

CURRICULUM MAP
Language Arts
GRADE 8

Big Idea: Reflections “All About Me” (internal reflection/conflict)

Marking Period 1

Enduring Understandings	Essential Questions	Skills (Objectives)	NJSLs	Assessments
<ul style="list-style-type: none"> ● Authors resolve dilemmas (conflicts, struggles, hurdles) in various ways. ● Writers utilize a variety of elements to assist readers in making inferences or predictions. ● Authors write for a variety of purposes: persuade, inform, entertain. ● Organizational structures and patterns are evident or essential in all texts. ● Authors use specific word choice and vocabulary to convey literary elements to the reader. 	<ul style="list-style-type: none"> ● How do authors resolve conflicts (dilemmas, struggles, hurdles)? ● Why is making inferences or predictions an important skill to utilize when reading? ● Why do authors write for a variety of purposes? ● How does organization affect the structures of a text? ● How are literary elements conveyed through the author’s use of specific word choice? ● How are purposes, audiences, and 	<ul style="list-style-type: none"> ● Identify organizational structures and analyze its effect on the text ● Evaluate purpose and perspective ● Compare and contrast texts for other forms of media ● Infer and hypothesize through context clues ● Determine theme, tone, and mood ● Apply elements of plot to fictional works ● Determine the meaning of words/phrases, including figurative, 	<p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g.,</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ comprehension tests ▪ quizzes ▪ quarterlies (fiction) ▪ class discussion ▪ Evidence Based Selective Responses (EBSR) ▪ Technology Enhanced Constructed Response (TECR) ▪ PVLEGS rubric ▪ Achieve3000 diagnostic lexile evaluation ▪ Narrative Task Quarterly <p>Class Discussion: EXAMPLE: What components of the specific selection help you, as the reader, to determine tone and/or mood?</p> <p>Suggested Summative Assessments: <u>Research Simulation Task (RST) #1</u></p> <p>EXAMPLE: Research an informational topic. Use a wide range of credible print and electronic,</p>

<ul style="list-style-type: none"> ● Writing is produced for a variety of purposes, audiences, and forms. ● Speaker uses distinct voice to introduce themselves, discuss interests, and create comfort when speaking ● Readers review signposts for fiction as a reading strategy ● Readers tackle differentiated, non-fiction tasks catered to specific lexile reading levels ● Readers exercise choice reading from classroom library selections to improve all facets of reading skills. 	<p>forms varied in writing?</p> <ul style="list-style-type: none"> ● How are elements of speaking (PVLEGS) relevant to successful public speaking? ● How are various Signposts relevant to readers' understanding of text in order to connect to layers of literature? ● Why is it important to read and comprehend leveled nonfiction text? ● How does independent reading foster the application of learned reading skills and signpost strategies? <p>Academic vocabulary:</p>	<p>denotative, and connotative meanings.</p> <ul style="list-style-type: none"> ● Produce a variety of well-written compositions for a variety of tasks. ● Identify/apply the conventions of standard English grammar and usage. 	<p>created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations</p>	<p>primary, and secondary resources for your research.</p> <ol style="list-style-type: none"> 1. Research the topic of Downs Syndrome. 2. Perform a close read of "Raymond's Run," applying the prior knowledge of your research. 3. Write a research-simulated task applying medical research to the behavior of the character Raymond in the story. <p><u>Research Simulation Task (RST) #2</u></p> <ol style="list-style-type: none"> 1. Research the topic of wolf dogs and wolf dog hybrid. Use a wide range of credible print and electronic, primary, and secondary resources for your research. 2. Research the characteristics of these animals to prove common misconceptions wrong. 3. Compare/contrast Caliban with the wolf dog research, citing the research to support or oppose the "standard" wolf dog characteristics. <p><u>Literary Analysis Task (LAT)</u></p> <p>EXAMPLE: After reading the short story "Raymond's Run," determine what character traits Squeaky possesses. Then read the poem "Invictus" and note the narrator's strong conviction.</p>
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	<p>vantage point main idea elements of plot theme story-specific key terms organizational structures</p> <ul style="list-style-type: none"> ▪ cause/effect ▪ compare/contrast ▪ chronological <p>annotate denotative/connotative genre suspense point of view</p> <ul style="list-style-type: none"> ● perspective, viewpoint, vantage point <p>Characterization</p>		<p>for writing types are defined in standards 1–3 above.)</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>Compare and contrast the personalities of Squeaky from “Raymond’s Run” and the narrator of “Invictus”. Use specific evidence from each piece to support your answer.</p> <p><u>Narrative Task (NT)</u></p> <p>EXAMPLE: In the short story “The Tell Tale Heart,” the author develops an interesting situation about the narrator’s internal anguish towards the old man’s eye, which in turn is really the narrator’s own acute sense of hearing compiled with his own deteriorating sense of reality.</p> <p>Based on the scene during which the police officers interrogate the narrator, and, in turn, the dismembered body of the old man is discovered and extricated, beneath the floorboards, prepare and write a police report (narrative story) based on the police officers’ perspectives of the narrator’s behavior (i.e. erratic gesticulations). Use specific evidence from the selection to support your written response.</p> <p>Assessments (students may be asked to produce the following)</p> <ul style="list-style-type: none"> ▪ descriptions ▪ essays ▪ myths, legends, fables ▪ fiction
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- anecdotes/narratives
- sequels
- short stories
- reviews/critiques

Suggested Works:
**Collections “Collection 4-
 Approaching Adulthood”**

Textbook and Close Reader

Fiction:

- (PH) “Charles” - Shirley Jackson
- (PH) “Raymond’s Run” - Toni Cade Bambara
- “War of the Wall” - Toni Cade Bambara
- (PH/H) “The Tell Tale Heart” - Edgar Allan Poe
- ***The Tale of the Mandarin Ducks* - Katherine Paterson (picture book)***
- (H) “My Favorite Chaperone”- Jean Davies Okimoto
- (H) “The Monkey’s Paw” - W.W. Jacobs
- (CCClinic) “The Marathon”
- (CCClinic) “Dracula’s Guest” - Bram Stoker
- (CCClinic) “The Fir Tree” - Hans Christian Andersen
- “The Soul of Caliban” - Emma Lindsey-Squier
- (novel) *Swallowing Stones* - Joyce MacDonald

- (novel) *Define Normal* - Julie Anne Peters
- (novel) *Inventing Elliot* -Graham Gardner

Nonfiction / Informational texts:

- (PH) “from An American Childhood” - Annie Dillard
- (PH) “Why Leaves Turn Color in the Fall” - Diane Ackerman
- (CCClinic) *from Life on the Mississippi*” - Mark Twain
- **(PH)“from *Travels with Charley*” - John Steinbeck**

Poetry:

- **(PH)“The Road Not Taken” -Robert Frost**
- (CCClinic)“Invictus” - William Ernest Henley
- (CCClinic)“The Last Leaf” - Oliver Wendell Holmes
- (PH)“Your World” - Georgia Douglas Johnson
- (PH)“Thumbprint” - Eve Merriam
- “I Can Stand Him No Longer” - Raphael Dumas

Classroom Library Titles for student choice reading:

- Jason Reynolds titles
- *Harry Potter* series
- John Green titles
- Rick Riordan
- *Divergent* series

- *The Maze Runner* series
- Kwame Alexander titles
- *Miss Peregrine* series
- *To Kill a Mockingbird*

Professional Resources:

Notice and Note Kyleene Beers and Robert E. Probst

Well Spoken: Teaching Speaking to All Students Eric Palmer

Media Sources:

www.americanfolklore.net

www.poemhunter.com

www.howlingwoods.org

www.discoveryeducation.com

www.pvlegs.com

****Bold indicates text exemplars.***

Differentiation (advanced or struggling students):

- Tiered items such as activity worksheets, graphic organizers, concept maps, writers checklists, and rubrics so that all students work with the same content, but proceed with different levels of support, challenge, or complexity.
- R.A.F.T.T. writing (Role, Audience, Format, Topic, and Technology.)
- Provide “Project Menus”, “Think Dots”, and “Learning Contracts” to provide options in learning.
- Foldables: for use as a study guide, organization for note taking, and vocabulary.
- Use of Frayer Model and Four Square Maps for vocabulary.
- Copy of notes or Power Point presentations and use of “fill-in” notes.

Advanced:

- Choose a poem that reflects that the overall theme of internal reflection or internal struggle/conflict. Replicate the poet’s style by creating an original poem maintaining the original poem’s style, theme, mood, and figurative language examples.

Read two different fiction selections that are written in either a first person vantage point or a third person vantage point. Compare and contrast the plot elements of each selection, and be specific about how the specific perspectives aid in the progression of the plot.

- “Chunking” material by giving students only one facet/step of the assignment at a time.
- Group Work: jigsaws, think-pair-share, small group instruction, literature circles, peer tutoring.
- Use of student inventories to gauge ability levels, progress, and interests.
- Leveled text(s): use of online resources such as Newsela.com and Readworks.org to adjust lexile reading levels for non-fiction texts.
- Use scaffolding strategies to enhance student learning.
- Kinesthetic learning: carousel activities, around-the-room grammar activities, spatial games, charades, touch games (ex: items in a bag to describe), and the use of centers.
- Technology: use of educational websites to practice reading, writing, and grammar skills, computer labs for research and writing, use of a wireless keyboard in the classroom with the LCD projector for modeling writing. Students can contribute ideas by passing around the keyboard and adding to the writing piece.
- Model writing: Provide a copy of an example essay/writing piece for students to have as a resource to follow and mark up. Use the LCD projector to model step-by-step how to develop and organize a composition.
- Conferencing: peer and teacher
- Provide pre-made flashcards for key ideas and vocabulary.
- Provide a copy of credible resources when completing research.

CURRICULUM MAP
Language Arts
GRADE 8

Big Idea: Challenges – “All About You/Them” (external conflicts)

Marking Period 2

Enduring Understandings	Essential Questions	Skills (Objectives)	NJSLs	Assessments
<ul style="list-style-type: none"> ● Characters encounter different types of challenges (external conflicts). ● Characters overcome obstacles (external conflict) in a variety of ways. ● The dynamic or static traits of characters propel the story or events through decision-making . ● Connections among and distinctions between individuals, 	<ul style="list-style-type: none"> ● How/When do characters become engaged in external conflicts? ● How/When do characters resolve the conflicts set before them ● What are the connections/ distinctions among/between the components of texts? ● How do texts make the essential (main) idea evident? ● How are purposes, audiences, and form varied in writing? ● How are elements of speaking (PVLEGS) relevant 	<ul style="list-style-type: none"> ● Identify/Apply the types of external conflicts. ie: man vs. man, man vs. nature, man vs. fate ● Analyze the decisions made by a character through actions, behaviors, events, etc. ● Compare/Contrast texts, examining the structure’s similarities or differences. ● Perform close reading of text, analyzing lines, paragraphs, etc. ● Identify the main idea, citing textual evidence. ● Produce a variety of well-written compositions for a variety of tasks. ● Identify/apply the conventions of standard English grammar and usage. <ul style="list-style-type: none"> ▪ verbals 	<p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas;</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ comprehension tests ▪ quizzes ▪ quarterlies (expository/explanatory) ▪ Evidence Based Selective Responses (EBSR) ▪ Technology Enhanced Constructed Response (TECR) ▪ class discussion ▪ PVLEGS rubric ▪ Achieve3000 diagnostic lexile evaluation ▪ LAT Quarterly exam <p>Class Discussion: EXAMPLE: How are conflicts resolved in the specific texts?</p> <p>Suggested Summative Writing Assessment <u>Narrative Task (NT) #1</u> EXAMPLE: Create an elegy, a 3-stanza Greek poem, providing a lament for the death/mourning for the loss of a loved one.</p> <ul style="list-style-type: none"> ▪ Stanza #1: lament/grief ▪ Stanza #2: praise/admiration ▪ Stanza #3: consolation/solace <p>1. Create an elegy for the character analyzed by Patricia C.</p>

<p>ideas, events, etc. of texts.</p> <ul style="list-style-type: none"> ● Essential ideas are evident within a text. ● Writing is produced for a variety of purposes, audiences, and forms. ● Speaker uses distinct voice to provide information, discuss interests, and increase comfort when speaking ● Readers apply signposts for fiction as a reading strategy ● Readers tackle differentiated, non-fiction tasks catered to 	<p>to successful public speaking?</p> <ul style="list-style-type: none"> ● How are various signposts relevant to readers' understanding of text in order to connect to layers of literature? ● Why is it important to read and comprehend leveled nonfiction text? ● How does independent reading foster the application of learned reading skills and signpost strategies? <p>Academic Vocabulary: conflict types</p> <ul style="list-style-type: none"> ▪ man vs. man ▪ man vs. nature ▪ man vs. society ▪ man vs. machine 	<ul style="list-style-type: none"> ▪ active/passive voice 	<p>provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and</p>	<p>McKissack in the fictional work, "The 11:59" (Lester Simmons).</p> <p>2. Create an elegy for any folk hero mentioned by Patricia C. McKissack's from <i>The Baker Heater League</i>. Choose from John Henry, Casey Jones, or Daddy Joe.</p> <p><u>Narrative Task (NT) #2</u></p> <p>EXAMPLE: Using "The Story-Teller" as a reference for captivating a young audience, create a short story in the form of a fairytale. Use elements of plot and organizational structure to propel and enhance the story.</p> <p><u>Narrative Task (NT) #3</u></p> <p>"Thank You, M'am"</p> <p>EXAMPLE: Imagine it was five years after Roger first met Mrs. Jones. He never made contact with her again until one day when he unexpectedly bumped into her. They both recognize one another, and then have a brief conversation.</p> <p>After his meeting with Mrs. Jones, Roger returned home and decided to pen her a letter.</p> <p>In the same voice as Roger, write a letter to Mrs. Jones expressing gratitude for the lifelong lesson she taught him.</p> <p><u>Literacy Analysis Task (LAT)</u></p> <p>"Thank You, M'am"</p>
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<p>specific lexile reading levels</p> <ul style="list-style-type: none"> • Readers exercise choice reading from classroom library selections to improve all facets of reading skills. 	<p>characterization characters</p> <ul style="list-style-type: none"> ▪ flat/round ▪ dynamic/static ▪ opposition <p>occupation commentary style</p> <p>organizational structures</p> <ul style="list-style-type: none"> ▪ main idea ▪ supporting details ▪ chronological ▪ cause/effect ▪ problem/solution ▪ comparison/contrast 		<p>information through the selection, organization, and analysis of relevant content.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and</p>	<p>EXAMPLE: Think about the young character Roger from the Langston Hughes’ story “Thank You, M’am”.</p> <p>Write an explanatory essay in which you characterize Roger and describe him as a dynamic character.</p> <p><u>Research Simulation Task (RST)</u></p> <p>EXAMPLE: Bioluminescence is the production of light by living organisms. Many individuals have been mesmerized by the living organisms and their light show.</p> <p>While there is a definitive explanation of bioluminescence via science, some individuals may not be aware of this and become fearful of its existence in living organisms, while others feel that its mystery and sense of the unknown is captivating.</p> <p>Does the ignorance of a scientific explanation foster an atmosphere of fear, apprehension, or trepidation?</p> <p>You have read or viewed three sources regarding bioluminescence.</p> <p>Write an informative piece that addresses the question and supports your position with evidence from at least two of the three sources.</p> <ul style="list-style-type: none"> ▪ Source A: “A Glow in the Dark” from <i>Woodson</i> Gary Paulsen ▪ Source B: “Bioluminescent Attraction” (video) www.discoveryeducation.com Dr. Edie Widder ▪ Source C: “Decoding Mysterious Green Glow of the
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			<p>teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>Sea” Science Daily April 5, 2009. University of California</p> <p>Assessments: (students may be asked to produce the following)</p> <ul style="list-style-type: none"> ▪ descriptions ▪ essays ▪ fiction ▪ anecdotes/narratives ▪ sequels ▪ short stories ▪ reviews/critiques <p>Suggested Works:</p> <p>Collections “Collection 1 - Culture and Belonging”</p> <p>Textbook and Close Reader</p> <p>Fiction:</p> <ul style="list-style-type: none"> ▪ (PH) “Tears of Autumn” – Yoshiko Uchida ▪ (PH) “Thank You, M’am” – Langston Hughes ▪ (PH) “The Story-Teller” – Saki (H.H. Munro) ▪ (H) “The Monkey’s Paw” – W.W. Jacobs ▪ (PH) “The 11:59” – Patricia C. McKissack ▪ (PH) from <i>Charly</i> – “Flowers for Algernon” – Daniel Keyes ▪ (PH) <i>The Adventures of Tom Sawyer</i> - Mark Twain ▪ (novel) <i>Kicked Out</i> – Beth Goobie
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			<ul style="list-style-type: none"> ▪ (novel) <i>The Beast</i> – Walter Dean Myers ▪ (novel) <i>The Pigman</i> – Paul Zindel <p><u>Nonfiction/Informational texts:</u></p> <ul style="list-style-type: none"> ▪ (PH) “I Know Why the Caged Bird Sings” – Maya Angelou ▪ (PH) “Cub Pilot on the Mississippi” – Mark Twain ▪ (PH) “On a Woman’s Right to Suffrage” – Susan B. Anthony ▪ (PH) “Glow in the Dark” Gary Paulsen ▪ (PH) “Up the Slide” – Jack London ▪ (CCClinic) excerpted from “The Declaration of Sentiments” – Elizabeth Cody Stanton ▪ (CCClinic) excerpted from <i>Life on the Mississippi</i> – Mark Twain’s memoir ▪ <i>The Building of Manhattan</i> – Donald Mackay – nonfiction ▪ <i>Well Spoken</i> -Erik Palmer <p><u>Challenges of Worker/Work Theme:</u></p> <ul style="list-style-type: none"> ▪ (H) “A Place to Call Home” from the <i>Latehomecomer</i> – Kao Kalia Yang ▪ (PH) from <i>The Baker Heater League</i> – Patricia C. McKissack <p><u>Poetry:</u></p> <ul style="list-style-type: none"> ▪ (H) “The Pow Wow at the End of the World” – Sherman Alexie ▪ (PH) – “The New Colossus” – Emma Lazarus ▪ (PH) “The City is So Big” – Richard Garcia
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			<ul style="list-style-type: none"> ▪ (PH) “Concrete Mixers” – Patricia Hubbell ▪ (PH) “Harlem Night Song” – Langston Hughes ▪ (H) “Chicago” – Carl Sandburg <p><u>Classroom Library Titles for student choice reading</u></p> <ul style="list-style-type: none"> ▪ <i>Refugee</i> Alan Gratz ▪ <i>Drowned City</i> Brown ▪ <i>Return to Sender</i> Alvarez ▪ <i>Operation Redwood</i> French ▪ <i>Unbroken</i> Hillenbrand ▪ <i>The Maze Runner</i> series <p><u>Professional Resources:</u></p> <p><i>Notice and Note</i> Kyleen Beers and Robert E. Probst</p> <p><i>Well Spoken: Teaching Speaking to All Students</i> Eric Palmer</p> <p><u>Media Sources:</u></p> <ul style="list-style-type: none"> ▪ www.biography.com ▪ www.literarynet.org (multiple intelligences assessments) ▪ <i>Flowers for Algernon</i> – movie ▪ <i>The Monkey’s Paw</i> – movie <p>*Bold indicates text exemplars.</p>
<p>Differentiation (advanced or struggling students):</p> <ul style="list-style-type: none"> ● Tiered items such as activity worksheets, graphic organizers, concept maps, writers’ checklists, and rubrics so that all students work with the same content, but proceed with different levels of support, challenge, or complexity. ● R.A.F.T.T. writing (Role, Audience, Format, Topic, and Technology.) ● Provide “Project Menus”, “Think Dots”, and “Learning Contracts” to provide options in learning. 		<p>Advanced:</p> <ul style="list-style-type: none"> ● Ask students to compile a list of their top five books of all time. Then ask students to identify the most evident conflict type in each book listed. Students will share their findings with the class. If students listed the same book, but identified different conflict types, ask students to explain why their choice is correct. 	

- Foldables: for use as a study guide, organization for note taking, and vocabulary.
- Use of Frayer Model and Four Square Maps for vocabulary.
- Copy of notes or PowerPoint presentations and use of “fill-in” notes.
- “Chunking” material by giving students only one facet/step of the assignment at a time.
- Group Work: jigsaws, think-pair-share, small group instruction, literature circles, peer tutoring.
- Use of student inventories to gauge ability levels, progress, and interests.
- Leveled text(s): use of online resources such as Newsela.com and Readworks.org to adjust lexile reading levels for non-fiction texts.
- Use scaffolding strategies to enhance student learning.
- Kinesthetic learning: carousel activities, around-the-room grammar activities, spatial games, charades, touch games (ex: items in a bag to describe), and the use of centers.
- Technology: use of educational websites to practice reading, writing, and grammar skills, computer labs for research and writing, use of a wireless keyboard in the classroom with the LCD projector for modeling writing. Students can contribute ideas by passing around the keyboard and adding to the writing piece.
- Model writing: Provide a copy of an example essay/writing piece for students to have as a resource to follow and mark up. Use the LCD projector to model step-by-step how to develop and organize a composition.
- Conferencing: peer and teacher
- Provide pre-made flashcards for key ideas and vocabulary.
- Provide a copy of credible resources when completing research.

- Assign a type of conflict to each group and have them create and present a multimedia presentation (ski) to illustrate it. In addition, explain how the other types of conflict could change the outcome.

Sample lesson plan:

CURRICULUM MAP
Language Arts
GRADE 8

Big Idea: Voices of Adversity (obstacles/challenges/arguments) “Us”

Marking Period 3

Enduring Understandings	Essential Questions	Skills (Objectives)	NJSLs	Assessments
<ul style="list-style-type: none"> ● Characters and historical figures encounter adversity in a variety of ways, situations, and events. ● Characters and historical figures overcome adversity in a variety of ways. ● Opposition is met by people from all walks of life and all ages. ● Arguments present evidence that support or counter claims. ● Connections among and distinctions between individuals, ideas, 	<ul style="list-style-type: none"> ● In what ways do characters/historical figures encounter diversity? ● In what ways to characters/historical figures overcome adversity? ● How do different people, from all walks of life/all ages, meet and succeed in dealing with opposition? ● How does evidence support or oppose a claim within argument(s)? ● What/Which individuals, ideas, events, etc. of texts shows connections/distinction? 	<ul style="list-style-type: none"> ● Analyze llines, paragraphs, etc. of text using close reading strategies, including Signposts ● Identify the main idea, citing textual evidence. ● Produce a variety of well-written compositions for a variety of tasks. ● Infer and hypothesize about context clues. ● Compare and contrast texts or other forms of media. ● Identify type of adversity: racial, gender, age, ethnic, political; determine how the adversity was overcome, mediated, or dealt with? 	<p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ comprehension tests ▪ quizzes ▪ quarterlies (argumentative/synthesis) ▪ Evidence Based Selective Responses (EBSR) ▪ Technology Enhanced Constructed Response (TECR) ▪ class discussion ▪ PVLegs rubric ▪ Achieve3000 diagnostic lexile evaluation ▪ Portfolio Assessment - Research Simulation Task (RST) <p>Class discussion: EXAMPLE: What is the main idea of the reading selection? How is it identified?</p> <p>EXAMPLE: What adversity do we see characters face and/or overcome at various points of a text?</p>

<p>events, etc. of texts are evident.</p> <ul style="list-style-type: none"> • Writing is produced for a variety of purposes, audiences, and forms. • Readers apply signposts for fiction as a reading strategy • Readers tackle differentiated, non-fiction tasks catered to specific lexile reading levels • Readers exercise choice reading from classroom library selections to improve all facets of reading skills. 	<ul style="list-style-type: none"> • How are purposes, audiences, and forms varied within different modes of writing. • How are various signposts relevant to readers' understanding of text in order to connect to layers of literature? • Why is it important to read and comprehend leveled nonfiction text? • How does independent reading foster the application of learned reading skills and signpost strategies? • How are elements of speaking (PVLEGS) relevant to successful public speaking? 		<p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to</p>	<p>Suggested Summative Writing Assessment <u>Research Simulation Task (RST)</u></p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><i>The Diary of Anne Frank</i> by Frances Goodrich Albert Hackett (play) *mandated text</p> </div> <p>EXAMPLE: Timeline of WWII Jigsaw</p> <ol style="list-style-type: none"> 1. Students will be grouped by the teacher. 2. Researched articles on climactic moments of WWII (or specific experiences/events/etc. of WWII) will be provided to each group. 3. Students will become "experts" in the material provided to them. 4. Students will migrate to join other groups and share the knowledge acquired. <p><u>Narrative Task (NT)</u></p> <p><i>Animal Farm</i> (novel)</p> <p>EXAMPLE: In Chapter 5, Snowball (the character that symbolically represents Leon Trotsky) is chased off the farm's property by the nine dogs raised by Napoleon. While there are rumors as to where Snowball is and with whom he is conspiring, the animals do not know the truth. The pigs' propaganda is</p>
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<ul style="list-style-type: none"> • Speaker uses distinct voice to present information in a poised manner, connect to audience, provide feedback to classmates based on PVLEGS, and continue to increase comfort when speaking 	<p>Academic Vocabulary:</p> <p>adversity argumentative quest/mission inequity liberation resistance</p> <p>ethos pathos logos</p> <p>denotation/connotation critique publish synthesis deduce</p> <p>claims evidence counter cite</p> <p>verbatim paraphrase</p> <p>convey</p> <p>documentary document</p>		<p>supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>clouding the judgment of the animals on Animal Farm.</p> <p>Taking on the persona of Snowball, write a letter from your new location addressing the animals of Animal Farm. The letter should express Snowball's emotions, reactions, experiences, etc. Be sure to take on the charismatic tone that Snowball's speeches and discussions always seem to have.</p> <p><u>Literary Analysis Task (LAT)</u></p> <p><i>Harriet Tubman: Conductor on the Underground Railroad/Guide to Freedom</i></p> <p>EXAMPLE: After reading the excerpt, Harriet Tubman: Guide to Freedom, analyze the poem "Runagate, Runagate" by Robert Hayden.</p> <p>Write an essay explaining how the author, Robert Hayden, uses facts from the time period to convey the plight of runaway slaves.</p> <p>Assessments: (students may be asked to produce the following)</p> <ul style="list-style-type: none"> ▪ descriptions ▪ essays ▪ fiction ▪ anecdotes/narratives ▪ sequels ▪ short stories
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				<ul style="list-style-type: none">▪ reviews/critiques▪ business letter (commend, complain, clarify)▪ PVLEGS rubric <p>Suggested Works: Collections “Collection 5 - Anne Frank’s Legacy”</p> <p>Textbook and Close Reader</p> <p>PAST: Civil War – WWII - Vietnam</p> <p><u>Nonfiction:</u></p> <ul style="list-style-type: none">▪ (PH)“The War in Vietnam” from <i>The American Nation</i>▪ (PH)from <i>Always to Remember: The Vision of Maya Ying Lin</i>▪ (PH/H)from <i>Anne Frank: The Diary of a Young Girl</i>▪ (PH)“Harriet Tubman: Guide to Freedom “▪ from <i>Anne Frank Remembered</i>▪ (H) from Harriet Tubman: Conductor on the Underground Railroad – Ann Petry▪ “Blood, Toil, Tears, and Sweat” Winston Churchill (speech)▪ (H)from <i>Narrative of the Life of Frederick Douglass, an American Slave</i>
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				<p><u>Fiction:</u></p> <ul style="list-style-type: none"> ▪ (PH/H) <i>The Diary of Anne Frank</i> – play ▪ (PH)from <i>An Episode of War</i> – Stephen Crane ▪ (PH)from <i>Anne Frank & Me</i> ▪ (PH) “The Drummer Boy of Shiloh” - Ray Bradbury <p><u>Media resources:</u></p> <ul style="list-style-type: none"> ▪ Paralyzed Veterans of America (radio transcript) ▪ The Wall That Heals (interviews to salute the Vietnam Veterans Memorial) Joe Gossett Jr. ▪ www.history.com ▪ www.annefrank.org ▪ www.ushmm.org ▪ Holocaust Reading Website to Access: https://www.jewishbookcouncil.org/subject-reading-list/holocaust-books-for-young-adults <p><u>Poetry:</u></p> <ul style="list-style-type: none"> ▪ (PH)“Runagate, Runagate” -Robert Hayden ▪ (PH/H)“O’Captain! My Captain!” Walt Whitman ▪ (PH) “The Sky is Low, the Clouds are Mean”- Emily Dickinson ▪ “The Highwayman” – Alfred Noyes
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Suggested Works:

Fiction:

- (H)“Marigolds”- Eugenia Collier
- (novel) *Animal Farm* -George Orwell
- (novel) *And Then There Were None* - Agatha Christie
- (novel) *Kissing Tennessee* - Kathi Appelt
- (novel) *Stargirl* - Jerry Spinelli

[Note: *Stargirl* is also a trade book (7th grade – IN)]

Poetry:

- (H) “Hanging Fire” - Audre Lorde
- (H) “Teenagers” - Pat Mora
- (H) “Find Work”- Rhina P. Espaillat
- (H) “My Mother Enters the Work Force” - Rita Dove

Nonfiction:

- (H) “When Do Kids Become Adults?” *Room for Debate – New York Times*
- (H) “Teens Need Jobs, Not Just Cash” - Anne Michaud
- (H) “Teens at Work” - *The Record Journal* (online editorial)
- (H) “Is 16 Too Young to Drive a Car?”- Robert Davis

- (H) Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens - Allison Aubrey
- (H) *One Last Time* a memoir - Gary Soto
- (Scope) "This is a Face of War" - James Dao

Classroom Library Titles for student choice reading

- *Prisoner B-3087* -Gratz
- *The Librarian of Auschwitz* Antonio -Iturbe
- *The Boy in the Striped Pajamas* and *The Boy at the Top of the Mountain* -Boyne
- *The Girl in the Blue Coat* -Hesse
- *The Book Thief* -Zusack
- *Paper Hearts* - Wiviott - Novel in verse
- *A Bag of Marbles* - Joffo Graphic Novel
- *Maus* -Spiegelman Graphic Novel
- *The Wall/ Terrible Things* -Bunting
- *Unbroken* -Hillenbrand
- *Fallen Angels* -Myers
- *Hiroshima* -Hershey
- *The Hotel on the Corner of Bitter and Sweet* -Ford (Japanese Internment Camps)
- *Refugee* -Gratz

				<ul style="list-style-type: none"> ▪ <i>Drowned City</i> -Brown (graphic novel - Katrina) ▪ <i>Return to Sender</i> -Alvarez ▪ <i>Operation Redwood</i> French (Environmental issues - Redwood trees in CA) <p>Professional Resources:</p> <p><i>Notice and Note</i> Kyleene Beers and Robert E. Probst</p> <p><i>Well Spoken: Teaching Speaking to All Students</i> Eric Palme</p> <p>Bold indicates text exemplars.</p>
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Differentiation

Struggling:

- Tiered items such as activity worksheets, graphic organizers, concept maps, writers checklists, and rubrics so that all students work with the same content, but proceed with different levels of support, challenge, or complexity.
- R.A.F.T.T. writing (Role, Audience, Format, Topic, and Technology.)
- Provide “Project Menus”, “Think Dots”, and “Learning Contracts” to provide options in learning.
- Foldables: for use as a study guide, organization for note taking, and vocabulary.
- Use of Frayer Model and Four Square Maps for vocabulary.
- Copy of notes or PowerPoint presentations and use of “fill-in” notes.
- “Chunking” material by giving students only one facet/step of the assignment at a time.
- Group Work: jigsaws, think-pair-share, small group instruction, literature circles, peer tutoring.
- Use of student inventories to gauge ability levels, progress, and interests.
- Leveled text(s): use of online resources such as Newsela.com and Readworks.org to adjust lexile reading levels for non-fiction texts.
- Use scaffolding strategies to enhance student learning.
- Kinesthetic learning: carousel activities, around-the-room grammar activities, spatial games, charades, touch games (ex: items in a bag to describe), and the use of centers.
- Technology: use of educational websites to practice reading, writing, and grammar skills, computer labs for research and writing, use of a wireless keyboard in the classroom with the LCD projector for modeling writing. Students can contribute ideas by passing around the keyboard and adding to the writing piece.
- Model writing: Provide a copy of an example essay/writing piece for students to have as a resource to follow and mark up. Use the LCD projector to model step-by-step how to develop and organize a composition.

- Conferencing: peer and teacher
- Provide pre-made flashcards for key ideas and vocabulary.
- Provide a copy of credible resources when completing research.

Advanced:

“Making Do: Learning and Growing Through Adversity”

The Learning Network / *The New York Times*

By **TOM MARSHALL** and **MICHAEL GONCHAR**

January 15, 2013 3:58 pm

Social Studies

Overview | How do people manage when the going gets tough? What traits help some people, or whole societies, succeed where others fail?

In this lesson students will first survey their own experience of adversity, looking for moments in which they managed to overcome obstacles or witnessed others doing so. Then they will explore coverage in *The New York Times* to seek a broader understanding. Finally, students can write narratives in which they propose a theory on how people overcome challenges, based on their research and personal experience.

Materials | Computers with Internet connection for students to read articles from *The Times* online, or copies of articles as needed; projector to display article and slide show; wall or online map showing the location of **Latvia** in Eastern Europe.

Warm-Up | Tell students: *Today we're going to look at some of the qualities that help people to overcome obstacles and succeed when the going gets tough. To start, I want you to think of a time when something was really hard for you but you succeeded, or a time when you witnessed someone facing a big challenge and managed to handle it. It could be a situation from your own life, a friend or relative, or something you read about or saw on TV.*

Rather than ask you to talk about that situation, I'd like you to open up your notebooks to a fresh page and spend a few minutes writing about it. Please summarize two things: 1) What was the problem or obstacle? 2) What were the things you or someone else did to overcome that challenge?

After students have had time to write, you can introduce the related article and help students locate Latvia on a world map.

Now we're going to read a story about a country, Latvia, that has been coping with severe economic challenges. As we read, please watch for examples that show how people there have responded when faced with a challenge.

Related | Life got hard in tiny Latvia when the global economy slipped toward recession in 2008. But unlike people in other struggling European countries, few Latvians went on strike or protested when the government cut back on services. According to the following article, **Used to Hardship, Latvia Accepts Austerity, and Its Pain Eases**, people scrimped, saved, and looked for work wherever they could find it.

“What can you achieve in the street? It is cold and snowing,” said Peteris Krigers, president of the Free Trade Union Confederation of Latvia. Organizing strikes, he said, is nearly impossible. “It is seen as shameful for people who earn any salary, no matter how small, to go on strike.”

Background Vocabulary: Read the entire article and related slide show with your class, then answer the questions below. You may wish to introduce students to the following words or concepts before reading: *credit-fueled economic boom, austerity drive, European Union, budget deficit, exports, émigré.*

Questions | For reading comprehension and discussion:

1. Give me some examples of people in the story who overcame adversity.

2. What did they do when things got tough?
3. Is there a suggestion here that Latvians are different than other Europeans, such as the Greeks? Why might that be?
4. Is there anything in Latvia's history that might explain such a difference?
5. Does everyone in the story agree with the idea that Latvia is a success story?
6. Based on what you've read, do you think Latvia offers any lessons for people who struggle in America or other parts of the world?

A Time to Fight: Faced with the foreclosure of her home, LaKeisha Tuggle of Detroit devised creative solutions to weather economic hardship. [Go to related article »](#)

Activity | Ask students to write a personal narrative in which they explain how people overcome challenges. Each narrative should include both personal elements, based on student experience or observations, and research based on coverage from at least three stories in The Times or elsewhere.

Students may wish to begin by continuing their personal brainstorming, writing down examples of people from their own experience who have faced and managed adversity.

They can then search the archives or track coverage of The New York Times for stories that match their interests, using appropriate keywords or exploring Times Topics pages on [Recession](#), [Unemployment](#), [Layoffs and Job Reductions](#), or similar issues. (Note: teachers may wish to coach students to look for profiles or other stories with a focus on human experience.)

Students may also consider stories from the list below, looking for examples or research that sheds light on their personal stories.

QUESTIONS TO CONSIDER

1. How do people find the strength to overcome adversity? These two stories describe very different situations, but in both cases the people struggling with adversity find the strength to keep fighting. In [“The Power That Wouldn't Fail,”](#) Breland Archbold pulls his school football team together even though the whole team was displaced by Hurricane Sandy. In [“Life in the Red,”](#) LaKeisha Tuggle fights to hold onto her home despite losing her job and facing foreclosure.

2. Can different child-rearing or parenting practices make people more resilient? One commentator thinks so. Her story about [hands-off parenting](#) in Kenya and other African countries looks at what children can accomplish if their parents give them a “long leash.” Other research seems to support the idea that [resilience can be taught](#). Have you seen examples of children whose parents force them to grow up quickly and take on real responsibilities?

3. Or, does genetics determine how well we can overcome adversity? [Adversity depresses some, but not others](#), because certain genes may confer emotional resilience. But researchers have found some evidence that genetics, in combination with a person's environment, helps some people to recover more effectively, as in this story about recovering from [sexual abuse](#). (Note to teachers: you may wish to review this story, which contains some graphic descriptions.)

4. Perhaps suffering through pain and hardship makes people stronger? In this [article](#), reporter Benedict Carey looks at research that suggests there's a “sweet spot” when it comes to learning from hardship. Too much or too little might be harmful, but the right amount can provide us with needed experience and resilience.

Senator Olympia Snowe writes about her own [early experiences with hardship](#), and how they helped to shape her life. And in a [recent memoir](#), Supreme Court justice Sonia Sotomayor writes “exceptionally frank account of the challenges that she faced during her ascent from a public housing project to the court's marble palace.” Or, read additional examples we collected in a previous lesson from sports, politics and business of [how failure can teach important lessons in life](#).

5. Maybe unrestrained optimism is the best strategy? Jane E. Brody suggests that [optimism in the face of adversity](#) may actually lead to a richer life. And, writer Judith Warner explores what makes millennials tick in her story about [“The Why-Worry Generation”](#) and the recession. Does this attitude ring true for you?

6. Can government or charity help people to land on their feet? Or, are personal qualities more important? Though any day's Times will yield many pieces that can address this big question, here is a story to start with about one man's experience. Read about Tyrone Freeman, a man who **found a job** after months of struggle, and figure out which personal qualities or outside factors helped him to finally reach his goal.

7. Does success lie in frugality and personal responsibility? Read these stories about the **challenges of saving**; one writer's attempt to **sell his stuff** for cash; and the dilemma of **spending versus saving** for low-income families. Then decide for yourself whether bottom-line thinking can make a difference during hard times.

8. What else can the economic crisis in Europe teach us about overcoming adversity? Other nations besides Latvia have been trying to weather the economic storm: Greece, Spain and Ireland, for example. What light can the experiences in those countries shine on how best to deal with hardship? Consider this multimedia feature and related stories on **Europe's troubles**. Then read this feature by Russell Shorto, "**The Way Greeks Live Now**", looking for examples in which people work to rise above adversity.

Common Core ELA Anchor Standards, 6-12

Reading

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CURRICULUM MAP
Language Arts
GRADE 8

Big Idea: Unity (interpersonal/intrapersonal) “All”

Marking Period 4

Enduring Understandings	Essential Questions	Skills (Objectives)	NJSLs	Assessments
<ul style="list-style-type: none"> ● Characters and historical figures unite together for a purpose in a variety of ways, situations, and events. ● Characters and historical figures join together to accomplish a common goal when faced with adversity. ● Alliances are formed to limit partiality. ● Harmony and peace can be attained when characters/historical figures stand together for a cause. 	<ul style="list-style-type: none"> ● For what purpose(s) do characters and/or historical figures unite? ● How are common goals accomplished when characters/people join together? ● How do alliances limit partiality? ● How can harmony and peace be attained when characters/historical figures stand together for a cause? ● What/Which individuals, ideas, events, etc. of texts shows connections or distinctions? ● How are purposes, audiences, and forms 	<ul style="list-style-type: none"> ● Determine the central idea of a text. ● Analyze connections/distinctions among/between texts. ● Perform close reading of text, analyzing lines, paragraphs, etc., using strategies including identification of Signposts. ● Identify the main idea, citing textual evidence. ● Produce a variety of well-written compositions for a variety of tasks. ● Utilize conventions of writing properly. ● Infer and hypothesize through context clues 	<p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ comprehension tests ▪ quizzes ▪ quarterlies (nonfiction) ▪ class discussion ▪ Evidence Based Selective Responses (EBSR) ▪ Technology Enhanced Constructed Response (TECR) ▪ PVLEGS Rubric ▪ Speaking and Listening Presentation Quarterly <p>Class Discussion: EXAMPLE: What is the importance or significance of volunteerism and its influence and impact on our society?</p> <p>EXAMPLE: What are the potential repercussions for a society that is lackluster when faced with the idea of unity?</p> <p>Summative Writing Assessment</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>*sample lesson plan <u>Research Simulation Task (RST)</u></p> </div> <ul style="list-style-type: none"> ▪ Source A: from <i>Sharing in the American Dream</i> - Colin Powell

<ul style="list-style-type: none"> • Connections among and distinctions between individuals, ideas, events, etc. of texts are evident. • Writing is produced for a variety of purposes, audiences, and forms. • Speaker uses distinct voice to present information connected to a course of study from the academic year. Focus on poise, gestures, and visual aids in order to connect to audience, while receiving feedback from classmates based on PVLEGS. 	<p>varied within different modes of writing?</p> <ul style="list-style-type: none"> • How are elements of speaking (PVLEGS) relevant to successful public speaking? • How are various signposts relevant to readers' understanding of text in order to connect to layers of literature? • Why is it important to read and comprehend leveled nonfiction text? • How does independent reading foster the application of learned reading skills and signpost strategies? <p>Academic Vocabulary: emigrate immigrate emancipation boycott</p>	<ul style="list-style-type: none"> • Compare and contrast texts or other forms of media. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Orally present claims and findings clearly and concisely. 	<p>plagiarism and following a standard format for citation.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL. 8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner...and clear pronunciation.</p> <p>SL. 8.5. Integrate multimedia and visual</p>	<ul style="list-style-type: none"> ▪ Source B: "To Be of Use" - Marge Piercy ▪ Source C: <i>Deadliest Catch</i> www.discovery.com ▪ Source D: "Baseball Kids" - Brian Braker <p>Summary</p> <ul style="list-style-type: none"> • Perform close reading of the nonfiction excerpt • Define and identify new vocabulary in the nonfiction excerpt and the poem • Examine the use of metaphors and personification in the poem ▪ Determine the theme of the poem ▪ View a multimedia video clip ▪ View a photography <p>Academic vocabulary</p> <ul style="list-style-type: none"> ▪ unity ▪ interpersonal ▪ intrapersonal <p>Objectives</p> <ul style="list-style-type: none"> ▪ Read from <i>Sharing in the American Dream</i> - Colin Powell *excerpt ▪ Critically examine the poem "To Be of Use" - Marge Piercy *poem ▪ View a multimedia video clip from <i>Deadliest Catch</i> – www.discovery.com
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<ul style="list-style-type: none"> ● Readers apply signposts for fiction as a reading strategy ● Readers tackle differentiated, non-fiction tasks catered to specific lexile reading levels ● Readers exercise choice reading from classroom library selections to improve all facets of reading skills 	<p>amendment partial alliance unity</p> <p>interpersonal intrapersonal</p> <p>intolerance tolerance</p>		<p>displays into presentations...and add interest.</p> <p>SL. 8.6.Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the</p>	<ul style="list-style-type: none"> ▪ View a photograph “Baseball Kids” - Brian Braker <p>Required Materials</p> <ul style="list-style-type: none"> □ Class set of from <i>Sharing in the American Dream</i> □ Class set of “To Be of Use” □ Use of a laptop, desktop, or tablet to view episode from <i>Deadliest Catch</i> □ Class set of photograph “Baseball Kids” <p>Procedures</p> <ul style="list-style-type: none"> ▪ Perform close reading of the nonfiction excerpt <ul style="list-style-type: none"> ○ Discuss the importance of volunteerism and its influence and impact on our society ○ List the repercussions and ramifications noted without a sense of unit within our society ▪ Define and identify new vocabulary in the nonfiction excerpt and the poem <ul style="list-style-type: none"> ○ Use of context clues to determine definitions of unfamiliar vocabulary ▪ Examine the use of metaphors and personification in the poem <ul style="list-style-type: none"> ○ Use of a graphic organizer to identify and
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			<p>role of particular sentences in developing and refining a key concept.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>categorize the variety of figurative language</p> <ul style="list-style-type: none"> ▪ Determine the theme of the poem <ul style="list-style-type: none"> ○ Application of the poem’s theme/message to real life and other worldly experiences ▪ View a multimedia video clip <ul style="list-style-type: none"> ○ Note details that demonstrate unity ▪ View a photograph <ul style="list-style-type: none"> ○ Note details that demonstrate unity <p>Closure List and define new vocabulary words that exemplify a positive connotation.</p> <p><u>Research Simulation Task (RST):</u> Why is the admiration of working for and with others, towards a common goal, a significant idea to foster in today’s society? Write an informative piece that addresses and analyzes the question and supports your position with evidence from at least three of the four sources. Be sure to acknowledge competing views. You may give examples from past and current events or issues to illustrate and clarify your position. You may refer to the sources by their titles (Source A, Source B, Source C, Source D).</p> <ul style="list-style-type: none"> ● Use an RST graphic organizer. <p>Assessments: (students may be asked to produce the following)</p> <ul style="list-style-type: none"> ▪ descriptions
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- essays
- fiction
- anecdotes/narratives
- sequels
- short stories
- reviews/critiques

Suggested Works:

Collections “Collection 3 - The Move Toward Freedom”

Textbook and Close Reader

Nonfiction:

- (PH) “The American Dream”
-Martin Luther King
- (PH)from *Sharing in the American Dream* - Colin Powell online transcript
- (PH)from *The Baker Heater League* - Patricia C. McKissack
- (PH/H) “Choice: A Tribute to Martin Luther King, Jr.” - Alice Walker
- (PH)“Words to Sit in Like Chairs” Naomi Shihab Nye
- (PH)“My Own True Name”- Pat Mora
- “The Gettysburg Address”
-Abraham Lincoln
- (PH)Brown vs. Board of Education – Walter Dean Myers
- (PH)“Emancipation” from Lincoln: A Photobiography - Russell Freedman

- (PH) *From Across America on an Emigrant Train* - Jim Murphy
- (novel) ***Warriors Don't Cry*** - Melba Pattillo
- (novel) ***Roll of Thunder, Hear My Cry*** - Mildred Taylor
- (excerpt) from *Travels with Charley* - John Steinbeck
- (novel) ***Freedom Walkers: The Story of the Montgomery Bus Boycott*** - Russell Freedman
- ***U.S. Preamble and First Amendment to the United States Constitution (1787, 1791)***

Fiction:

- (PH) "An Hour with Abuelo" - Judith Ortiz Cofer
- (PH) "Charles" - Shirley Jackson
- (PH) "The 11:59" - Patricia C. McKissack
- (novel) *Define Normal* - Julie Anne Peters
- (novel) *The Battle of Jericho* - Sharon Draper
- (novel) *Kissing Tennessee: and Other Stories from the Stardust Dance* - Kathi Appelt
- (novel) *Rules of the Road* - Joan Bauer

Classroom Library Titles for student choice reading

- *The Curious Incident of the Dog in the Night-Time* Haddon
- *Night* -Wiesel
- *Of Mice and Men* -Steinbeck
- *Wintergirls* -Anderson
- *A Separate Peace* -Knowles
- *Somewhere There is Still a Sun* -Gruenbaum
- *Prisoner B-3087* -Gratz
- *One Goal: ...* -Bass
- *Harry Potter* series
- *The Maze Runner* series
- *Divergent* series
- John Green titles
- Jason Reynolds titles
- Kwame Alexander titles

Professional Resources:

Notice and Note Kyleen Beers and Robert E. Probst

Well Spoken: Teaching Speaking to All Students Eric Palmer

Media resources:

- www.history.com
- www.biography.com
- www.abcnews.com
- www.discovery.com - *Deadliest Catch*
- Photography: "Baseball Kids" Brian Braker
- *Freedom Riders* PBS
- *The Murder of Emmett Till* (DVD)
- www.emmettillmurder.com

				<p>Poetry:</p> <ul style="list-style-type: none"> ▪ (PH)“Ellis Island” - Joseph Bruchac ▪ (PH)“To Be of Use” – Marge Piercy ▪ (PH)“<i>O’Captain! My Captain</i>” - Walt Whitman <p>Bold indicates text exemplars.</p>
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**Differentiation:
Struggling Students**

- Tiered items such as activity worksheets, graphic organizers, concept maps, writers checklists, and rubrics so that all students work with the same content, but proceed with different levels of support, challenge, or complexity.
- R.A.F.T.T. writing (Role, Audience, Format, Topic, and Technology.)
- Provide “Project Menus”, “Think Dots”, and “Learning Contracts” to provide options in learning.
- Foldables: for use as a study guide, organization for note taking, and vocabulary.
- Use of Frayer Model and Four Square Maps for vocabulary.
- Copy of notes or PowerPoint presentations and use of “fill-in” notes.
- “Chunking” material by giving students only one facet/step of the assignment at a time.
- Group Work: jigsaws, think-pair-share, small group instruction, literature circles, peer tutoring.
- Use of student inventories to gauge ability levels, progress, and interests.
- Leveled text(s): use of online resources such as Newsela.com and Readworks.org to adjust lexile reading levels for non-fiction texts.
- Use scaffolding strategies to enhance student learning.
- Kinesthetic learning: carousel activities, around-the-room grammar activities, spatial games, charades, touch games (ex: items in a bag to describe), and the use of centers.
- Technology: use of educational websites to practice reading, writing, and grammar skills, computer labs for research and writing, use of a wireless keyboard in the classroom with the LCD projector for modeling writing. Students can contribute ideas by passing around the keyboard and adding to the writing piece.
- Model writing: Provide a copy of an example essay/writing piece for students to have as a resource to follow and mark up. Use the LCD projector to model step-by-step how to develop and organize a composition.
- Conferencing: peer and teacher
- Provide pre-made flashcards for key ideas and vocabulary.
- Provide a copy of credible resources when completing research.

Advanced:

- Students will use <http://www.nationalservice.gov> to research and locate a volunteer opportunity in our community (city, state).
 - Use the “Volunteer Opportunity Results” page, read the description of responsibilities

- In an essay, explain why you would choose the specific volunteer opportunity. Use specific evidence from the website to develop your well-written essay.