Moonachie School District
English Language Arts Curriculum:
Grade 8

New Jersey Student Learning Standards for English Language Arts

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The following maps outline the New Jersey Student Learning Standards for grade 8 English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessment:

Reading Literature and Informational Text	Writing and Language
End of story tests (multiple choice, open ended)	Journal Entries
End of Unit/Theme Assessments	Writing Process Pieces
End of Book Activities	End of Book Activities
Running Records/DRA	Persuasive: Writing a letter
Book reports	Narrative: Story Writing
Written activities i.e. graphic organizers	Expository: "How-to"
Sequencing activities	Book reports
Read Alouds	Proofreading Editing
Researching sources	Written activities i.e. graphic organizers
Comprehension: illustrations, sentences	Writing samples

Resources:

Graphic Organizers	Writers checklist	
Smart Board	Chart Paper	Leveled readers
Student Journals	Sentence strips	Audio books
Center Activities	Word rings	Classroom library
The Outsiders	*Twelve Angry Men*	*The Boy in the Striped Pajamas*
Chew on This	*Performance Coach*	*Writing for Grammar*

Decodable Text for Emergent Readers

References:
http://www.state.nj.us/education/cccs/2016/ela/
http://www.corestandards.org/assets/NJSLSI_ELA%20Standards.pdf
Common Core Exemplars: http://www.corestandards.org/assets/Appendix_B.pdf, "Jabberwocky" by Lewis Carroll, "In Response to Executive Order 9066" by Dwight Okita

Websites:

www.brainpop.com	www.spellingcity.com	www.wordle.com www.procon.org
www.starfall.com	http://www.storylineonline.net	www.nytimes.com
www.smartexchange.com	www.americanrhetoric.com/speeches/	
www.readworks.org	www.scholastic.com	www.thinkfinity.com
www.readwritethink.org	www.puzzlemaker.com	
www.owl.english.purdue.edu/	www.parcc.pearson.com/practice-tests/	

ENGLISH LANGUAGE ARTS: GRADE 8
DOMAIN: LANGUAGE

Anchor Standard: (SS) System and Structure of Language
By the end of grade 12, demonstrate command of [the conventions of standard English] grammar and usage, capitalization, punctuation, and spelling.

Performance Indicators

L.SS.8.1 **Demonstrate command of the system and structure of the English language when writing or speaking.**
L.SS.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.SS.8.1.B Form and use verbs in the active and passive voice.
L.SS.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.SS.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.
L.SS.8.1.E Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.SS.8.1.F Use an ellipsis to indicate an omission.
L.SS.8.1.G Recognize spelling conventions.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials

The students will be able to:
- Demonstrate understanding and identify the type of verbals in a sentence and how each type is functioning in a sentence.
- Demonstrate understanding and use of verbs in active and passive voice when writing.
- Demonstrate understanding of verb moods and identify the types of verb moods being used in sentences.
- Identify and correct shifts in verb mood and voice.
- Correctly and appropriately apply punctuation to indicate a pause or break in sentences.
- Correctly apply ellipses to indicate an omission of a clause, phrase, or sentence.
	Parts of Speech
	Verb
	Adjective
	Noun
	Adverb
	Verbals
	  - Gerunds
	  - Participles
	  - Infinitives
	Verb voice
	Active voice
	Passive voice
	Verb moods
	  - Indicative
	  - Subjunctive
	  - Imperative
	  - Conditional
	  - Interrogative
	Shift in verb mood
	Punctuation
	Comma
		- Targeted mini lessons
		- Teacher developed activities
		- Handouts/packets
		- Response paragraphs
		- Essays (explanatory, argumentative, and narrative)
		- Mentor sentences/texts
		- Annotations
		- Journaling
			Response paragraphs
			Essays (argumentative, explanatory, narratives, literary analysis)
			Teacher-created assessments
			Teacher observations
			Exit slips
			Benchmark assessments
			NWEA-Map
			IXL
				Google Classroom applications
				Textbook lessons and activities
				Notes from mini-lessons
				Rubrics for writing assignments
				Ted-Ed
				Quizizz
				Ed Puzzle
				Khan Academy
				IXL
				Quizlet
				Kahoot
				Gimkit
				Blooket

	Ellipsis Dash/hyphen Semi-colon Dependent clause Independent clause Phrase			
- Identify and correct commonly misspelled words.				

Anchor Standard: (KL) Knowledge of Language

By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Performance Indicators

L.KL.8.2   **Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
L.KL.8.2.A   Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.8.2.B   Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
L.KL.8.2.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).

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Demonstrate understanding of language conventions in reading, writing, speaking, and listening. - Gather and determine grade 8 academic and domain-specific vocabulary and language. - Identify words or phrases appropriate to comprehension and expression. - Demonstrate application of verbs in the active and passive voice and different verb moods for expression and to achieve specific effects.	Denotation Connotation Synonym Antonym Verb moods - subjunctive, conditional Active voice Passive voice Wordiness Inference Sentence structure	- Targeted mini lessons - Annotations - Mentor texts and sentences - Timed writing - Response paragraphs - Essays (argumentative, explanatory, narratives, literary analysis)	Teacher-created assessments Teacher observations Exit slips Revise/edit mentor sentences Revise/edit writing samples NWEA -MAP IXL	Mentor texts Google Classroom apps Graphic organizers/notes Revising/Editing Checklists Essay rubrics with emphasis on language and conventions Mentor Writing Sample IXL Quizizz Quizlet Khan Academy

Anchor Standard: (VL) Vocabulary Acquisition, Use and Literal Meaning

By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

Performance Indicators	
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.**
L.VL.8.3.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.
L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone.
L.VL.8.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
L.VL.8.3.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.
L.VL.8.3.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).

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Determine the meaning of words and phrases as they are used in a text. - Apply context clues to determine the meaning of unknown words or phrases. - Identify and distinguish how specific word choice affects meaning and tone. - Apply Greek/Latin affixes and roots to determine word meaning. - Use resources and reference materials, both print and digital to determine the pronunciation, parts of speech, and meaning of unknown words. - Conclude the preliminary determination of the pronunciation, meaning, or part of speech of a word or phrase.	Context Function Tone Word Phrase Denotative Denotation Connotation Connotative Technical Suffix Prefix Affix Root Part Of Speech Precise Meaning Inferred Meaning Inference Synonym Antonym Example	- Targeted mini lessons - Annotate mentor texts - Utilize vocabulary.com or other online resources - Part A/B questions - Analyze poetry - Analyze song lyrics - Analyze informational texts	Teacher-created materials Teacher observation Partner / group work Exit slips Annotations Benchmark assessments IXL	Mentor texts - literary and informational (novels, short stories, poems, articles, etc.) Google Classroom apps Graphic Organizers Revising/Editing Checklists Teacher-led notes IXL Quizizz Quizlet Khan Academy Kahoot Blooket Vocabulary.com

Anchor Standard: (VI) Vocabulary Acquisition, Use and Interpretative Meaning
By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
Performance Indicators

L.VI.8.4	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
L.VI.8.4.B	Use the relationship between particular words to better understand each of the words.
L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
L.VI.8.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Determine the meaning of figurative language, word relationships, and nuances in word meanings. - Identify and determine the meaning of figures of speech in context. - Identify the relationship between particular words (synonym, antonym, analogy) to better understand word meanings. - Analyze the impact of word choice on meaning and tone in a variety of texts. - Distinguish among the connotations of words with similar denotations.	Figurative Language Word Relationships Nuances Allusion Simile Metaphor Personification Alliteration Synonym Antonym Connotation Denotation Tone Analogy Onomatopoeia Idiom Irony Oxymoron Euphemism Paradox Pun	- Targeted mini lessons - Annotate mentor texts - Analyze poetry - Analyze song lyrics - Analyze excerpts and passages from novels - Analyze short stories - Analyze photographs as they relate to figurative language - Timed writing with figurative language application and identification	Teacher-created assessments Partnered work Teacher observation Response paragraphs Exit slips Benchmark Assessments	Mentor texts (novels, poems, short stories, etc.) Independent reading books Google Classroom apps Teacher-led notes IXL Quizizz Quizlet Kahoot Blooket Gimkit

Anchor Standard: (CR) Close Reading of Text
By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

		Performance Indicators
Literary Texts	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.
Informational Texts	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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Cite textual, relevant evidence from literary or informational text to support analysis. - Analyze and synthesize information from one or more texts to support analysis. - Make inferences and connections based on what the text states explicitly using evidence to support analysis. - To analyze informational text features to support analysis and how it adds to the information presented in the text.	Textual evidence Relevant Analysis Explicitly Inferences Text features	- Mini-lessons on matching evidence to claim, central idea, etc. - Provide a text and highlight evidence - Infer based on what the text states indirectly - Analyzing text features and answering questions based on the information presented	Teacher-made assessments Written responses Worksheets/Google Doc Teacher observations Benchmark assessments	Anchor charts Mentor texts (novels, short stories, poems, articles, excerpts, etc.) Teacher models and samples Charts, graphs, diagrams to support informational texts Scholastic Scope Scholastic Action IXL

Anchor Standard: (CI) Central Ideas and Themes of Texts
By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

		Performance Indicators
Literary Texts	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.
Informational Texts	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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Identify a theme in a text and how it is conveyed using details to support analysis. - Identify the central idea of a text and how it is conveyed using details to support analysis. - Write a summary of the text using specific events and details.	Theme Universal theme Conveyed Summary Judgments Central idea	- Mini-lessons - Character analysis (actions, motives) to support a theme - Annotated notes for informational text - Written responses	Teacher-made assessments Task-cards Written responses	Anchor charts Mentor texts (novels, short stories, poems, articles, excerpts, etc.) Teacher models and samples Task cards Scholastic Scope Scholastic Action IXL

Anchor Standard: (IT) Interactions Among Text Elements
By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

		Performance Indicators
Literary Texts	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.
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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Analyze how the characters within a text/s interact, directly or indirectly, and influence the ideas or events that occur. - Analyze how the setting of a text/s influences the events and sets those events in motion. - Analyze how elements of the plot contribute and shape the events within the text/s.	Direct characterization Indirect characterization Analyze Setting Plot Exposition Rising action Climax Falling action Resolution Dialogue Incidents Interact Influences	- Character tracking - Analysis of dialogue between different characters speaking - Analysis and note taking on the different plot events - Annotations and notes	Quick writes Teacher made-assessments Written responses Task cards Teacher observations	Anchor charts Teacher models and samples Task cards Graphic organizers Mentor texts Edpuzzle Newsela Scholastic Scope Scholastic Action IXL

- Analyze the incidents within the text/s that contribute to the development of the characters.				

Anchor Standard: (TS) Text Structure
By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

	Performance Indicators
Literary 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.
Informational Texts	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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Analyze and identify how a text is organized. - Analyze how a particular sentence, paragraph or larger part contributes to the structure of the text. - Analyze and explain how a particular scene or stanza contributes to the development and meaning of the text. - Analyze the text structure being used in a particular paragraph and explain the author's	Analyze structure compare Contrast Contributes Tone style Point of view Arguments Text structure	- Mini-lessons - Annotated notes while reading literary and informational texts - Venn-diagram - t-charts - Worksheets on identify structures	Choice board activities Teacher-made assessments worksheets/Google Docs Teacher observations Benchmark assessments Completed graphic organizers Written responses	Task cards Anchor charts Mentor texts Teacher samples and models Text structure examples Various graphic organizers and diagrams Edpuzzle Newsela Scholastic Scope Scholastic Action IXL

argument and point of view. - Compare and contrast the structure and how it contributes to the meaning, tone, and style using one or two texts by completing a graphic organizer. - Explain the author's point of view based on the ideas presented in a text.	

Anchor Standard: (PP) Perspective and Purpose in Texts	
By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	

	Performance Indicators
Literary Texts	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).
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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Identify and analyze the author's purpose or perspective using details to support analysis. - Analyze how the author's purpose or perspective is conveyed through the characters and their actions and dialogue throughout the text. - Analyze and explain the conflicting evidence or viewpoints presented in the text based on the author's perspective or purpose.	Analyze Convey develops Perspective Purpose Audience Irony Dramatic irony Conflicting evidence Viewpoints	- Mini-lessons - Annotated notes - Quick writes - Tracking characters - Analyzing direct and indirect characterization - Evidence to support author's purpose - Author's word choice and tone - Graphic organizers to organize different viewpoints and evidence	Teacher-made assessments Written responses Teacher observations Task cards Note-taking Completed graphic organizers	Anchor charts Mentor texts Graphic organizers Newsela Scholastic Scope Scholastic Action IXL

Anchor Standard: (MF) Diverse Media and Formats
By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

		Performance Indicators
Literary Texts	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.
Informational Texts	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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Analyze an idea and the choices made by an author, director, or actor presented using a graphic organizer to record information. - Analyze what is emphasized and/or absent in the different mediums in each work. - Evaluate and synthesize the information and the qualities of different mediums using more than one source - Identify the advantages and disadvantages of the use of different mediums or formats that were used to address the question presented or solve a conflict by using a graphic organizer.	Authors Directors Actos Evaluate Mediums Perspectives Scenes Artistic mediums Multimedia Visually Quantitatively	- Quick writes - Completing graphic organizers and notes to compare and contrast information based on the different mediums - Film analysis	Teacher-made assessments Completed graphic organizers Written responses and notes Teacher observations Benchmark assessments	Venn Diagram Anchor charts Graphic organizer Mentor texts Online videos Newsela Scholastic Scope Scholastic Action

Anchor Standard: (AA) Analysis of an Argument
By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

		Performance Indicators
Informational Texts	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. 🌱

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Evaluate an argument by citing relevant evidence to support claims. - Describe the argument by citing evidence and details from the text to support claims. - Analyze the reasoning and determine if it is sufficient, relevant and sound. - Distinguish between relevant and irrelevant evidence and explain using reasoning.	Delineate Evaluate Argument Claims Reasoning Sound Evidence Relevant Irrelevant Sufficient	- Mini-lessons - Task cards - Annotated notes - Graphic organizers to organizer information and evidence	Teacher-made assessments Written responses Completed graphic organizers Teacher observations	Anchor charts Mentor texts Task cards Graphic organizers Newsela Scholastic Scope Scholastic Action IXL

Anchor Standard: (CT) Comparison of Texts
By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

	Performance Indicators	
Literary Texts	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.
Informational Texts	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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Analyze how the author's ideas are presented based on the different evidence and information in the text to develop a deeper understanding of the same period. - Reflect on the author's ideas and the information they provided to	Analyze Reflect Interpretations Portrayal Accounts Historical Cultural Conflicting facts	- Mini-lessons - Annotated notes - Graphic organizers	Teacher-made assessments Teacher observations Annotated notes Written responses	Mentor texts Graphic organizers Newsela Scholastic Scope Scholastic Action IXL

give different interpretations of different facts on the same period. - Analyze how two or more texts provide conflicting and different information on the same topics. - Identify and reflect on the information presented in two or more texts where the information, facts, or interpretation of the information on the same topic disagrees with each other.			

ENGLISH LANGUAGE ARTS: GRADE 8
DOMAIN: WRITING

Anchor Standard: (AW) Argumentative Writing

By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Performance Indicators

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.**
W.AW.8.1.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.
W.AW.8.1.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.
W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.
W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Create and support an original claim with evidence. - Acknowledge claims from opposing sides of an argument. - Support claims with data, textual evidence, and real world experience. - Use domain-specific vocabulary in the proper context when presenting claims, counterclaims, and evidence. - Apply form and style that is audience appropriate. - Conclude with a section that supports the main points of the argument.	Claim Evidence Counterclaim Rebuttal Introduction Body paragraph Conclusion Hook Reasoning Data Quote Thesis Paraphrase Analysis Citation	- Analyze sample mentor texts - Annotate mentor texts - Peer review - Write an argumentative essay - Turn and Talk/ Think-Pair-Share - Targeted mini-lessons - Revise/edit checklist	Do Now activity Brainstorming/planning Argumentative essay Teacher conferences Teacher-created assessment Teacher observation Exit slips	Google Classroom Microsoft Teams Outlines/Graphic Organizers Mentor text/writing Checklists Rubrics Anchor Charts IXL CommonLit

Anchor Standard: (IW) Informative and Explanatory Writing

By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Performance Indicators

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.**
W.IW.8.2.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.
W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.IW.8.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.IW.8.2.D	Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
W.IW.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
W.IW.8.2.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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials

Students will be able to:
- Write informative texts to convey ideas, concepts and information.
- Organize information using text structures, meaningful transitions, and text features.
- Select relevant information and determine information that is most important.
- Apply domain-specific vocabulary to inform about a topic.
- Apply form and style that is audience appropriate.
- Conclude with a section that supports and analyzes the main points of the written text.
	Focus Question
	Open-Ended Question
	Closed-Ended Question
	Text Structure
	  - Description
	  - Problem and Solution
	  - Cause and Effect
	  - Chronological
	  - Compare and Contrast
	Text Feature
	  - Add Information
	  - Defines
	  - Domain-Specific Words
	  - Organizes Information
	  - Gives A Visual
	Domain-Specific Word
	Research
	Fact
	Bias
	Thesis
	Citation
		- Analyze sample mentor texts
		- Annotate mentor texts
		- Peer review
		- Research paper
		- "On the spot" writing
		- Turn and Talk/ Think-Pair-Share
		- Revise/edit checklist
		- Targeted mini-lessons
			Do Now activity
			Brainstorming/planning
			Research paper
			"On the spot" writing
			Teacher conferences
			Teacher-created assessment
			Teacher observation
			Exit slips
				Google Classroom
				Microsoft Teams
				Outlines/Graphic Organizers
				Mentor text/writing Checklist
				Rubric
				Anchor Charts
				IXL
				CommonLit
				Newsela

Anchor Standard: (NW) Narrative Writing
By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Performance Indicators	
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.**
W.NW.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.NW.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W.NW.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
W.NW.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.NW.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials

Students will be able to:
- Create a narrative with a clear sequence and descriptive details.
- Establish a perspective using appropriate narration techniques.
- Apply a variety of narrative techniques such as dialogue and descriptive language.
- Develop original characters, meaningful setting shifts and fluency of events.
- Use sensory and figurative language to show and describe
	Narrative
	Perspective
	Narration
	  - First-person
	  - Second-person
	  - Third-person
	Character
	  - Round
	  - Flat
	  - Dynamic
	  - Static
	Dialogue
	Descriptive language
	Sensory details
	Figurative language
	Plot
	Characterization
		- Analyze sample mentor texts
		- Annotate mentor texts
		- Narratives (write a continuation of a short story, retell the story from the perspective of a different character, etc.)
		- "On the spot" writing
		- Turn and Talk/ Think-Pair-Share
		- Peer review
		- Revise/edit checklist
		Targeted mini-lessons
			Do Now activity
			Brainstorming/planning
			Narratives (write a continuation of a short story, retell the story from the perspective of a different character, etc.)
			"On the spot" writing
			Teacher conferences
			Teacher-created assessments
			Teacher observation
				Mentor texts (sample essays, etc.)
				Outlines/Graphic organizers
				Google Classroom
				Microsoft Teams
				Revising/Editing Checklists
				Rubrics
				Anchor charts
				IXL
				CommonLit

experiences and events. - Apply form and style that is audience appropriate.				

Anchor Standard: (WP) Writing Process

By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

Performance Indicators

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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Understand and apply the writing process independently. - Utilize tools, experts, and examples for assistance to improve the final writing product.	Planning Brainstorming Draft Revise Publish	- Analyze sample mentor texts - Annotate mentor texts - Partner revisions - Essays (narrative, research, argumentative) - Targeted mini-lessons - Revise/edit checklist - Self-reflection - Revision plan - Goal setting	Do Now activity Teacher conferences Essays (narrative, research, argumentative) Teacher-created assessments Teacher observation Exit slips Writing portfolio	Mentor texts (sample essays and outlines, etc.) Outlines/Graphic organizers Google Classroom Microsoft Teams Revising/Editing Checklists Rubrics Anchor charts

Anchor Standard: (WR) Writing Research

By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Performance Indicators

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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to:	Research Open-ended question	- Analyze sample mentor texts	Do Now activity Teacher conferences	Mentor texts (sample essays and outlines, etc.)

- Create a self-generated question(s) to guide the writing process.
- Conduct research and integrate ideas from multiple sources to incorporate in writing.
	Closed-ended question
	Sources
	  - Primary
	  - Secondary
	Credible
	Bias
	Inquiry
	Fact
	Citation
	Information
	Thesis
		- Annotate mentor texts
		- Partner revisions
		- Research paper, presentation, or project
		- Targeted mini-lessons
		- Revise/edit checklist
			Research paper, presentation, or project
			Teacher-created assessments
			Teacher observation
			Exit slips
				Outlines/Graphic organizers
				Google Classroom
				Microsoft Teams
				Revising/Editing Checklists
				Rubrics
				Anchor charts
				Newsela

Anchor Standard: (SE) Sources of Evidence
By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

Performance Indicators

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. 🌱

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials

Students will be able to:
- Collect information from multiple reliable sources, and determine which information is relevant to support claim and analysis.
	Evidence
	Analysis
	Reflection
	Sources
	  - Primary
	  - Secondary
	Creditability
	Bias
	Plagiarism
	Quote
	Paraphrase
	Citation
		- Analyze sample mentor texts
		- Annotate mentor texts
		- Targeted mini-lessons
		- Revise/edit checklist
			Do now activity
			Teacher conferences
			Essays (narrative, explanatory, argumentative, research)
			Teacher-created assessments
			Teacher observation
			Exit slips
				Mentor texts (sample essays and outlines, etc.)
				Outlines/Graphic organizers
				Google Classroom applications
				Revising/Editing Checklists
				Rubrics
				Anchor charts
				Newsela

Anchor Standard: (RW) Range of Writing
By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Performance Indicators
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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Write in diverse styles within varied time frames and for varied purposes.	Writing Process Brainstorming Draft Revise Publish Reflection Essay Research paper Research Narrative Argumentative/Persuasive Audience	- Journals - "On the spot" writing - Targeted mini-lessons - Revise/edit checklist - Peer review	Do Now activity Teacher-created assessments Teacher observation Teacher conferences Essays (narrative, explanatory, argumentative) Exit slips Journals "On the spot" writing Writing Portfolio	Mentor texts (sample essays and outlines, etc.) Outlines/Graphic organizers Google Classroom Microsoft Teams Rubrics Anchor charts

Anchor Standard: (PE) Participate Effectively

By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Performance Indicators

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.**
SL.PE.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.PE.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.PE.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.PE.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Actively participate in collaborative discussions with peers. - Cite text evidence from relevant material to support analysis and inferences. - Participate in various conversational roles. - Reflect on individual progress and success by setting and tracking achievement of goals. - Demonstrate understanding of others' ideas and utilize them to develop questions that further conversation. - Develop higher-order thinking questions in response to ideas expressed by others. - Express and support inferences with appropriate text evidence.	Text evidence Cite Inference Higher-Order Thinking Questions Collaborative Roles Paraphrase Reflect Respond Elaborate Sentence stems/starters	- Socratic Seminar - Debates - Small Group Presentations - Whole Group Presentations - Lit Circles/Book Clubs - Speed Discussions - Think-Pair-Share - Peer Evaluations - HOT (Higher-Order Thinking Question) Q+A between students	Socratic Seminar - Teacher evaluation - Self-evaluation - Peer evaluation Debates Small Group Presentations (annotated) Peer evaluations Responses to HOT Questions	Google Classroom Rubrics Index Cards Discussion Prep Packets Sentence stems/starters Guiding Questions Self-evaluation sheets/rubrics Peer-evaluation sheets/rubrics Goal trackers/rubrics

Anchor Standard: (II) Integrate Information

By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Performance Indicators

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. 🌿

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Consider and demonstrate an understanding of information presented in diverse formats. - Determine an author's purpose. - Propose possible motives for the production of content.	Motivation/Motive Author's Purpose Analyze Diverse Media Social Political Commercial Inference	- Mini-Lesson - Main Idea - Summarizing - Note-taking - Guided Notes - Inferencing/Predicting - Author's Purpose - Open-Ended Questions	Guided Notes Notes Open-Ended Responses Summaries Claims and Evidence	Online Videos (ie. TedTalk) Podcasts Guided Notes Graphic Organizers Anchor Charts (Author's Purpose, Motives, etc.) Articles Short Stories

Anchor Standard: (ES) Evaluate Speakers

By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Performance Indicators

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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Trace a speaker's argument and identify the claims and evidence provided.	Argument Argumentative Writing Claim Evidence Relevant Effective Irrelevant	- Socratic Seminar - Graphic Organizer to break apart and analyze an argument - Annotating the text - Debates	Graphic Organizers Text annotations Debates Socratic Seminar Discussions and HOT Questions Literature Circles	Graphic Organizers Argumentative Writing Samples Annotating tools (Highlighters, Sticky Notes, Writing Utensils, etc.) Informational Text Samples (for evidence) Socratic Seminar Materials

- Evaluate the validity and efficacy of the evidence provided. - Determine whether an argument is sufficiently supported. - Distinguish between relevant and irrelevant evidence.	Supporting Evidence	- Small Group Analysis or Literature Circles		- Prep Packet - Self-Evaluation - Peer-Evaluation - Discussion Goal Tracker Small Group Analysis/Literature Circle - Role Descriptions - Graphic Organizers

Anchor Standard: (PI) Present Information

By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Performance Indicators

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.

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Communicate claims clearly. - Cite relevant text evidence. - Develop a claim with applicable supporting evidence. - Utilize effective presentation strategies for communication.	Claims Coherent Relevant Evidence Valid Details Communication Skills	- Brainstorm ideas of what qualities a strong presenter has - Watch speeches and/or presentations and analyze and evaluate the speaker's body language - Small group/whole class presentations - Socratic Seminar - Debates - Literature groups/book clubs	Socratic seminar Small groups/whole class presentations Literature groups/book clubs Debates Argument Checklist/Rubric	Mentor presentations Rubrics Checklists Body language anchor charts Sentence stems/starters Organizers Argument anchor charts Rubrics

Anchor Standard: (UM) Use Media

By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Performance Indicators

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

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Utilize digital media to display information in visual formats. - Incorporate multimedia features into presentations. - Incorporate data that quantifies relevant supporting evidence.	Digital Media Multimedia Visual Data Claims Evidence	- Digital Presentations - Small Group Presentations - Individual Presentations - Posters + QR codes linked to digital presentations - Describe what makes a presentation strong and effective - Analyze a presentation and identify its strengths and weaknesses (or areas for improvement) - Rate a presentation based on student-generated criteria - Student-created rubrics for presentations	Digital Presentations Posters w/ Digital Elements Rubrics Evaluations of presentations Whole-Group Discussions Lists Student-generated rubrics & criteria	Google Slides Canva Prezi Microsoft PowerPoint Posters + QR codes to digital media Artistic Supplies Rubrics Presentation Rating Scale

Anchor Standard: (AS) Adapt Speech
By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Performance Indicators

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

Student Learning Objectives	Key Vocabulary	Suggested Tasks/Activities	Evidence of Learning (Assessment)	Resources/Materials
Students will be able to: - Code-switch speech for various purposes. - Recognize when to use formal English while speaking or presenting. - Utilize formal English while speaking or presenting.	Code-switch Context Variety Formal English Informal Appropriate Scenario	- Small Group or Individual Presentations - Socratic Seminar - Conferencing - Peer-Evaluations - Utilize an evaluation tool or rubric to score a sample presentation - Translate an informal passage to incorporate formal English - Student-generated list of Informal Terms to Avoid	Presentations Rubrics Checklist/Tracker of miscues Socratic Seminar Rubrics/Trackers Translations from Informal to Formal Conference Reflections/Takeaways Scenario Sentences	Presentation software (various) Rubrics List of Formal vs. Informal Terms List of Terms to Avoid Sample presentation (video, podcast, teacher-performed) Socratic Seminar Materials Peer-Evaluation Materials Sentence and Scenario Samples

		- Scenario Sentences: Provide various scenarios to which students adapt a standard sentence/exchange		

INTERDISCIPLINARY CONNECTIONS	
Other Core Content Areas	**Math** - 8.SP.A.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. - 8.SP.A.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit (e.g. line of best fit) by judging the closeness of the data points to the line. **Social Studies** - 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. - 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. **Science** - MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
Career Readiness, Life Literacies and Key Skills	- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions. - 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas. - 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. - 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option. - 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.4: Ask insightful questions to organize different types of data and create meaningful visualizations. - 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem.. - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Computer Science and Design Thinking	- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. - 8.1.8.DA.6: Analyze climate change computational models and propose refinements. - 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. - 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). - 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

MODIFICATIONS				
English Language Learners	**Special Education**	**At-Risk of Failure**	**Gifted and Talented**	**504**
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling