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Created By: English Language Arts Curriculum Team

English Language Arts: Curriculum 8th Grade

Content Area: English Language Arts

Unit I:

- Survival!

September 07, 2025 -
November 16, 2025

45 days

Unit II:

- Designing The Future - Inclusion of LGBTQ+ Communities, People With Disabilities/ Varying Abilities, & Diverse Cultures

November 17, 2025 -
January 31, 2026

45 days

Unit III:

- Space Invaders

February 01, 2026 -
April 18, 2026

45 days

Unit IV:

- Do The Right Thing

April 19, 2026 -
June 22, 2026

45 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

TEXTS

Letter from Frederick Douglas to Harriet Tubman

Invictus

A Litany for Survival

Still I Rise

Defeat

The Star Beast

What is Othering?

In this California classroom, students teach each other their home languages — and learn acceptance

A Short Note to my Very Critical and Well-Beloved

Friends and Comrades

The Neighbor's Wife

Hamadi

The Power of Empathy

Introduction / Philosophy

The implementation of a highly successful district-wide English Language Arts program is dependent upon support of the faculty, parents, and school administrators - adults who are active participants in reading and writing who help to foster a learning environment that is supportive of literacy development.

The intent of all curriculum and instructional efforts in the English Language Arts program should be to develop *engaged, reflective, and strategic* learners who, through real-life situations, utilizing technology, and enjoying learning, can apply their knowledge of the English Language Arts across all content areas.

One major goal of the English Language Arts program is to develop effective writers and speakers. Students who are exposed to superior writing and who listen to informative oral presentations can achieve this goal. To be able to examine writing pieces from a critical stance and to view writing as a craft is a critical perspective for students to acquire. Through guided instruction in the classroom, the teacher facilitates students' abilities to understand and to know how to use written and oral language effectively in order to enhance the communication of their ideas.

Another major goal of our English Language Arts program is for students to learn to read, view, and listen effectively in order to construct meaning. Throughout the program, students are asked to respond not only to questions that ask what they have learned as a result of engaging with learning resources, but also to queries that promote reflection upon what they are thinking as they are interacting with these processes. Through guided instruction, students are asked to "think about their thinking" and construct meaning through various modalities.

By the end of eighth grade, all students will have engaged in and developed the skill of citing textual evidence. Students will be exposed to a variety of fiction and nonfiction text, they will have developed their listening skills by viewing numerous multimedia pieces, effectively use their speaking skills in multiple situations, and enhance their writing by citing the most appropriate piece of evidence that will develop their thoughts effectively.

The interrelatedness of English Language Arts instruction cannot be over emphasized; reading, writing, speaking, listening, and viewing

naturally can reinforce one another. Therefore, successful acquisition of one Language Arts skill supports and enhances other skills. Rich literary experiences, including exposure to fiction and nonfiction, serve as a catalyst for developing listening, speaking, reading, viewing, and writing skills.

This curriculum cultivates supportive, safe(r)¹ learning environments for staff and students of varying identities, including but not limited to, the Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Agender, Asexual, Ally+ (LGBTQIA+) communities, People with Disabilities (PwD)/ varying abilities, People of Color (PoC), English Language Learners (ELL), and other backgrounds of students that have been historically erased and therefore excluded from curricula.

There are various ways educators teach respect and acceptance for all people. Educators avoid bias and stereotypes, use affirming language and materials, uplift historical and current achievements, support student aspirations, and present positive representations of varying identities and family units.

According to this advocacy and research organization, The Trevor Project, “Just one accepting adult can save an LGBTQ young person’s life.” The benefits of inclusive, culturally responsive teaching include students’ connections to school staff, peer acceptance and peer intervention, school belonging and well-being, reduced harm, violence, and absenteeism. Additionally, school safety and students’ academic achievement increase due to the demonstration of our school district’s inclusion, diversity, and equity values.

On January 31, 2019, Governor Murphy signed P.L. 2019, c.6 into law. This legislation mandates boards of education to include instruction and adopt “inclusive instructional materials that portray the cultural and economic diversity of society including political, economic and social contributions of persons with disabilities and lesbian, gay bisexual, and transgender people” in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards.

¹ safe(r) is used in place of “safe” due to the reality that a space may not be entirely safe for all individuals. A safe(r) space refers to the intention to create a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.

New Jersey school districts that participated in Garden State Equality’s 2019-2020 Pilot Program influenced Lakewood’s curriculum revisions. Their student survey results provide the foundation that lessons need to cover inclusive topics and be supportive for students. This curriculum offers student-driven, dynamic topics comprehensive of time, place, and people. In June 2020, Black high school students in New Jersey provided feedback recommending educators present new lessons and texts that go beyond the Civil Rights Movement, American Slavery, and Black History Month highlights of Rev. Dr. Martin Luther King, Jr. and Rosa Parks. Instead, the students shared the need to learn about rich histories pre-1492, empowered people, and strong cultures. The suggested topics and essential questions delve into past truths and events commonly sanitized from previous curricula to eliminate “othering” in an academic setting. Selected texts and exposure to diverse and often marginalized writers will serve as “mirrors and windows” for students. It is understood that this journey will be a learning experience for staff and students alike.

Sources:

PDF File: [GLSEN_LGBTQ_Inclusive_Curriculum_Resource_2019_0](#)

Title: “DEVELOPING LGBTQ-INCLUSIVE CLASSROOM RESOURCES”

PDF File: [Excerpts_GLSEN-2017-National-School-Climate-Survey-NSCS-Full-Report.pdf](#)

Title: “The 2017 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation’s Schools”

For more information: See Beliefs, Key Findings, and Mandate [LINK](#)

Inclusive Classroom Framework Questions

Inclusion of LGBTQ+ Communities, People With Disabilities/ Varying Abilities, & Diverse Cultures:

- Whose voice is missing from any of the course’s texts/visual/media representations? Why?
- Which voices haven’t we heard from or which voices are being silenced?
- Which voices are being heard or represented here?
- What influences affect historical perspectives?
- How do you feel the group(s) you identify with are represented in history?
- Why should multiple perspectives be considered?

Inclusive English Language Arts Curriculum Framework Questions

- Are characters within the LGBTQ+ communities, communities of color, and/or people with disabilities/ varying abilities depicted in novels, short stories, and poems?
- How do protagonists and secondary characters portray “cultural and economic diversity of society including political, economic and social contributions of persons with disabilities and lesbian, gay bisexual, and transgender people” ?
- How are LGBTQ+ communities, communities of color, and/or people with disabilities/ varying abilities portrayed in media, current events, biographies, and informational texts?
- How is allyship essential in creating support and acceptance?
- How is allyship expressed in the text? (examples/evidence)
- Why should readers consider multiple perspectives including LGBTQ+, people with disabilities, etc.

Best Practices:

- Inclusive language will be used to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach class projects, activities, and student-led literary discussions.
- Modifications can be made to accommodate any students with specific needs, views, and experiences.
- Introductions to lessons incorporate activities on respect, understanding, and acceptance. Example lesson may include “Privilege Walk”- link
- Introductions to lessons incorporate inclusive, affirming vocabulary - LINK to folder
- Incorporate SEL lessons on self-esteem, character education, empowerment

*Note:include essential questions into lesson guides for quick teacher reference

Inclusion of LGBTQ+ Communities, People /Students with/ Disabilities/Varying Abilities, and Diverse Cultures

Resources:

[Teach LGBTQ](#)

[Creating an Inclusive Curriculum for Secondary Schools](#)

[NJDOE Transgender Guidance and Resources](#)

[GLSEN](#)

[GLSEN Southern New Jersey Chapter:](#)

[GLSEN 2017 SCHOOL CLIMATE SURVEY](#)

[SAFE SPACE KIT](#)

[GLAAD.ORG](#)

[LGBTQ RESOURCES For K-12 Students](#)

[PTA EVERY CHILD IN FOCUS- LGBTQ](#)

[GARDEN STATE EQUALITY](#)

[TOLERANCE](#)

[THE TREVOR PROJECT](#)

[LIT CIRCLE CURRICULUM GUIDES AND LESSONS](#)

Link to folders of resources and PDFS including:

PDF File: GLSEN_LGBTQ_Inclusive_Curriculum_Resource_2019_0

Title: “DEVELOPING LGBTQ-INCLUSIVE CLASSROOM RESOURCES”

PDF File: Excerpts GLSEN-2017-National-School-Climate-Survey-NSCS-Full-Report.pdf

Title: “The 2017 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation’s Schools”

GLAAD, The Human Rights Campaign, and PFLAG also provide comprehensive reference guides on terminology. [LINK](#)

The New Jersey Department of Education has sourced a variety of resources regarding professional development opportunities for school district personnel as well as developmentally appropriate information for students regarding LGBTQ issues. These resources can be found here:

<https://nj.gov/education/students/safety/sandp/transgender/>

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

- 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.

Reading Domain

- 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.

Writing Domain

- 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.
 - 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.
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Speaking & Listening Domain

- 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.

Supporting & Additional Standards

Language Domain

- 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).
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Reading Domain

- 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.
- 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.
- RIAA.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.
- 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.

- 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.
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Writing Domain

- 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.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.

Speaking & Listening Domain

- 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.

Interdisciplinary Standards

Social Studies

Civics, Government, and Human Rights: Civic and Political Institutions

- 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.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.

Civics, Government, and Human Rights: Processes, Rules and Laws

- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Science

- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-PS1-3)

Computer Science & Design Thinking

8.2 Design Thinking

- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4 Life Literacies & Key Skills

- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning
Running Records
Discussion Circles
Turn and Talks

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles
Turn and Talks

<p>Anecdotal Notes Reading/Writing Checklist Demonstration of Learning (Exit Slips) Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> Istation Screening Final Writing Drafts</p>	
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> Essential Questions Reading (Literature & Informational):	<i>Students will be able to....</i> Objectives Reading (Literature & Informational):

- How do I incorporate what I am reading with what I know?
- How do I communicate my thoughts to intended audiences?
- How does grammar, punctuation, and spelling impact a writer's message?
- How does what I write impact or influence readers?
- How does what I read impact what I think and do?
- How can organization of information impact a researcher's interpretation of information?
- Does literature reflect culture or shape it?

Writing:

- How do I make my story more interesting to my readers?
- What kind of organization could be used for this form of writing?
- What kind of voice would be most effective for this form of writing?
- What role does/can figurative and/or sensory language play in fiction narrative writing?
- What kind of voice would be most effective for this form of writing?
- How do I know when I have given enough information?
- What is my point of view?
- How will I know if I have convinced my audience?
- What are the main characteristics of an argumentative essay?
- How is this type of writing similar or different from other genres of writing?
- Who are the likely readers or audiences for this form of writing?
- What kind of organization could be used for this form of writing?

- Identify elements of the story's structure.
- Describe how characters' actions contribute to a story's sequence of events.
- Explain how aspects of a text's illustrations help create mood.
- Use explicit text details to draw conclusions.
- Explain how an author's choice of words affects the text.
- Describe characters and explain how their actions contribute to the sequence of events.
- Determine the message of a story and explain how the details convey the message.
- Compare and contrast the main characters in a story.
- Describe cause-and-effect relationships in text.
- Determine the main idea and supporting details of a text.
- Identify the point of view from which the story is being told.
- Use signal words to identify cause-and-effect connections.
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate.

Speaking and Listening:

- actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts.
- experience multiple opportunities to take part in a variety of structured conversations.
- share roles of participant, leader, and observer.
- develop active listening and group discussion skills.
- formulate arguments to explore ideas during discussion.

Writing:

- Identify the characteristics of a good descriptive paragraph.
- Use exact words to describe.
- Strengthen writing by revising and editing.

<p>LGBTQ+/Students w/Disabilities/Varying Abilities:</p> <ul style="list-style-type: none"> • What challenges are overcome by characters within said groups? • What themes are expressed by characters or speakers struggling to identify and share their true individuality? • Why might people not feel safe to express their identities? • How can we make connections across our differences? • What can allies do to support individuals with identities such as LGBTQ+, Students w/Disabilities/Varying Abilities • How was allyship present in creating support and acceptance? • How was allyship developed or undeveloped among secondary characters? 	<ul style="list-style-type: none"> • Identify the characteristics of dialogue. • Consider audience and purpose when creating dialogue. • Plan character's feelings and ideas for dialogue. • Identify the characteristics of a good personal narrative. • Use thoughts and feelings to express voice. • Put events in order. • Include important and interesting details to tell about events. • Establish a sequence of events while planning a personal narrative. • Finish drafting and begin to revise a personal narrative. • Use technology to publish a personal narrative and opinion pieces. identify fact and opinion. • Write an introduction and conclusion. • Use linking words (because, therefore, since, for example) to connect their opinion to reasons. • Construct an opinion piece that clearly states their point of view and provides reasons to support.
Instructional Plan	
Suggested Activities/Routines	Resources
<p><u>Reading:</u></p> <ul style="list-style-type: none"> • Literary projects • Literature circles • Multimedia projects • Guided reading groups • Classroom discussions • Reading Response Journals • Cooperative Learning Groups • Teacher conferences • Turn and Talks • Pair Shares 	<p><u>Reading:</u></p> <p>Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher www.epicbooks.com www.readinga-z.com www.connected.mcgraw-hill.com CommonLit NewsELA</p>

- Independent reading

Writing:

- Journals/Writer’s Notebook
- Personal Narrative
- Opinion writing piece
- Routine writing
 - Reading response
 - Constructed prose response
 - Journaling

Istation Skills Practice

Writing:

The Writing Strategies Book, Jennifer Serravallo

www.connected.mcgraw-hill.com

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations

- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals

- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students

- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

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

Reading Domain

- 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.
- 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.
- RIAA.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.
- 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.
- 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.

Writing Domain

- 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.
 - G. 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.
 - H. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - I. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - J. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
 - K. Establish and maintain a formal style/academic style, approach, and form.
 - L. 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.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - F. 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.

- G. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - H. 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.
 - I. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - J. 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.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.
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Speaking & Listening Domain

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

of the evidence presented.

Supporting & Additional Standards

Language Domain

- L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - H. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - I. Form and use verbs in the active and passive voice.
 - J. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - K. Recognize and correct inappropriate shifts in verb voice and mood.
 - L. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - M. Use an ellipsis to indicate an omission.
 - N. Recognize spelling conventions.
- I. 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.
 - E. Interpret figures of speech (e.g., verbal irony, puns) in context.
 - F. Use the relationship between particular words to better understand each of the words.
 - G. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - H. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded,

willful, firm, persistent, resolute).

Reading Domain

- 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.
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Writing Domain

- 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.
 - F. 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.
 - G. 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.
 - H. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - I. Establish and maintain a formal or academic style, approach, and form.
 - J. Provide a concluding statement or section that follows from and supports the argument presented.

Speaking & Listening Domain

- 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.

Interdisciplinary Standards

Social Studies

Civics, Government, and Human Rights: Civic and Political Institutions

- 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.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.

Civics, Government, and Human Rights: Processes, Rules and Laws

- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Science

- Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon. (MS-LS1-3)

Computer Science & Design Thinking	
<u>8.2 Design Thinking</u>	
<ul style="list-style-type: none"> ● 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. ● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 	
Career Readiness, Life Literacies, & Key Skills	
<u>9.1 Personal Financial Literacy</u>	
<ul style="list-style-type: none"> ● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 	
<u>9.2 Career Awareness, Exploration, Preparation, and Training</u>	
<ul style="list-style-type: none"> ● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. 	
<u>9.4 Life Literacies & Key Skills</u>	
<ul style="list-style-type: none"> ● 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). ● 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). ● 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 	
Evidence of Student Learning	
<u>Formative Assessments</u> Participation/Observations Questioning Running Records Discussion Circles Turn and Talks Anecdotal Notes Reading/Writing Checklist Demonstration of Learning (Exit Slips)	<u>Alternate Assessments</u> Teacher-created project-based assessment Alternate Running Records Discussion Circles Turn and Talks

<p>Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> DRA-2 Isation Screening Final Writing Drafts</p>	
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i> Essential Questions</p> <p>Reading (Informational):</p> <ul style="list-style-type: none"> • How does understanding a text’s structure help me better understand the meaning? 	<p><i>Students will be able to....</i> Objectives</p> <p>Reading (Informational):</p> <ul style="list-style-type: none"> • Identify Nonfiction selections and their text structure • Read factual material more slowly and carefully than

- How does my speed, accuracy, and expression help me understand what I have read?
- What do readers do when they do not understand everything in a text?

Speaking and Listening:

- How does talking with peers help you grow ideas.
- What is my role in communication (as a listener, speaker, thinker)?
- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

Writing:

- How do writers select the genre of writing for a specific purpose and audience?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?
- How do regular, varied writing opportunities make you a stronger writer?

LGBTQ Inclusion of LGBTQ+ Communities, People /Students with/ Disabilities/Varying Abilities, and Diverse Cultures:

- How is individuality affected by outside perspectives such as news/media platforms as well as social media?
- What does it mean to belong in society?
- How does a person’s identity shape their life experiences as well as impact the people around them?

fiction

- Determine the meaning of academic and domain-specific vocabulary
- Summarize the most important details from a nonfiction text
- Distinguish Main Idea and supporting details in Expository text
- Make inferences about texts, using text ideas, prior knowledge, and experience
- Identify Author’s Purpose

Speaking and Listening:

- actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts.
- experience multiple opportunities to take part in a variety of structured conversations.
- share roles of participant, leader, and observer.
- develop active listening and group discussion skills.
- formulate arguments to explore ideas during discussion.

Writing:

- Write an informative piece with a clear introduction and conclusion.
- Group related information together.
- Use linking words (also, another, and, more, but) to connect ideas within categories.
- Decide if illustrations would aid comprehension.
- Develop a way to present their ideas using facts, definitions and details.

- How can common societal values influence oppression?
- How does a person's background, family values, and culture influence their present?
- How do hardships shape a person's inner strength and resilience?

Instructional Plan

Suggested Activities/Routines

Reading:

- Literary projects
- Literature circles
- Multimedia projects
- Guided reading groups
- Classroom discussions
- Reading Response Journals
- Cooperative Learning Groups
- Teacher conferences
- Turn and Talks
- Pair Shares
- Independent reading

Writing:

- Journals/Writer's Notebook
- Explanatory writing
- Research writing
- Routine writing
 - Reading response
 - Constructed prose response
 - Journaling

Resources

Reading:

Unit Lesson Guides
 Exploring Story Structure and Point of View Anchor Lessons
 The Reading Strategies Book, Jennifer Serravallo
 Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher
www.epicbooks.com
www.readinga-z.com
www.connected.mcgraw-hill.com
 CommonLit
 NewsELA
 Istation Skills Practice

Writing:

The Writing Strategies Book, Jennifer Serravallo
www.connected.mcgraw-hill.com

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)

- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations

- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

- 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.
 - F. 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.
 - G. Analyze the impact of specific word choices on meaning and tone.
 - H. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 - I. 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.
 - J. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Reading Domain

- 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.
- 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.
 - 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.
 - 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.
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Writing Domain

- 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.
 - K. 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.
 - L. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - M. 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.
 - N. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - O. Provide a conclusion that follows from and reflects on the narrated experiences or events.
 - 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.
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Speaking & Listening Domain

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

Supporting & Additional Standards

Language Domain

- L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - P. Form and use verbs in the active and passive voice.
 - Q. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - R. Recognize and correct inappropriate shifts in verb voice and mood.
 - S. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - T. Use an ellipsis to indicate an omission.
 - U. Recognize spelling conventions.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - G. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - H. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
 - I. 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.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - I. Interpret figures of speech (e.g., verbal irony, puns) in context.
 - J. Use the relationship between particular words to better understand each of the words.
 - K. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - L. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Reading Domain

- 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.
 - 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.
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Writing Domain

- 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.
 - K. 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.
 - L. 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.
 - M. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims,

reasons, and evidence.

N. Establish and maintain a formal or academic style, approach, and form.

O. Provide a concluding statement or section that follows from and supports the argument presented.

- 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.
 - M. 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.
 - N. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - O. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - P. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
 - Q. Establish and maintain a formal style/academic style, approach, and form.
 - R. 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.
 - 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.
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Speaking & Listening Domain

- 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.
 - I. 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.
 - J. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - K. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with

relevant evidence, observations, and ideas.

L. 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.

Interdisciplinary Standards

Social Studies

Civics, Government, and Human Rights: Civic and Political Institutions

- 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.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Civics, Government, and Human Rights: Processes, Rules and Laws

- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Science

- MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
- MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.

Computer Science & Design Thinking

8.2 Design Thinking

- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4 Life Literacies & Key Skills

- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning
Running Records
Discussion Circles
Turn and Talks
Anecdotal Notes
Reading/Writing Checklist
Demonstration of Learning (Exit Slips)
Graphic Organizers/Thinking Maps
Response Logs

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles
Turn and Talks

<p>Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> DRA-2 Isation Screening Final Writing Drafts</p>	
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i> Essential Questions</p> <p>Reading (Literature):</p> <ul style="list-style-type: none"> ● How do characters affect the plot of a story? ● How might people change after facing a challenge? ● How do readers walk in other character’s shoes? ● How do readers build theories about characters? 	<p><i>Students will be able to....</i> Objectives</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> ● compare characters and the lessons they learn within and across stories. ● describe and grow theories about the characters in books. ● describe how characters solve their problems and the lessons

- How do readers grow and learn lessons alongside the characters in the books they read?

Speaking and Listening:

- How does talking with peers help you grow ideas.
- What is my role in communication (as a listener, speaker, thinker)?
- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

Writing:

- How does the structure of a narrative text differs from other forms of writing?
- Why are of events presented important?
- How are dialogue and actions used to develop a character?
- Why is closure an important component to narrative writing?

LGBTQ Inclusion of LGBTQ+ Communities, People /Students with/ Disabilities/Varying Abilities, and Diverse Cultures:

- How is individuality affected by outside perspectives such as news/media platforms as well as social media?
- What does it mean to belong in society?
- How does a person’s identity shape their life experiences as well as impact the people around them?
- How can common societal values influence oppression?
- How does a person's background, family values, and culture influence their present?
- How do hardships shape a person’s inner strength and resilience?

they learn.

- envision and make predictions about the characters and the story.
- explain the importance of the details in a story.
- talk and write about what they are reading to show understanding.
- track the changes characters go through.
- use strategies and skills to tackle complex texts and hard words.

Speaking and Listening:

- actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts.
- experience multiple opportunities to take part in a variety of structured conversations.
- share roles of participant, leader, and observer.
- develop active listening and group discussion skills.
- formulate arguments to explore ideas during discussion.

Writing:

- introduce characters and/or narrator and engage them in actions and conversation through the use of dialogue.
- show characters’ responses to situations through description of actions and dialogue.
- organize events in a natural sequence.
- use temporal (time order) words and phrases to signal event order (first, next, then, later).
- create a satisfying conclusion that pulls events in the story together.
- write realistic and imaginary stories.

Instructional Plan	
Suggested Activities/Routines	Resources
<p>Reading:</p> <ul style="list-style-type: none"> ● Literary projects ● Literature circles ● Multimedia projects ● Guided reading groups ● Classroom discussions ● Reading Response Journals ● Cooperative Learning Groups ● Teacher conferences ● Turn and Talks ● Pair Shares ● Independent reading <p>Writing:</p> <ul style="list-style-type: none"> ● Journals/Writer’s Notebook ● Literary Essay ● Routine writing <ul style="list-style-type: none"> ○ Reading response ○ Constructed prose response ○ Journaling 	<p>Reading:</p> <p>Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.epicbooks.com www.readinga-z.com www.connected.mcgraw-hill.com</p> <p>CommonLit NewsELA Istation Skills Practice</p> <p>Writing:</p> <p>The Writing Strategies Book, Jennifer Serravallo www.connected.mcgraw-hill.com</p>
Suggested Options for Differentiation	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visuals ● Gesturing ● Miming and roleplaying ● Use of realia and manipulatives 	

- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic

- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)

- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

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

Reading Domain

- 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.
- 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.
- 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.

Writing Domain

- 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.
 - P. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Q. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - R. 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.
 - S. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - T. 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.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.
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Speaking & Listening Domain

- 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.
 - M. 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.
 - N. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

- O. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- P. 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.

Supporting & Additional Standards

Language Domain

- L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - V. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - W. Form and use verbs in the active and passive voice.
 - X. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - Y. Recognize and correct inappropriate shifts in verb voice and mood.
 - Z. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - AA. Use an ellipsis to indicate an omission.
 - BB. Recognize spelling conventions.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - K. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
 - L. 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.
 - K. 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. Analyze the impact of specific word choices on meaning and tone.
 - M. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 - N. 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.
 - O. 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).
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Reading Domain

- 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.
- 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.
 - 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.
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Writing Domain

- 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.
 - P. 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.
 - Q. 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.
 - R. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - S. Establish and maintain a formal or academic style, approach, and form.
 - T. Provide a concluding statement or section that follows from and supports the argument presented.
- 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.
 - S. 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.
 - T. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and

examples.

- U. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - V. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
 - W. Establish and maintain a formal style/academic style, approach, and form.
 - X. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
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Speaking & Listening Domain

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

Interdisciplinary Standards

Social Studies

Civics, Government, and Human Rights: Civic and Political Institutions

- 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.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.

Civics, Government, and Human Rights: Processes, Rules and Laws

- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Science

- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-PS1-3)

- Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon. (MS-LS1-3)

Computer Science & Design Thinking

8.2 Design Thinking

- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.4 Life Literacies & Key Skills

- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
- 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Evidence of Student Learning

Formative Assessments

Participation/Observations
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 Anecdotal Notes

Alternate Assessments

Teacher-created project-based assessment
 Alternate Running Records
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<p>Reading/Writing Checklist Demonstration of Learning (Exit Slips) Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> DIBELS Isation Screening Final Writing Drafts</p>	
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i> Essential Questions</p> <p>Reading (Literature & Informational):</p>	<p><i>Students will be able to....</i> Objectives</p> <p>Reading (Literature & Informational):</p>

- How do readers construct meaning from text?
- What are the parts of a story?
- What clues in the story tell you about the characters?
- How does my speed, accuracy and expression help me understand what I read?
- How do I recognize the main idea of a text?
- How do I find evidence to support the main idea.

Speaking and Listening:

- How does talking with peers help you grow ideas.
- What is my role in communication (as a listener, speaker, thinker)?
- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

Writing:

- How do writers select the genre of writing for a specific purpose and audience?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?
- How do regular, varied writing opportunities make you a stronger writer?

Inclusion of LGBTQ+ Communities, People /Students with/ Disabilities/Varying Abilities, and Diverse Cultures:

- What challenges are overcome by characters within said groups?

- Identify elements of the story's structure.
- Describe how characters' actions contribute to a story's sequence of events.
- Explain how aspects of a text's illustrations help create mood.
- Use explicit text details to draw conclusions.
- Explain how an author's choice of words affects the text.
- Describe characters and explain how their actions contribute to the sequence of events.
- Determine the message of a story and explain how the details convey the message.
- Compare and contrast the main characters in a story.
- Describe cause-and-effect relationships in text.
- Determine the main idea and supporting details of a text.
- Identify the point of view from which the story is being told.
- Use signal words to identify cause-and-effect connections.
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate.

Speaking and Listening:

- actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts.
- experience multiple opportunities to take part in a variety of structured conversations.
- share roles of participant, leader, and observer.
- develop active listening and group discussion skills.
- formulate arguments to explore ideas during discussion.

Writing:

- introduce characters and/or narrator and engage them in actions and conversation through the use of dialogue.
- show characters' responses to situations through description of

<ul style="list-style-type: none"> • What themes are expressed by characters or speakers struggling to identify and share their true individuality? • Why might people not feel safe to express their identities? • How can we make connections across our differences? • What can allies do to support individuals with identities such as LGBTQ+, Students w/Disabilities/Varying Abilities • How was allyship present in creating support and acceptance? • How was allyship developed or undeveloped among secondary characters? 	<p>actions and dialogue.</p> <ul style="list-style-type: none"> • organize events in a natural sequence. • use temporal (time order) words and phrases to signal event order (first, next, then, later). • create a satisfying conclusion that pulls events in the story together. • write realistic and imaginary stories. • write an informative piece with a clear introduction and conclusion. • group related information together. • use linking words (also, another, and, more, but) to connect ideas within categories. • decide if illustrations would aid comprehension. • develop a way to present their ideas using facts, definitions and details
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Reading:</p> <ul style="list-style-type: none"> • Literary projects • Literature circles • Multimedia projects • Guided reading groups • Classroom discussions • Reading Response Journals • Cooperative Learning Groups • Teacher conferences • Turn and Talks • Pair Shares • Independent reading 	<p>Reading:</p> <p>Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher www.epicbooks.com www.readinga-z.com www.connected.mcgraw-hill.com CommonLit NewsELA Istation Skills Practice</p>

Writing:

- Journals/Writer’s Notebook
- Explanatory writing
- Research writing
- Narrative writing
- Routine writing
 - Reading response
 - Constructed prose response
 - Journaling

Writing:

The Writing Strategies Book, Jennifer Serravallo
www.connected.mcgraw-hill.com

Suggested Options for Differentiation**English Language Learners**

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language

- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson

- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed

- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes: