or viewpoints.</p> <p>W.NW.8.3 – Narrative Writing Establish point of view, narrator, and context. Use dialogue, pacing, and description to develop plot. Apply transitions to show sequence and time shifts. Include sensory and descriptive language. Reflect on the experience or lesson in the conclusion.</p>
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<p>Plagiarism Synthesis</p> <p>Speaking and Listening (SL) Collaborative discussion Active listening Clarify / Clarification Response / Rebuttal Evidence-based discussion Presentation skills Multimedia Visual display Formal language Audience awareness Purpose Tone</p> <p>Language (L) Conventions of standard English Grammar Verbals (gerunds, participles, infinitives) Active and passive voice Indicative / Subjunctive mood Punctuation Spelling Syntax Context clues Figurative language Denotation Connotation Nuance Word relationships Analogy Academic vocabulary Domain-specific vocabulary Reference materials</p>	<p>W.WP.8.4 – Writing Process Plan and organize ideas for different writing tasks. Seek feedback to refine writing. Revise drafts to better address audience and purpose.</p> <p>W.SE.8.6 – Sources of Evidence Search effectively using digital and print sources. Assess source credibility and accuracy. Quote or paraphrase while avoiding plagiarism. Use standard citation format.</p> <p>W.RW.8.7 – Range of Writing Compose writing across content areas and text types. Adjust writing for time constraints and audience needs.</p> <p>SL.PE.8.1 – Participate Effectively Prepare with research and textual references. Track discussion goals and roles. Pose questions and respond with relevant evidence. Justify personal viewpoints using new evidence.</p>
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Interdisciplinary Connections:

The texts in this unit inform students' understanding of Victorian England, mental illnesses, psychology, and 19th Century American history.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Extended Writing Project: Narrative Writing</p> <p>End of Unit 1 Assessment</p>	<p><u>Other Evidence:</u></p> <p>Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Do Now Cold Call</p>	<p><u>Resources:</u></p> <p>ELA</p> <ul style="list-style-type: none"> • StudySync
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<p>Turn-and-Talk Think-Pair-Share Jigsaw Four Corners Gallery Walk Text Annotation Group Discussions Conferencing Socratic Seminar Think Alouds Small Group Instruction Accountable Talk Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Kagan Cooperative Learning Strategies Philosophical Chairs Journaling</p>	<ul style="list-style-type: none"> • IXL • Flocabulary • BrainPOP <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction</p>	<p>Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts</p>	<p>Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

Unit 2: Beyond Reality: What do other worlds teach us about our own?

Stage 1: Desired Results

Standards & Indicators:

Language Domain

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- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
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- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
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RL.MF.8.6. [Reading Literature.Diverse Media and Formats.8.6](#). Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

Writing Domain

W.IW.8.2. [Writing. Informative and Explanatory Writing.8.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

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- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. [Writing.Writing Process.8.4](#). With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

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- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Career Readiness, Life Literacies and Key Skills

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9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color,	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad

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	movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b)	concepts and data to be more effectively communicated.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
<p><u>Central Idea/Enduring Understanding:</u> Aliens. Ghosts. Vampires. Wizards. Fantasy and science fiction stories have endless possibilities. Whether the characters are humans dealing with mysterious otherworldly elements or extraterrestrial beings looking for a place to call home, science fiction and fantasy authors mesmerize readers by creating new worlds.</p> <p>But what can fantastical stories teach us about our own world? Why are these stories so compelling to readers and writers alike? How can an escape into an imagined reality help us understand our own society?</p>		<p><u>Essential/Guiding Question:</u> What do other worlds teach us about our own?</p>
<p><u>Content:</u></p> <p>Reading Literature (RL) Textual evidence Theme Central idea Summary / Summarize Plot structure Character development Conflict and resolution Dialogue Motivation Narrator Point of view First-person / Third-person Dramatic irony Tone Mood Figurative language Simile / Metaphor Symbolism Allusion Structure Compare and contrast Adaptation (film, audio, stage)</p> <p>Reading Informational Text (RI) Textual evidence Central idea Summary / Summarize Author's purpose Author's point of view Bias</p>		<p><u>Skills (Objectives):</u></p> <p>L.VL.8.3 – Vocabulary: Literal Meaning Use sentence context and syntax to infer word meaning. Analyze how word choice impacts tone and meaning. Decode words using Greek/Latin roots and affixes. Consult references to verify meanings and parts of speech. Evaluate inferred meanings using contextual confirmation or dictionaries.</p> <p>L.VI.8.4 – Vocabulary: Interpretive Meaning Interpret figures of speech in literary and informational texts. Use word relationships (synonyms, antonyms, analogies) to deepen understanding. Analyze the effect of analogies or allusions on meaning. Distinguish connotations of similar denotations.</p> <p>RL/RI.CR.8.1 – Close Reading of Text Identify textual details that support an analysis. Cite multiple pieces of textual evidence to support inferences. Explain how evidence supports central or implied ideas. Evaluate which pieces of evidence most strongly support an analysis.</p> <p>RL/RI.CI.8.2 – Central Ideas and Themes Determine the theme or central idea of a text. Trace how specific details develop the theme or idea. Summarize the text objectively, omitting personal opinions. Analyze how the author develops ideas through supporting details.</p> <p>RL/RI.IT.8.3 – Interactions Among Text Elements Describe how a character's actions affect plot or other characters.</p>

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<p>Argument Claim Counterclaim Evidence Reasoning Rhetoric Tone Diction (word choice) Text structure Cause and effect Compare and contrast Chronological order Problem and solution Technical text Graphics / multimedia</p> <p>Writing (W) Argumentative writing Informative / explanatory writing Narrative writing Thesis statement Hook / Lead Claim / Counterclaim Evidence Analysis Transitions Conclusion Revision Editing Tone Style Formal / informal writing Research Credible sources Citations Plagiarism Synthesis</p> <p>Speaking and Listening (SL) Collaborative discussion Active listening Clarify / Clarification Response / Rebuttal Evidence-based discussion Presentation skills Multimedia Visual display Formal language Audience awareness Purpose Tone</p>	<p>Analyze how context or setting influences ideas or events. Compare how elements interact across different texts or genres.</p> <p>RL/RI.TS.8.4 – Text Structure Identify the structure of a given text (e.g., chronological, cause-effect). Analyze how structure affects the author’s purpose and tone. Compare structural choices across texts and their impact on meaning.</p> <p>RL/RI.PP.8.5 – Perspective and Purpose Identify the author’s perspective and purpose. Analyze how characters’ or narrators’ viewpoints shape readers’ understanding. Evaluate how authors address conflicting evidence or viewpoints.</p> <p>RL/RI.MF.8.6 – Diverse Media and Formats Compare the same idea presented in two different media. Evaluate what is emphasized or left out in each format. Assess the advantages and limitations of different formats.</p> <p>W.IW.8.2 – Informative/Explanatory Writing Introduce a topic clearly using effective structure. Develop ideas using facts, definitions, and examples. Use transitions to show connections among ideas. Apply precise, domain-specific vocabulary. Maintain a formal tone and style. Conclude by synthesizing key information.</p> <p>W.WP.8.4 – Writing Process Plan and organize ideas for different writing tasks. Seek feedback to refine writing. Revise drafts to better address audience and purpose.</p> <p>W.SE.8.6 – Sources of Evidence Search effectively using digital and print sources. Assess source credibility and accuracy. Quote or paraphrase while avoiding plagiarism. Use standard citation format.</p> <p>W.RW.8.7 – Range of Writing Compose writing across content areas and text types. Adjust writing for time constraints and audience needs.</p> <p>SL.PE.8.1 – Participate Effectively Prepare with research and textual references. Track discussion goals and roles. Pose questions and respond with relevant evidence. Justify personal viewpoints using new evidence.</p>
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<p>Language (L)</p> <p>Conventions of standard English Grammar Verbals (gerunds, participles, infinitives) Active and passive voice Indicative / Subjunctive mood Punctuation Spelling Syntax Context clues Figurative language Denotation Connotation Nuance Word relationships Analogy Academic vocabulary Domain-specific vocabulary Reference materials</p>	<p>SL.PI.8.4 – Present Information</p> <p>Present ideas using logical structure and strong evidence. Use appropriate eye contact, tone, and pronunciation.</p>
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Interdisciplinary Connections:

The texts in this unit inform students' understanding of scientific concepts with narratives exploring societal and ethical implications, science fictions links, popular culture with science and engineering.

Stage 2: Assessment Evidence

Performance Task(s):

Extended Writing Project: Literary Analysis Text (LAT)

End of Unit 2 Assessment

Other Evidence:

Reading Assignments
 Writing Assignments
 Skill Assignments
 Blast Assignments
 Common Formative Assessments
 IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now
 Cold Call
 Turn-and-Talk
 Think-Pair-Share
 Jigsaw
 Four Corners
 Gallery Walk
 Text Annotation
 Group Discussions
 Conferencing
 Socratic Seminar
 Think Alouds
 Small Group Instruction
 Accountable Talk
 Close Read
 Modeling
 Student Goal Setting
 Exit Ticket
 Peer Reviews

Resources:

ELA

- [StudySync](#)
- [IXL](#)
- [Flocabulary](#)
- [BrainPOP](#)

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

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Kagan Cooperative Learning Strategies Philosophical Chairs Journaling			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction	Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit 3: No Risk, No Reward: Why do we take risks?
Stage 1: Desired Results
Standards & Indicators:
Language Domain
L.VI.8.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Reading Domain
RL.CI.8.2. Reading Literature. Central Ideas and Themes of Texts.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.8.3. Reading Informational Texts. Interactions Among Text Elements.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

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RL.TS.8.4. [Reading Literature.Text Structure.8.4](#). Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. [Reading Informational Texts.Text Structure.8.4](#). Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.PP.8.5. [Reading Literature.Perspective and Purpose in Texts.8.5](#). Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. [Reading Informational Texts.Perspective and Purpose in Texts.8.5](#). Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.CT.8.8. [Reading Informational Texts.Comparison of Texts.8.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing Domain

W.WP.8.4. [Writing.Writing Process.8.4](#). With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. [Writing.Writing Research.8.5](#). Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. [Writing.Sources of Evidence.8.6](#). 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.RW.8.7. [Writing.Range of Writing.8.7](#). 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 and Listening Domain

SL.PE.8.1. [Speaking and Listening.Participate Effectively.8.1](#). Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.ES.8.3. [Speaking and Listening.Evaluate Speakers.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.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Idea
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b)	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
<p><u>Central Idea/Enduring Understanding:</u> Why do we take chances? Every time a person takes a chance, he or she risks losing something for the possibility of a reward. Sometimes these chances pay off, and sometimes they don't. Yet, people still take risks every day. With a genre focus on informational texts, this Grade 8 unit prepares students to explore questions about why we take chances.</p>		<p><u>Essential/Guiding Question:</u> Why do we take chances?</p>
<p><u>Content:</u> Reading Literature (RL) Textual evidence Theme Central idea Summary / Summarize Plot structure Character development Conflict and resolution Dialogue Motivation Narrator Point of view First-person / Third-person Dramatic irony Tone Mood Figurative language Simile / Metaphor Symbolism Allusion</p>		<p><u>Skills (Objectives):</u> L.VI.8.4 – Vocabulary: Interpretive Meaning Interpret figures of speech in literary and informational texts. Use word relationships (synonyms, antonyms, analogies) to deepen understanding. Analyze the effect of analogies or allusions on meaning. Distinguish connotations of similar denotations.</p> <p>RL/RI.CI.8.2 – Central Ideas and Themes Determine the theme or central idea of a text. Trace how specific details develop the theme or idea. Summarize the text objectively, omitting personal opinions. Analyze how the author develops ideas through supporting details.</p> <p>RL/RI.IT.8.3 – Interactions Among Text Elements Describe how a character's actions affect plot or other characters. Analyze how context or setting influences ideas or events.</p>

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<p>Structure Compare and contrast Adaptation (film, audio, stage)</p> <p>Reading Informational Text (RI) Textual evidence Central idea Summary / Summarize Author's purpose Author's point of view Bias Argument Claim Counterclaim Evidence Reasoning Rhetoric Tone Diction (word choice) Text structure Cause and effect Compare and contrast Chronological order Problem and solution Technical text Graphics / multimedia</p> <p>Writing (W) Argumentative writing Informative / explanatory writing Narrative writing Thesis statement Hook / Lead Claim / Counterclaim Evidence Analysis Transitions Conclusion Revision Editing Tone Style Formal / informal writing Research Credible sources Citations Plagiarism Synthesis</p> <p>Speaking and Listening (SL) Collaborative discussion Active listening Clarify / Clarification</p>	<p>Compare how elements interact across different texts or genres.</p> <p>RL/RI.TS.8.4 – Text Structure Identify the structure of a given text (e.g., chronological, cause-effect). Analyze how structure affects the author's purpose and tone. Compare structural choices across texts and their impact on meaning.</p> <p>RL/RI.PP.8.5 – Perspective and Purpose Identify the author's perspective and purpose. Analyze how characters' or narrators' viewpoints shape readers' understanding. Evaluate how authors address conflicting evidence or viewpoints.</p> <p>RI.AA.8.7 – Analysis of Argument Identify a claim and its supporting evidence. Assess the reasoning behind an argument. Distinguish between relevant and irrelevant evidence. Evaluate the strength and validity of the overall argument.</p> <p>RL/RI.CT.8.8 – Comparison of Texts Compare how two authors present the same topic or idea. Analyze how historical or cultural context shapes the author's ideas. Identify factual and interpretive disagreements across sources.</p> <p>W.AW.8.1 – Argumentative Writing Introduce a clear claim and acknowledge counterclaims. Organize reasons and evidence logically. Support claims with evidence from credible sources. Use transitions to connect claims, counterclaims, and evidence. Maintain a formal style throughout. Conclude by reinforcing the argument.</p> <p>W.WP.8.4 – Writing Process Plan and organize ideas for different writing tasks. Seek feedback to refine writing. Revise drafts to better address audience and purpose.</p> <p>W.WR.8.5 – Research Formulate a focused research question. Locate information from several credible sources. Generate additional questions based on initial findings.</p> <p>W.SE.8.6 – Sources of Evidence Search effectively using digital and print sources. Assess source credibility and accuracy.</p>
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Grade 8 ELA

<p>Response / Rebuttal Evidence-based discussion Presentation skills Multimedia Visual display Formal language Audience awareness Purpose Tone</p> <p>Language (L) Conventions of standard English Grammar Verbals (gerunds, participles, infinitives) Active and passive voice Indicative / Subjunctive mood Punctuation Spelling Syntax Context clues Figurative language Denotation Connotation Nuance Word relationships Analogy Academic vocabulary Domain-specific vocabulary Reference materials</p>	<p>Quote or paraphrase while avoiding plagiarism. Use standard citation format.</p> <p>W.RW.8.7 – Range of Writing Compose writing across content areas and text types. Adjust writing for time constraints and audience needs.</p> <p>SL.PE.8.1 – Participate Effectively Prepare with research and textual references. Track discussion goals and roles. Pose questions and respond with relevant evidence. Justify personal viewpoints using new evidence.</p>
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Interdisciplinary Connections:

The texts in this unit inform students' understanding of historical events such as the sinking of the Titanic and the explosion of the Challenger. We will also discuss how individuals cope with loss, trauma, and setbacks, reflect on fatherhood, mentorship, and intergenerational guidance, and explore what it means to take action in a crisis and the emotional impact of those choices.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u> Extended Writing Project: Research Simulation Task (RST) End of Unit 3 Assessment</p>	<p><u>Other Evidence:</u> Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u> Do Now Cold Call Turn-and-Talk Think-Pair-Share Jigsaw Four Corners Gallery Walk</p>	<p><u>Resources:</u> ELA</p> <ul style="list-style-type: none"> • StudySync • IXL • Flocabulary • BrainPOP <p>LGBTQ and Disabilities Resources:</p>
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<p>Text Annotation Group Discussions Conferencing Socratic Seminar Think Alouds Small Group Instruction Accountable Talk Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Kagan Cooperative Learning Strategies Philosophical Chairs Journaling</p>	<ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction</p>	<p>Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts</p>	<p>Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

Unit 4: Trying Times: Who are you in a crisis?

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.8.1. [Language. System and Structure of Language.8.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.

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- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.

L.VL.8.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.6.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. 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.
- E. 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).

Reading Domain

RI.CR.8.1. [Reading Informational Texts.Close Reading of Text.8.1.](#) Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

SL.PE.8.1

RI.IT.8.3. [Reading Informational Texts.Interactions Among Text Elements.8.3.](#) Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RL.PP.8.5. [Reading Literature.Perspective and Purpose in Texts.8.5.](#) Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. [Reading Informational Texts.Perspective and Purpose in Texts.8.5.](#) Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. [Reading Literature.Diverse Media and Formats.8.6.](#) Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

Writing Domain

W.AW.8.1. [Writing.Argumentative Writing.8.1.](#) Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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Speaking and Listening Domain

SL.PE.8.1. [Speaking and Listening.Participate Effectively.8.1](#). Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.II.8.2. [Speaking and Listening.Integrate Information.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.ES.8.3. [Speaking and Listening.Evaluate Speakers.8.3](#). Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.PI.8.4. [Speaking and Listening.Present Information.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.UM.8.5. [Speaking and Listening.Use Media.8.5](#). Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.AS.8.6. [Speaking and Listening.Adapt Speech.8.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b)	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for	There is a need to produce and publish media that has information

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	an authentic audience.	supported with quality evidence and is intended for authentic audiences.
<p>Central Idea/Enduring Understanding: The unit includes a focus on World War II, with texts such as <i>Anne Frank: The Diary of a Young Girl</i> and the dramatic adaptation <i>The Diary of Anne Frank: A Play</i>. Other selections that shed light on this international crisis are the iconic speeches by Winston Churchill and Elie Wiesel. Students will experience the American side of the crisis in <i>Farewell to Manzanar</i>. Nelson Mandela’s autobiography <i>Long Walk to Freedom</i> takes a look back on a crisis that has passed, while <i>Refugee</i> focuses a personal lens on the more recent conflict in Syria.</p>	<p>Essential/Guiding Question: Who are you in a crisis?</p>	
<p>Content:</p> <p>Reading Literature (RL) Textual evidence Theme Central idea Summary / Summarize Plot structure Character development Conflict and resolution Dialogue Motivation Narrator Point of view First-person / Third-person Dramatic irony Tone Mood Figurative language Simile / Metaphor Symbolism Allusion Structure Compare and contrast Adaptation (film, audio, stage)</p> <p>Reading Informational Text (RI) Textual evidence Central idea Summary / Summarize Author’s purpose Author’s point of view Bias Argument Claim Counterclaim Evidence Reasoning Rhetoric</p>	<p>Skills (Objectives):</p> <p>L.SS.8.1 – System and Structure of Language Explain how gerunds, participles, and infinitives function in a sentence. Differentiate between active and passive voice in context. Construct sentences using different verb moods to match intended tone. Revise sentences with inappropriate shifts in verb voice and mood. Apply commas, ellipses, and dashes to indicate pauses or omissions. Edit sentences for spelling accuracy using grade-level conventions.</p> <p>RL/RI.IT.8.3 – Interactions Among Text Elements Describe how a character’s actions affect plot or other characters. Analyze how context or setting influences ideas or events. Compare how elements interact across different texts or genres.</p> <p>RL/RI.TS.8.4 – Text Structure Identify the structure of a given text (e.g., chronological, cause-effect). Analyze how structure affects the author’s purpose and tone. Compare structural choices across texts and their impact on meaning.</p> <p>RL/RI.PP.8.5 – Perspective and Purpose Identify the author’s perspective and purpose. Analyze how characters’ or narrators’ viewpoints shape readers’ understanding. Evaluate how authors address conflicting evidence or viewpoints.</p> <p>RL/RI.MF.8.6 – Diverse Media and Formats Compare the same idea presented in two different media.</p>	

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<p>Tone Diction (word choice) Text structure Cause and effect Compare and contrast Chronological order Problem and solution Technical text Graphics / multimedia</p> <p>Writing (W) Argumentative writing Informative / explanatory writing Narrative writing Thesis statement Hook / Lead Claim / Counterclaim Evidence Analysis Transitions Conclusion Revision Editing Tone Style Formal / informal writing Research Credible sources Citations Plagiarism Synthesis</p> <p>Speaking and Listening (SL) Collaborative discussion Active listening Clarify / Clarification Response / Rebuttal Evidence-based discussion Presentation skills Multimedia Visual display Formal language Audience awareness Purpose Tone</p> <p>Language (L) Conventions of standard English Grammar Verbals (gerunds, participles, infinitives) Active and passive voice Indicative / Subjunctive mood Punctuation</p>	<p>Evaluate what is emphasized or left out in each format. Assess the advantages and limitations of different formats.</p> <p>RL/RI.CT.8.8 – Comparison of Texts Compare how two authors present the same topic or idea. Analyze how historical or cultural context shapes the author's ideas. Identify factual and interpretive disagreements across sources.</p> <p>W.AW.8.1 – Argumentative Writing Introduce a clear claim and acknowledge counterclaims. Organize reasons and evidence logically. Support claims with evidence from credible sources. Use transitions to connect claims, counterclaims, and evidence. Maintain a formal style throughout. Conclude by reinforcing the argument.</p> <p>Maintain a formal tone and style. Conclude by synthesizing key information.</p> <p>Include sensory and descriptive language. Reflect on the experience or lesson in the conclusion.</p> <p>Quote or paraphrase while avoiding plagiarism. Use standard citation format.</p> <p>SL.PE.8.1 – Participate Effectively Prepare with research and textual references. Track discussion goals and roles. Pose questions and respond with relevant evidence. Justify personal viewpoints using new evidence.</p> <p>SL.II.8.2 – Integrate Information Analyze the purpose of visual, oral, and quantitative formats. Evaluate motives such as commercial or political bias.</p> <p>SL.PI.8.4 – Present Information Present ideas using logical structure and strong evidence. Use appropriate eye contact, tone, and pronunciation.</p> <p>SL.UM.8.5 – Use Media Design visual elements to strengthen ideas. Integrate media that enhances clarity or persuasiveness.</p> <p>SL.AS.8.6 – Adapt Speech Adjust speech based on task, audience, or setting. Demonstrate command of formal English when required.</p>
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Grade 8 ELA

Spelling Syntax Context clues Figurative language Denotation Connotation Nuance Word relationships Analogy Academic vocabulary Domain-specific vocabulary Reference materials	
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Interdisciplinary Connections:

In this unit, students explore the historical context of World War II, including the rise of fascism, the Holocaust, and the global impact of the war on nations and civilians. Students analyze the geographical spread of conflict, the effects on various countries, and the formation of alliances, as well as study the Holocaust to better understand the persecution of marginalized groups.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> Extended Writing Project: Argumentative Writing End of Unit 4 Assessment	<u>Other Evidence:</u> Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Do Now Cold Call Turn-and-Talk Think-Pair-Share Jigsaw Four Corners Gallery Walk Text Annotation Group Discussions Conferencing Socratic Seminar Think Alouds Small Group Instruction Accountable Talk Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Kagan Cooperative Learning Strategies Philosophical Chairs Journaling	<u>Resources:</u> ELA <ul style="list-style-type: none"> • StudySync • IXL • Flocabulary • BrainPOP LGBTQ and Disabilities Resources: <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books DEI Educational Resources: <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction	Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Pacing Guide

Content	Resources	Standards
UNIT 1: Everyone Loves a Mystery: What attracts us to the mysterious?		
44 days <ul style="list-style-type: none"> ● Annotation ● Context Clues ● Reading Comprehension ● Textual Evidence ● Mood/Tone ● Irony ● Language, Style, and Audience ● Character ● Author's Purpose and Point of View ● Making and Confirming Predictions ● Theme ● Allusion ● Plot ● Story Structure ● Central or Main Idea ● Compare and Contrast ● Organizing Narrative Writing ● Story Beginnings ● Narrative Techniques ● Descriptive Details 	Narrative writing process 10 days <u>Study Sync: Unit Texts</u> <ul style="list-style-type: none"> ● The Tell-Tale Heart (Fiction) ● 3 days ● The Tell-Tale Heart Parody (Spongebob and/or Simpsons) ● 1 day ● Monster (Fiction/Drama) 3 days ● The Lottery (Fiction) 3 days ● The Graveyard Book (Fiction) 3 days ● The Monkey's Paw (Fiction) ● 3 days ● Button Button (Fiction) Richard Matheson 3 days Guided Book Clubs <ul style="list-style-type: none"> ● Long Way Down, Jason Reynolds 10 Days <ul style="list-style-type: none"> ○ Processes and procedures of Book 	RL.CR.8.1 RLCI.8.2 RL.IT.8.3 RL.TS.8.4 RL.PP.8.5 RL.CT.8.8 SL.PE.8.1 L.SS.8.1.A.B.C.D.E.F.G. L.KL.8.2A L.KL.8.2.B L.KL.8.2C L.VL.8.3.A.B.C.D.E L.VI.8.4 A L.VI.8.4 D W.NW.8.3.A.B.C.D.E. W.WP.8.4 W.SE.8.6 W.RW.8.7

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<ul style="list-style-type: none"> ● Transitions ● Conclusions 	<p>Club</p> <p>Pear Assessment: CFA's 5@10 minutes each</p> <p>Pear Assessment: Progress Pulse 3@20 minutes each</p> <p>MAP 2 days</p> <p>IXL Flex Benchmark ½ days</p> <p>Pear Assessment: Unit Online Assessment: 2 days</p>	
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UNIT 2: Beyond Reality: What do other worlds teach us about our own?

<p>45 Days</p> <ul style="list-style-type: none"> ● Making Inferences ● Theme ● Story Structure ● Language, Style, and Audience ● Greek and Latin Affixes and Roots ● Generating Questions ● Technical Language ● Summarizing ● Context Clues ● Central or Main Idea ● Point of View ● Planning Research ● Evaluating Sources ● Research and Note-Taking ● Critiquing Research ● Paraphrasing ● Sources and Citations 	<p>Literary Analysis Text (LAT) 10 days</p> <p>Study Sync: Unit Texts</p> <ul style="list-style-type: none"> ● There Will Come Soft Rains (Poetry) 2 days ● There Will Come Soft Rains (Science Fiction) 6 days ● The War of the Worlds (Science Fiction) 6 days ● How Hare Drank Boiling Water and Married the Beautiful Princess (Fiction) 6 days ● Children of Blood and Bone (Fantasy) 6 days <p>Guided Book Clubs</p> <p>Pear Assessment: CFA's 5@10 minutes each</p> <p>Pear Assessment: Progress Pulse 3@20 minutes each</p> <p>IXL Flex Benchmark 1/2 day</p> <p>Pear Assessment: Unit Online Assessment: 2 days</p>	<p>RL.CR..8.1</p> <p>RL.CI.8.2</p> <p>RL.IT.8.3</p> <p>RL.TS.8.4</p> <p>RL.PP.8.5</p> <p>RL.MF.8.6</p> <p>L.VI.8.4B.</p> <p>L.VL.8.3</p> <p>SL.PI.8.4</p> <p>W.IW.8.2.A.B.C.D.E.F.</p> <p>W.WP.8.4</p> <p>W.SE.8.6</p> <p>W.RW.8.7</p>
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UNIT 3: No Risk, No Reward: Why do we take risks?

<p>46 days</p> <ul style="list-style-type: none"> ● Evaluating Details ● Media ● Summarizing ● Informational Text Structure ● Synthesizing ● Word Patterns and Relationships ● Informational Text Elements ● Figurative Language ● Context Clues ● Technical Language 	<p>RST 10 days</p> <p>Study Sync: Unit Texts</p> <ul style="list-style-type: none"> ● A Night to Remember (Informational Text) 6 days ● Address to the Nation on the Explosion of the Space Shuttle <i>Challenger</i> (Argumentative Text) 6 days ● Mother to Son (Poetry) 2 days ● Dance Momma Dance (Poetry) 2 days ● Knock Knock (Poetry) 2 days 	<p>RI.CI.8.2</p> <p>RI.IT.8.3</p> <p>RI.TS.8.4</p> <p>RI.PP.8.5</p> <p>RI.CT.8.8</p> <p>SL.AS.8.6</p> <p>SL.PE.8.1</p> <p>L.VI.8.4.A</p> <p>L.VI.8.4.D</p> <p>RL.CI.8.2</p> <p>RL.TS.8.4</p>
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<ul style="list-style-type: none"> ● Language, Style, and Audience ● Connotation and Denotation ● Thesis Statement ● Organizing Informative Writing ● Supporting Details ● Introductions ● Transitions ● Precise Language ● Style ● Conclusions 	<ul style="list-style-type: none"> ● The Day I Saved a Life (Informational Text) 6 days ● NJSLA Practice 3 days <p>Guided Book Clubs</p> <p>Pear Assessment: CFA's 5@10 minutes each</p> <p>Pear Assessment: Progress Pulse 3@20 minutes each</p> <p>MAP 2 days</p> <p>IXL Flex Benchmark 1/2 day</p> <p>Pear Assessment: Unit Online Assessment: 2 days</p>	<p>W.WP.8.4. W.WR.8.5. W.SE.8.6. W.RW.8.7</p> <p>SL.ES.8.3.</p>
<p>UNIT 4: Trying Times: Who are you in a crisis?</p>		
<p>45 days</p> <ul style="list-style-type: none"> ● Dramatic Elements and Structure ● Making Connections ● Word Meaning ● Informational Text Elements ● Informational Text Structure ● Textual Evidence ● Reasons and Evidence ● Monitoring Comprehension ● Language, Style, and Audience ● Author's Purpose and Point of View ● Evaluating Sources ● Reasons and Relevant Evidence ● Sources and Citations 	<p>Argumentative Essay 10 days</p> <p>Study Sync: Unit Texts</p> <ul style="list-style-type: none"> ● Anne Frank: The Diary of a Young Girl (Informational Text) 6 days ● The Diary of Anne Frank: A Play (Drama) 6 days ● Farewell to Manzanar (Informational Text) 6 days ● Long Walk to Freedom (Informational Text) 6 days <p>Guided Book Clubs</p> <p>NJSLA 7 days</p> <p>Pear Assessment: CFA's 5@10 minutes each</p> <p>Pear Assessment: Progress Pulse 3@20 minutes each</p> <p>MAP 2 days</p> <p>IXL Flex Benchmark 1/2 day</p> <p>Pear Assessment: Unit Online Assessment: 2 days</p>	<p>RL.PP.8.5</p> <p>L.VI.8.4.A L.VI.8.4.C L.VI.8.4.D</p> <p>RI.CR.8.1 RI.IT.8.4 RI.MF.8.6 RI.PP.8.5</p> <p>SL.PE.8.1 SL.II.8.2 SL.PL.8.4 SL.UM.8.5 SL.AS.8.6 L.SS.8.1 L.VL.8.3.A</p> <p>W.AW.8.1.A.B.C.D.E.</p>