GREEN TOWNSHIP SCHOOL DISTRICT



Content Area: **Language Arts**

Course/Grade Level: **Eighth Grade**

Curriculum Committee Members:

Principal:
Jon Paul Bollette

Board Approval Date:
{Fill in when known}

8th Grade ELA

Mission:

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- **Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.**
- **Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.**
- **Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).**
- **Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.**
- **Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.**
- **Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.**
- **Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.**
- **Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.**

8th Grade ELA

Key Performance and Benchmark Tasks/Assessments
<u>Resources for help in creating assessments</u> Sadlier, NoRedInk, Newsela, Renaissance, iReady
Formative assessments: Discussion, classwork, homework, quizzes.
Summative Assessments: iReady, Sadlier Vocabulary and Grammar Assessments, Projects, Reading Comprehension Assessments. Examples may include: ● AR assessments - Renaissance, iReady
Benchmark Assessments: ● Teacher-created benchmark assessments to be given periodically during the year.
Alternative Assessments: ● Teacher modifies assignments and activities based on student needs. ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: ○ Modifications & Accommodations Menu ○ *Assessments other than paper & pencil tests See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

8th Grade ELA

Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students***.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.
Modifications & Accommodations Menu

8th Grade Novel Studies

Whole Class Anchor Texts

Holes

The Giver

The Five People You Meet in Heaven

Hamlet

8th Grade ELA

Unit 1

Progress **Writing Genre: Narrative**	**Pacing:**
Unit Summary: In this unit, 8th grade students will engage in close reading of diverse texts, using targeted strategies to gather and analyze textual evidence that supports their understanding of themes, central ideas, and author's choices in both fiction and nonfiction. They will also develop their narrative writing skills by crafting clear, well-organized stories with authentic voice, using precise language, effective narrative techniques, and purposeful revision to communicate experiences for varied audiences and purposes.	
Essential Questions: ● **What is worth the effort?** ● **How has science changed our lives?** ● **When is a risk worth taking?** ● **How can we fight injustice?** ● **What impact will you have on the world?**	**Enduring Understandings:** ● Deep reading and critical analysis of texts—both literary and informational—reveal layers of meaning that are supported by evidence and shaped by the author's craft. ● Effective communication—whether in writing or through discussion—requires clear organization, purposeful language, and intentional choices that reflect audience and purpose. ● Synthesizing text evidence, personal knowledge, and global understanding empowers students to make meaningful inferences, develop new ideas, and respond with insight across genres and tasks.

New Jersey Student Learning Standards	Student Learning Objectives	Practices

8th Grade ELA

RL.CR.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. RI.CR.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. RL.CI.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.CI.8.2. Determine a central idea of an informational 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. 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. RI.IT.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.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.	Reading: ● Collect evidence of close reading of the text ● Use questioning strategies to extract quality evidence to support a claim ● Use strategies for determining importance to extract quality evidence to support a analysis of the text ● Use strategies to look for patterns to extract quality evidence to support analysis of the text ● Identify and analyze author's purposeful use of language and literary devices ● Make personal connections, make connections to other texts, and/or global connections when relevant ● Gather evidence from the text to support explicit meaning ● Gather evidence from the text to support inferences ● Paraphrase and directly quote evidence from text ● Correctly cite evidence ● Use evidence from the text to make and check predictions when reading ● Read and analyze a variety of literary genres and informational texts ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences ● Provide a statement of a theme of a fictional text, based on textual evidence ● Provide a statement of a central idea of an informational text, based on textual evidence ● Analyze the development of the theme over the course of the text	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

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RI.TS.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. 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. 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. 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. W.NW.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.	• Analyze the development of the central idea over the course of the text • Analyze how the theme relates to the characters • Analyze how the theme relates to the setting • Analyze how the theme relates to the plot • Analyze how the central idea relates to the important details and facts • Summarize the text objectively, capturing the main ideas and leaving out minor details • Summarize the text objectively, capturing the main ideas in order • Determine how specific events or dialogue significantly impact the development of a story • Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story • Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development • Analyze how particular lines of dialogue or incidents in a story or drama propel the action • Analyze how particular lines of dialogue or incidents in a story or drama provoke a decision • Analyze how particular lines of dialogue or incidents in a story or drama reveal aspects of a character • Explain why the author chose to include the dialogue or incidents • Analyze the impact of the dialogue or incidents on the reader • Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision • Provide a statement of an author's point of view and	

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. 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.RW.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. SL.PE.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.	author's purpose in a fiction text ● Provide a statement of an author's point of view and author's purpose in a nonfiction text ● Analyze how the author uses literary devices to develop effects such as suspense or humor ● Analyze the impact of the author's point of view or purpose choices on the reader ● Evaluate the effectiveness of the choices the author made in terms of point of view or purpose Writing ● Establish the voice of the narrator ● Organize an event sequence that unfolds naturally and logically ● Use narrative techniques (dialogue, pacing, and description, etc.) to develop experiences, events, and/or characters ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another ● Use figurative language to aid in description ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events ● Provide a conclusion that follows from and reflects on the narrated experiences or events ● Demonstrate ability to create a context or setting for the story ● Develop characters throughout the story ● Identify defining characteristics of a variety of writing tasks ● Utilize strategies to unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create	

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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.SS.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.	voice • Create a tone that is appropriate for one's audience • Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc • Use technological resources to enhance writing • Use technology to broaden research base • Use evidence found online to support ideas • Give and receive feedback using technology • Seek out authentic publishing opportunities • Write narratives routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

F. Use an ellipsis to indicate an omission. G. Recognize spelling conventions. L.KL.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. 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. 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).		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

8th Grade ELA

Unit 1: Core Unit Content	
Vocabulary	***Key Concepts***
❑ infer, ❑ compare ❑ contrast ❑ evaluate ❑ explain ❑ universal theme ❑ **Prefix**: trans-	❑ Simple sentences, compound sentences, complex sentences ❑ Verbals

Unit 1: Instructional Materials & Resources	
Core Instructional Materials	**Supplemental Instructional Materials**
Sadlier Grammar Workbook	NoRedInk

Unit 1: Assessments
Formative assessments: ● Homework, Flash Cards, Sentences

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Summative Assessments:
Sadlier Unit Tests

Alternative Assessments:
Discussion, Identifying parts of speech, definitions, synonyms and antonyms in class, correctly using words in speech and writing.

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

8th Grade ELA

Unit 2

Conflict **Writing Genre: Informational Text**	**Pacing:**
Unit Summary: In this unit, 8th grade students will read and analyze a range of literary and informational texts to deepen their understanding of how authors use language, structure, and literary devices to convey meaning and impact the reader. Students will gather and cite textual evidence, synthesize ideas across texts and mediums, and produce organized, purpose-driven writing that clearly communicates analysis, explanations, and research-based claims.	
Essential Questions: ● **How do wars affect individuals ?** ● **What is the cost of victory?** ● **How can we fight injustice?** ● **What is a good advice?** ● **Can allies be opponents?** ● **Can cartoons have a point?**	**Enduring Understandings:** ● Authors structure texts and choose language purposefully to shape meaning, build connections, and impact the reader. ● Informational and explanatory writing conveys ideas effectively when supported by thoughtful research, clear structure, and precise language tailored to audience and purpose. ● Research and inquiry are processes that require curiosity, critical thinking, and the ability to synthesize information from multiple sources into coherent, evidence-based writing.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
RL.CR.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. RI.CR.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.	Reading: ● Closely read the text ● Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim ● Identify and analyze author's purposeful use of language and literary devices ● Make personal connections, make connections to other text, and/or global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

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RL.IT.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. RI.IT.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. RI.PP.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. 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. RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. RI.AA.8.7. 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.CT.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.	• Paraphrase and directly quote evidence from text • Correctly cite evidence • Use evidence from the text to make and check predictions when reading • Read and analyze a variety of literary genres and informational texts • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence • Analyze the development of the theme or central idea over the course of the fictional or informational text • Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts • Summarize the text objectively, capturing the main ideas • Analyze how a text makes connections between individuals (including comparisons) • Analyze how a text makes distinctions between individuals • Analyze how a text makes distinctions between ideas • Analyze how a text makes connections between events • Evaluate how a text makes connections and distinctions among individuals, events, and ideas • Analyze how analogies clarify relationships among individuals, events, and ideas • Determine how specific events or dialogue significantly impact the development of a story	Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

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W.IW.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. 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. 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.	• Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story • Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development • Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character • Explain why the author chose to include the dialogue or incidents • Analyze the impact of the dialogue or incidents on the reader • Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Identify analogies and allusions • Analyze why the author chose to include specific word choice, including analogies or allusions • Analyze how specific word choice, including analogies and allusions, impacts the reader • Evaluate the effectiveness of the author's choice to use specific word choice • Compare and contrast the structure of two or more texts • Provide an analysis of how the differing structure of each text contributes to its meaning and style • Determine why each author chose their particular structure to contribute to the meaning and style of the text • Analyze the impact that the structure choice has on the	

8th Grade ELA

W.WR.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. 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. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.PE.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.	reader ● Make a judgment about which text structure more effectively contributes to the meaning and style of the text ● Evaluate the impact different mediums have on central ideas presented in a text ● Evaluate how messages can most effectively be delivered to the intended audience ● Reflect on how effective different mediums are in expressing the message and reaching the intended audience Writing: ● Focus writing on thoroughly describing or explaining a topic using specific facts and supporting details ● Identify the defining elements of this specific writing genre ● Explore topics from their content area classes ● Write an introduction that clearly outlines ideas to follow ● Deliberately choose an appropriate text structures to support the central idea of your piece ● Organize ideas and information using text features ● Write a thesis statement ● Select facts, definitions, concrete details, quotations, or other information and examples ● Use transitional words and phrases ● Choose specific vocabulary and language ● Develop and use a consistent style, approach and form for the task ● Write a conclusion to close the ideas in the text ● Create language that is appropriate to one's audience and establishes and appropriate / formal tone ● Identify defining characteristics of a variety of writing tasks ● Utilize strategies to unpack a writing prompt	

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. 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. sufficiency of the evidence and identifying when irrelevant evidence is introduced. SL.PI.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. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. L.SS.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.	• Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one's audience • Generate ideas to develop topic in more detail • Revise and edit intentionally to improve writing • Revise writing with a partner • Revise writing with self-editing checklists (including focus on one or more of the 6 + 1 Traits of writing) • Make use of technology resources to revise and edit writing • Use technological resources to enhance writing • Use technology to broaden research base • Use evidence found online to support ideas • Give and receive feedback using technology • Seek out authentic publishing opportunities • Explore inquiry topics through short research projects • Compose student-generated questions focused around areas of interest or content studies • Research and synthesize information from several sources • Develop research questions • Determine keywords or topics for each question • Conduct research and synthesize multiple sources of information • Compose follow-up research questions based on the initial search • Identify evidence that supports claims in literary analysis • Incorporate textual evidence into written pieces • Logically connect evidence to claims in writing • Analyze author's use of style and structure • Identify and analyze allusions	

F. Use an ellipsis to indicate an omission. G. Recognize spelling conventions. L.KL.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. 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.	• Select direct and indirect quotations that relate to the topic as evidence	

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. 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).		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

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Unit 2: Core Unit Content	
Vocabulary	***Key Concepts***
❏ predict ❏ summarize ❏ information ❏ allusion ❏ bias ❏ thesis ❏ **Prefix**: super-	❏ Verb formation ❏ Irregular verbs ❏ Recognizing and correcting shifts in verb tense.

Unit 2: Instructional Materials & Resources	
Core Instructional Materials	**Supplemental Instructional Materials**
Sadlier Grammar and Vocabulary Workbooks	Sentence books and flash cards

Unit 2: Assessments
Formative assessments: **Homework, Sentences, Flash Cards, Discussion, Classwork**
Summative Assessments: **Sadlier Vocabulary and Grammar Assessments**
Alternative Assessments: Identifying parts of speech, definitions, synonyms, antonyms in class. Correctly using word in speech and writing.

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Unit 2: Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below. Modifications & Accommodations Menu

Unit 3

Heroes **Writing Genre: Argument**	**Pacing:**
Unit Summary: In this unit, 8th grade students will analyze how themes, structures, literary devices, and authorial choices shape meaning in both fiction and nonfiction texts. Through reading, writing, speaking, and research, students will craft evidence-based arguments, participate in thoughtful discourse, and communicate their ideas clearly and effectively, while demonstrating critical thinking, media literacy, and command of language conventions.	
Essential Questions: ● **What does it mean to be a hero / heroine?** **When is it better not to know?** **What are the signs of greatness?** **When is a risk worth taking?** **When is it okay to be scared?**	**Enduring Understandings:** ● Authors make deliberate choices in structure, language, and literary techniques to shape meaning, convey purpose, and influence the reader. ● Writers strengthen their arguments and ideas by evaluating evidence, organizing claims logically, and refining their work through revision, research, and reflection. ● Active discussion, purposeful questioning, and attentive listening deepen understanding and allow for thoughtful collaboration and communication.

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New Jersey Student Learning Standards	Student Learning Objectives	Practices
L.CR.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. RI.CR.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. RL.IT.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. RI.IT.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. RI.PP.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. 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.	Reading: ● Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence ● Analyze the development of the theme or central idea over the course of the fictional or informational text ● Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts ● Summarize the text objectively, capturing the main ideas ● Determine how specific events or dialogue significantly impact the development of a story ● Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story ● Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development ● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character ● Explain why the author chose to include the dialogue or incidents ● Analyze the impact of the dialogue or incidents on the reader ● Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision ● Use a note taking structure to track key individuals, events, and/or ideas in informational texts	**Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.** **Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.** **Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.**

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RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. RI.AA.8.7. 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.CT.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. W.AW.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.	• Understand how different text structures present and link information. • Reflect on how the writer's choice of structure relates to the overall central idea or purpose • Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events • Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events • Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events • Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader • Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea • Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept • Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept • Analyze why the author chose a particular structure • Analyze the impact that the structure choice has on the reader • Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept • Compare and contrast the structure of two or more texts • Provide an analysis of how the differing structure of each text contributes to its meaning and style • Analyze why each author chose their particular structure to contribute to the meaning and style of the text	

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W.WP.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. 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. 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. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.PE.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.	• Analyze the impact that the structure choice has on the reader • Make a judgment about which text structure more effectively contributes to the meaning and style of the text • Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text • Determine how one or more differences in the points of view can create bias in fiction and nonfiction text • Explain how the author acknowledges and responds to counterarguments • Analyze how the author uses literary devices to develop effects such as suspense or humor • Analyze the impact of the author's point of view or purpose choices on the reader • Evaluate the effectiveness of the author's point of view or purpose choices • Dissect the argument presented in a text • Determine how direct the link is between the speaker's overall topic to the evidence presented • Evaluate the soundness of the reasoning for an argument • Recognize when weak and/or irrelevant evidence is given for an argument • Recognize when misleading support is given for an argument • Evaluate the quality and sufficiency of the evidence given to support an argument • Cite instances of disagreement and analyze the basis for discrepancies in information found in two or more texts • Analyze how details relate to the writer's overall message • Assess the credibility of the source of supporting details • Participate in seminars and debates, as well as reflections	

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. 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.

sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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

L.SS.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.

- Determine why the author(s) provided conflicting information or disagreed on matters of fact or interpretation
- Analyze the impact that discrepancies in fact and interpretation between authors has on the reader
- Make a judgment about which author's presentation of the information was more credible and effective

Writing:

- Write arguments to support claims with clear reasons and relevant evidence
- Introduce claim(s)
- Write a clear thesis statement
- Address opposing claims
- Discern claims from opposing claims
- Organize the reasons and evidence logically.
- Choose appropriate reasoning and evidence to support claims
- Evaluate sources for accuracy and reliability
- Demonstrate an understanding of the topic or text
- Use transitional words and phrases
- Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence
- Choose a consistent style, approach, and form for the task
- Close the text with a conclusion
- Identify defining characteristics of a variety of writing tasks
- Utilize strategies to unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing

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. 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. 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).	• Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc. • Explore inquiry topics through short research projects • Compose student-generated questions focused around areas of interest or content studies • Research and synthesize information from several sources • Develop research questions • Determine keywords or topics for each question • Conduct research and synthesize multiple sources of information • Compose follow-up research questions based on the initial search • Use search terms effectively • Draw evidence from multiple texts to support thesis • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Follow MLA guidelines to cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing • Identify evidence that supports claims in literary analysis • Incorporate textual evidence into written pieces • Logically connect evidence to claims in writing • Analyze author's use of style and structure • Identify and analyze allusions • Select direct and indirect quotations that relate to the topic as evidence Speaking and Listening: • Read required texts prior to discussions	

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. 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).	• Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed • Determine the speaker's argument and claims • Evaluate whether the speaker's reasoning is rational and legitimate • Evaluate whether there is enough evidence to support the claims • Identify when extraneous information is presented • Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate eye contact, adequate volume, and clear pronunciation • Orally present information, using appropriate speech, in a variety of situations	

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use

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critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Unit 3: Core Unit Content

Vocabulary	*Key Concepts*
❑ formulate ❑ support ❑ trace ❑ extraneous ❑ slanted material ❑ archetype ❑ rhetorical question ❑ **Prefix:** anti-	❑ Pronoun / antecedent agreement ❑ Passive and Active Voice ❑ Using dashes to indicate a pause or break

Unit 3: Instructional Materials & Resources

Core Instructional Materials	**Supplemental Instructional Materials**
Novels, short stories, information text	Newsela, Quill

Unit 3: Assessments

Formative assessments: Essay

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Summative Assessments: **Essays**
Alternative Assessments: Projects

Unit 3: Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below. Modifications & Accommodations Menu

Unit 4

Diversity **Writing Genre: Argument**	**Pacing:**
Unit Summary: In this unit, 8th grade students will read a range of nonfiction and literary texts to evaluate arguments, analyze author's choices, and determine how language, structure, and evidence shape meaning and influence readers. Through writing, discussion, and research, students will develop clear arguments supported by credible evidence, apply effective rhetorical strategies, and demonstrate command of language, vocabulary, and grammar to communicate with precision and purpose.	
Essential Questions What is the purpose of this argument? What is the problem	**Enduring Understandings:arguing for the significance,**

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being addressed? • **What similarities / differences exist among us?** • **What is really normal?** • **What shows others who we are?** • **Who is the real you?** • **Does beauty matter?** • **Can you belong in two places?** • **Why do we see our family as "normal"?**	**application, or validity of a fund** • **Deep understanding of a text requires close reading, questioning, and evidence-based interpretation of the author's craft, language, and purpose** • **Effective communication—spoken or written—depends on logical reasoning, reliable evidence, precise language, and awareness of audience, format, and purpose.** • **Language is a powerful tool for meaning-making, and vocabulary knowledge enhances comprehension, clarity, and expression.**

New Jersey Student Learning Standards	Student Learning Objectives	Practices
RL.CR.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. RL.CI.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. 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. supporting arguments through text structure. RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the	• Closely read the text • Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim • Identify and analyze author's purposeful use of language and literary devices • Make personal connections, make connections to other text, and/or global connections when relevant • Gather evidence from the text to support inferences or explicit meaning • Paraphrase and directly quote evidence from text • Correctly cite evidence • Use evidence from the text to make and check predictions when reading • Read and analyze a variety of literary genres and informational texts • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create	**Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.** **Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.** **Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.**

characters and that of the audience or reader (e.g., created through the use of dramatic irony). RI.PP.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. 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. RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. RL.CT.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. W.AW.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	new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Provide an analysis of the impact of specific word choice on meaning and/or tone ● Identify analogies and allusions ● Analyze why the author chose to include specific word choice, including analogies or allusions ● Analyze how specific word choice, including analogies and allusions, impacts the reader ● Evaluate the effectiveness of the author's choice to use specific word choice ● Provide a statement of an author's point of view and author's purpose in a nonfiction text ● Determine how one or more differences in the points of view can create bias in nonfiction text ● Explain how the author acknowledges and responds to counterarguments ● Analyze how the author uses literary devices to develop effects such as suspense or humor ● Analyze the impact of the author's point of view or purpose choices on the reader ● Evaluate the effectiveness of the author's point of view or purpose choices ● Dissect the argument presented in a text ● Determine how direct the link is between the speaker's overall topic to the evidence presented ● Evaluate the soundness of the reasoning for an argument ● Recognize when weak and/or irrelevant evidence is given for an argument ● Recognize when misleading support is given for an	

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. W.WP.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. 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. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.PE.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	argument ● Evaluate the quality and sufficiency of the evidence given to support an argument ● Cite instances of disagreement and analyze the basis for discrepancies in information found in two or more texts ● Analyze how details relate to the writer's overall message ● Assess the credibility of the source of supporting details ● Participate in seminars and debates, as well as reflections ● Determine why the author(s) provided conflicting information or disagreed on matters of fact or interpretation ● Analyze the impact that discrepancies in fact and interpretation between authors has on the reader ● Make a judgment about which author's presentation of the information was more credible and effective Writing: ● Write arguments to support claims with clear reasons and relevant evidence ● Introduce claim(s) ● Write a clear thesis statement ● Address opposing claims ● Discern claims from opposing claims ● Organize the reasons and evidence logically. ● Choose appropriate reasoning and evidence to support claims ● Evaluate sources for accuracy and reliability ● Demonstrate an understanding of the topic or text ● Use transitional words and phrases ● Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence ● Choose a consistent style, approach, and form for the task ● Close the text with a conclusion	

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. 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. 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. 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. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	• Identify defining characteristics of a variety of writing tasks • Utilize strategies to unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one's audience • Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc. • Use technological resources to enhance writing • Use technology to broaden research base • Use evidence found online to support ideas • Give and receive feedback using technology • Seek out authentic publishing opportunities Speaking and Listening: • Determine the purpose for presenting information in different media and formats • Interpret the presenter's purpose in conveying the information using particular media and formats • Analyze the impact that the use of particular media and formats has on the audience • Evaluate the effectiveness of the presenter's media and format choices • Determine the speaker's argument and claims • Evaluate whether the speaker's reasoning is rational and legitimate • Evaluate whether there is enough evidence to support the claims • Identify when extraneous information is presented	

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L.SS.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. 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. 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.	Language: ● Use punctuation (comma, ellipsis, dash) to indicate a pause or break ● Apply common rules and patterns to spell words correctly ● Define and identify figures of speech ● Determine the meaning of and purpose of figures of speech in context ● Identify the relationship of words ● Clarify words by using the relationship between them ● Discern the difference in meaning between closely related words ● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form	

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. 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).		

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Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Unit 4: Core Unit Content

Vocabulary	*Key Concepts*
❑ analyze ❑ concise ❑ stereotype ❑ prejudice ❑ ambiguity ❑ diction ❑ **Prefix**: semi-	❑ Using a variety of sentence types ❑ Fragments ❑ Run-on sentences ❑ Using commas, ellipsis and dashes to indicate a pause of break

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Unit 4: Instructional Materials & Resources	
Core Instructional Materials	**Supplemental Instructional Materials**

Unit 4: Assessments
Formative assessments: •
Summative Assessments:
Alternative Assessments:

Unit 4: Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below. Modifications & Accommodations Menu

Unit 5

8th Grade ELA

Testing Yourself **Writing Genre: Narrative**	**Pacing:**
Unit Summary: In this unit, 8th grade students will closely read and analyze a wide range of literary and informational texts to understand how authors develop meaning through structure, language, and literary devices. Through reading, writing, discussion, and research, students will gather and cite strong textual evidence to support claims, interpret themes and authorial choices, and communicate their ideas effectively in both written and spoken formats.	
Essential Questions: ● **When is strength more than muscle?** ● **How do you know when it is right?** ● **Is it ever right to give up?** ● **What shows others who we are?** ● **Are you a perfectionist?**	**Enduring Understandings:** ● Analyzing how stories and informational texts are structured helps readers understand how ideas, characters, and events develop and interact. ● Writers use style, structure, and credible evidence to develop and communicate complex ideas and insights across genres and formats. ● A deep and flexible vocabulary allows readers and writers to interpret and express nuanced ideas with clarity and precision.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
RL.CR.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. RI.CR.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.	Reading: ● Closely read the text ● Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim ● Identify and analyze author's purposeful use of language and literary devices ● Make personal connections, make connections to other text, and/or global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Adapting Communication: Adapting communication in response to the varying demands of audience, task,

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RL.CI.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.CI.8.2. Determine a central idea of an informational 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. 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. RI.IT.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.TS.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. 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. 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. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.	• Paraphrase and directly quote evidence from text • Correctly cite evidence • Use evidence from the text to make and check predictions when reading • Read and analyze a variety of literary genres and informational texts • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence • Analyze the development of the theme or central idea over the course of the fictional or informational text • Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts • Summarize the text objectively, capturing the main ideas • Determine how specific events or dialogue significantly impact the development of a story • Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story • Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development • Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character • Explain why the author chose to include the dialogue or	purpose, and discipline. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

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RL.MF.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. W.NW.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. 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	incidents • Analyze the impact of the dialogue or incidents on the reader • Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision • Use a note taking structure to track key individuals, events, and/or ideas in informational texts • Understand how different text structures present and link information. • Reflect on how the writer's choice of structure relates to the overall central idea or purpose • Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events • Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events • Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events • Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader • Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Identify analogies and allusions • Analyze why the author chose to include specific word choice, including analogies or allusions • Analyze how specific word choice, including analogies and allusions, impacts the reader	

to improve understanding or refine final products; focusing on how well purpose and audience have been addressed. W.RW.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. SL.PE.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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	• Evaluate the effectiveness of the author's choice to use specific word choice • Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text • Determine how one or more differences in the points of view can create bias in fiction and nonfiction text • Explain how the author acknowledges and responds to counterarguments • Analyze how the author uses literary devices to develop effects such as suspense or humor • Analyze the impact of the author's point of view or purpose choices on the reader • Evaluate the effectiveness of the author's choices regarding point of view or author's purpose Writing: • Identify defining characteristics of a variety of writing tasks • Utilize strategies to unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one's audience • Use search terms effectively • Draw evidence from multiple texts to support thesis • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Follow MLA guidelines to cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing • Identify evidence that supports claims in literary analysis	

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L.SS.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. 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. 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.	• Incorporate textual evidence into written pieces • Logically connect evidence to claims in writing • Analyze author's use of style and structure • Identify and analyze allusions • Select direct and indirect quotations that relate to the topic as evidence Speaking and Listening: • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed Language: • Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases • Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses • Consult reference materials that are both printed and digital • Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and	

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. 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).	applying grammatical knowledge of function and form	

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Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Unit 5: Core Unit Content

Vocabulary	*Key Concepts*
❑ analogy ❑ **Prefix**: mid-	❑ Power verbs

Unit 5: Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials

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Unit 5: Assessments
Formative assessments: •
Summative Assessments:
Alternative Assessments:

Unit 5: Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below. Modifications & Accommodations Menu

8th Grade ELA

Unit 6

Truth & Consequences **Writing Genre: Narrative**	**Pacing:**
Unit Summary: In this unit, 8th grade students will explore how authors and creators use genre conventions, cultural context, and literary traditions to shape meaning across various texts and media. Through reading, writing, and discussion, students will analyze and respond to how ideas and themes evolve over time and across formats, making connections between the past and present.	
Essential Questions: ● **How do you know when it's right?** ● **How do you make decisions?** ● **When is it time to leave?** ● **Why do people seek danger?** ● **Why do we exaggerate?** ● **Is seeing believing?** ● **How do great stories begin?**	**Enduring Understandings:** ● Authors and creators make intentional choices in structure, language, and medium to shape meaning, develop ideas, and influence the audience. ● Clear and compelling communication—written or spoken—requires a strong command of language, purposeful organization, and meaningful evidence. ● Readers, writers, and speakers draw on prior knowledge, context, and genre conventions to interpret, create, and connect meaning across time, cultures, and media.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
RL.CR.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. RI.CR.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	Reading: ● Use a note taking structure to track key individuals, events, and/or ideas in informational texts ● Understand how different text structures present and link information. ● Reflect on how the writer's choice of structure relates to the overall central idea or purpose ● Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events	Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and

an informational text says explicitly, as well as inferences drawn from the text. RL.CI.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.CI.8.2. Determine a central idea of an informational 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. 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. RI.IT.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.TS.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. 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. 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).	• Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events • Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events • Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader • Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Identify analogies and allusions • Analyze why the author chose to include specific word choice, including analogies or allusions • Analyze how specific word choice, including analogies and allusions, impacts the reader • Evaluate the effectiveness of the author's choice to use specific word choice • Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept • Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept • Analyze why the author chose a particular structure • Analyze the impact that the structure choice has on the reader • Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept • Compare and contrast the structure of two or more texts	capably to enhance reading, writing, speaking, listening, and language use. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

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RI.PP.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. 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. W.NW.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.	• Provide an analysis of how the differing structure of each text contributes to its meaning and style • Analyze why each author chose their particular structure to contribute to the meaning and style of the text • Analyze the impact that the structure choice has on the reader • Make a judgment about which text structure more effectively contributes to the meaning and style of the text • Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text • Determine how one or more differences in the points of view can create bias in fiction and nonfiction text • Assess and reflect upon the similarities and differences between text and dramatic productions • Reflect upon the similarities and differences between initial understandings derived from the original text and those created from visual interpretation • Observe how closely details in the portrayal align with the details in the text that created their initial visual image • Analyze the reason behind omission and alterations • Identify and analyze the reasons for the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even casting • Analyze why directors or actors stay faithful or depart from the text or script • Analyze the impact of the actor or director's choices on the viewer • Evaluate the effectiveness of the actor's or director's choices to stay faithful or depart from the text or script • Evaluate the impact different mediums have on central ideas presented in a text	

8th Grade ELA

W.WP.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.RW.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. SL.PE.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.	• Evaluate how messages can most effectively be delivered to the intended audience • Reflect on how effective different mediums are in expressing the message and reaching the intended audience • Recognize that literary themes are timeless • Observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works • Read a variety of texts of varying formats and time periods that all focus around a common literary theme • Use various sources of knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to analyze and reflect on texts • Determine how writers modernize their presentation of a theme while still holding true to the characteristics of that genre. • Note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer's approach • Analyze why an author chose to draw on elements from myths, traditional stories, or religious words • Analyze the impact of the author's choice to reference elements from earlier works on the reader • Evaluate the effectiveness of the author's choice to reference earlier works • Determine difficulties in comprehending and making meaning • Apply appropriate strategies in order to increase comprehension when encountering text • Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life • Make an increasing number of connections among	

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SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.SS.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. 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	ideas and between texts ● Use scaffolding when necessary Writing: ● Establish a point of view and context ● Engage the reader with a story hook ● Introduce a narrator and/or characters ● Organize an event sequence that unfolds naturally and logically ● Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another ● Use figurative language to aid in description ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events ● Provide a conclusion that follows from and reflects on the narrated experiences or events ● Clearly convey a conflict and a resolution to the conflict ● Apply the narrative plot structure to a real or imagined story ● Demonstrate ability to create a context or setting for the story ● Develop characters throughout the story ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc. ● Identify evidence that supports claims in literary analysis	

effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). L.VL.8.3. 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. 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.	• Incorporate textual evidence into written pieces • Logically connect evidence to claims in writing • Analyze author's use of style and structure • Identify and analyze allusions • Select direct and indirect quotations that relate to the topic as evidence Speaking and Listening: • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed • Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate eye contact, adequate volume, and clear pronunciation • Incorporate multimedia and visual displays into presentations • Analyze the impact that these multimedia and visual displays will have on the reader • Orally present information, using appropriate speech, in a variety of situations Language: • Identify verbals (gerunds, participles, infinitives) in writing	

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).	• Explain the function of verbals in general • Explain the function of verbals in particular sentences • Differentiate between active and passive voice • Identify active and passive voice in reading • Correctly use verbs in the active and passive voice when writing or speaking • Identify a variety of verb voices and moods in reading • Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing • Identify verbs in reading and writing pieces • Recognize and correct inappropriate shifts in verb voice and mood • Apply common rules and patterns to spell words correctly • Identify verbs used in the active and passive voice and in the conditional and subjunctive mood • Select verbs in various moods to achieve an intentional effect • Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form	

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

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9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Unit 6: Core Unit Content

Vocabulary	*Key Concepts*
❏ proverb ❏ anecdote ❏ analogy ❏ understatement ❏ **Prefix**: under-	❏ Shifts in Voice ❏ Standard usage ❏ Moods: indicative, imperative, conditional, interrogative, subjunctive ❏ Consistency in style and tone

Unit 6: Instructional Materials & Resources

Core Instructional Materials	**Supplemental Instructional Materials**

Unit 6: Assessments

Formative assessments:

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Summative Assessments:

Alternative Assessments:

Unit 6: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu