



TOMS RIVER REGIONAL SCHOOLS

ELA

Grade 8

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Board Approval: August 21, 2019
Revised: August 2022

Philosophy, Mission and Vision

Philosophy:

The goal of our English language arts program in grades 6-12 is to support students in becoming lifelong readers and critical thinkers. In order to meet this goal we have vertically aligned our practices with our K-5 program, implementing independent reading and classroom libraries in grades 6-12. The goal of classroom libraries and independent reading is for students to explore context-rich content in order to master the standards and skills required at each grade level. Increasingly, we aim to create a more diverse curriculum not only in our libraries, but also in our book clubs and whole group reading experiences.

Mission:

Through an exposure to a variety of culturally rich and diverse texts, both fiction and informational, we will give children opportunities to see and learn about themselves, gain insights into unfamiliar worlds, and build tolerance and acceptance for others. Student-centered, dynamic classroom instruction will motivate middle grade students to become active participants in the learning process.

Vision:

We strive to create passionate, self-motivated, lifelong learners with effective communication skills. Our goal is for all students to develop into habitual readers, skilled writers, convincing speakers, empathetic listeners, and critical thinkers.

Course description and/or program overview:

Grade Eight English Language Arts offers a fully integrated program of activities that combines reading, writing, language, speaking, and listening at its core. Students are guided toward a greater self-awareness through their varied experiences in both reading and writing. In recent years, there has been an increased emphasis on the use of informational text to complement the fiction units of instruction in order to meet the demands of the New Jersey Student Learning Standards. In addition to the use of portfolios during writing instruction, teachers use reading and writing conferences on a regular basis. Independent reading has become a priority in our classrooms, as research demonstrates that an abundance of choice reading--and the allowance of class time to do so--greatly benefits middle school students, increasing their odds of becoming lifelong readers.

| UNITS | PACING GUIDE |
|---|--|
| <p>UNIT 1: Reflections (internal reflection/conflict) : Literature: Fiction Poetry Narrative Task (NT) Portfolio Development Informational Text</p> | <p>September, October, November 45 days</p> |
| <p>UNIT 2: Challenges (external conflicts): Literature: Fiction Poetry Informational Reading: Nonfiction Portfolio Development Literary Analysis Task (LAT)</p> | <p>November, December, January 45 days</p> |
| <p>UNIT 3: Voices of Adversity (obstacles/challenges/arguments): Informational Reading: Nonfiction Argumentative Writing Portfolio Assessment Research-Simulated Tasks (RST) Literature and Drama</p> | <p>January, February, March 45 days</p> |
| <p>UNIT 4: Unity (interpersonal/intrapersonal): Speaking and Listening Literature and Informational Text Portfolio Completion Literature and Drama</p> | <p>April, May, June 45 days</p> |

Unit 1 Overview

Unit Summary:

Unit One explores the required reading skills and strategies for the successful comprehension of fictional texts in a variety of forms using Signposts for fiction. The construction of creative narratives is performed effectively using the Six Traits and/or the writing process.

Enduring Understandings:

Students will understand that...

- Making predictions while reading is part of an active reading strategy to assist in comprehension.
- Understanding an author's purpose enhances student understanding of varied texts.
- Writing is a recursive process, and writers draw on real-life experiences for inspiration.
- Author's style has many components that unify to create voice.
- Writers use the knowledge of language and its conventions when writing, speaking, reading, and listening.
- Readers review Signposts for fiction as a reading strategy.

Essential Questions:

- How is literature like life?
- What can a reader know about an author's intentions based on only reading of the text?
- In what ways are all narratives influenced by bias and perspective?
- What influences a writer to create?
- Why is the command of the conventions of Standard English when writing and speaking a necessary skill?
- How do authors resolve conflicts (dilemma, struggles, hurdles)?
- How are various Signposts relevant to readers' understanding of text in order to connect to layers of literature?
- How does independent reading foster the application of learned reading skills and Signpost strategies?

Standards

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.

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.

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.

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.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.)

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.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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.

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for [SEL](#)

| 21st Century Life and Careers | Technology |
|---|---|
| <p><i>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</i></p> <p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p>Relate earning power to quality of life across cultures. Communicate clearly and effectively and with reason (9.1.8.A.4 CRP4.)</p> <p>Note that the NJSLs provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards <u>and</u> 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific Standards, see</p> | <p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. (8.1)</p> |

Unit Objectives:

Students will know...

- Collaborative learning techniques
- Literary elements: (theme or central idea, relationship of character, setting, or plot)
- Sequencing
- Compare/contrast methods
- Conflict/ resolution
- Vocabulary strategies
- Reading strategies for literature
- Open-ended response format
- Oral presentation skills
- Conventions of electronic texts and other media
- How to integrate technology
- Conventions of standard English
- How to successfully incorporate writing strategies to develop narrative descriptive, and speculative writing
- Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling

Students will be able to...

- Participate successfully in cooperative learning groups such as literature circles
- Identify literary elements and provide examples from multiple works
- Sequence events in a short story, compare/contrast characters, themes and events in two short stories
- Identify and label the elements of plot in a short story
- Utilize graphic organizers effectively
- Make and revise predictions and draw conclusions
- Apply vocabulary strategies such as semantic map to decode, understand words in context, and to increase advanced vocabulary usage including figurative, denotative, and connotative meanings.
- Read grade appropriate texts aloud and engage in sustained silent reading using various reading strategies and reflection
- Compare/contrast the elements of literature focusing on thematic connections
- Use the writing process to create first person and third person narratives and descriptive and speculative essays
- Utilize journal writing to analyze literature
- To write open-ended responses to analyze literature
- Deliver and critique oral presentations based upon literary readings, inquiry and research, and analysis
- Analyze and evaluate electronic texts and other media forms using sound, listening, and viewing strategies
- Incorporate technology to enhance learning
- Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking.

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| Student Learning | |
|---|---|
| Core Instructional Materials and Resources | Supplemental Instructional Materials and Resources |
| <ul style="list-style-type: none"> ● HMH’s <i>Collections</i> Grade 8 Textbook <ul style="list-style-type: none"> - Collection 1: Culture and Belonging - Collection 2: The Thrill of Horror - Collection 3: The Move Toward Freedom - Collection 4: Approaching Adulthood - Collection 5: Anne Frank’s Legacy - Collection 6: The Value of Work ● <i>The Diary of a Young Girl</i>, by Anne Frank | <p>6 + 1 Traits of Writing frameworks, newspapers, magazines, writing programs, test prep materials, websites, English workshop activities, novels, PLC materials, <i>Reading in the Wild, Book Love, A Novel Approach, Disrupting Thinking, Readicide, Well Spoken, Performance Assessment, Close Reader</i>, audio accompaniment</p> <p>Stories: short stories in <i>Collections</i>; author study of Poe, Twain, London, Hughes, Angelou, Jackson (includes short stories and poems by each author).</p> <p>Suggested Readings:</p> <p>Short Stories:</p> <ul style="list-style-type: none"> • “Charles” • “Monkey’s Paw” • “King of Mazy May” • “The Storyteller” • “Frankenstein” • “Thank You M’am” • “Choices” • “The Tell-Tale Heart” • “The Raven” • “Annabel Lee” • “The Outsider” • “Ransom Of Red Chief” • “Story of An Eyewitness” <p><u>Whole Class/Circulating Library Options:</u></p> <p><i>Animal Farm</i></p> <p><i>The Beast</i></p> <p><i>Trouble</i></p> <p><i>Downriver</i></p> <p><i>The Raft</i></p> <p><i>Inventing Elliot</i></p> <p><i>Give a Boy a Gun</i></p> <p><i>Kissing Tennessee</i></p> <p><i>Poe 18 Best Stories</i></p> <p><i>The Martian Chronicles</i></p> <p><i>Stargirl</i></p> |

Swallowing Stones
The Pigman
Monster
Red Kayak
Warriors Don't Cry
Adrift
Eleven
Among the Imposters
Among the Betrayed
I Have Lived a Thousand Years
Flush
Drivers Ed
Kicked Out
Twelve Angry Men
Close to Shore (YA version)
The Last Lecture (excerpts)
Unbroken (YA version)
Fahrenheit 451
The Pearl
The Battle of Jericho
Define Normal
Bronx Masquerade
Salt to the Sea

Sample Classroom Library Titles for student choice reading:

- Jason Reynolds titles
- Harry Potter series
- John Green titles
- Rick Riordan titles
- Alan Gratz titles
- Divergent series
- The Maze Runner series
- Kwame Alexander titles
- Miss Peregrine series
- To Kill a Mockingbird
- The Book Thief

Accommodations/Modifications

**Assessment
(All forms must be identified)**

Students at Risk of School Failure:

- After school tutoring

Formative:

- Do-Nows
- Literature responses/circles

- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous student grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- “Buddy” Student (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments

- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- iReady Diagnostics
- Common Grade-Level Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Grade-Level Assessment
- iReady Diagnostic
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternate:

- Student one-on-one/small group presentation
- independent reading/conferences
- Literature Circles

provided as needed based on student ability

- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous student grouping
- Movement from teacher-directed learning to student-directed learning
- preferential seating

Gifted Learners:

- Differentiated Instruction based on academic level
- Tiered learning
- 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 enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Student-led small group instruction
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Strategic student grouping
- Movement from teacher-directed learning to student-directed learning
- Preferential seating

Special Education:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate

- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment
texts/resources/assignments provided as needed
based on student ability
- Effective teacher questioning; ranging from fact
recall to higher order critical thinking questions
- Guided practice in combination with independent
exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to
student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

504s:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment
texts/resources/assignments provided as needed
based on student ability
- Effective teacher questioning; ranging from fact
recall to higher order critical thinking questions
- Guided practice in combination with independent
exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to

student-directed learning

- Anchor charts
- Guided notes
- Preferential seating

NJDOE: Persons with Disabilities

Suggested Texts:

- *Girl, Stolen* by April Henry
- *Rules* by Cynthia Lord
- *Fish in a Tree* by Lynda Mullaly Hunt
- *Tangerine* by Edward Bloor
- *Soul Surfer* by Bethany Hamilton *autobiography
- *Roll with It* by Jamie Sumner
- *Percy Jackson Series* -Rick Riordan
- *Young, Fearless, Awesome: Twenty-Five Young People Who Changed the World* (Young, Fearless, Awesome Series) by Stella Caldwell
- *El Deafo* by Cece Bell (graphic novel)
- *Out of My Mind* by Sharon M. Draper
- *Wonder* series by RJ Palacio
- "Raymond's Run" by Toni Cade Bambara

Unit 2 Overview

Unit Summary:

Unit Two will address literary analysis writing styles, including theme exploration, character development, conflict resolution, comparison between and among texts, as well as open-ended responses. Various elements of fiction and poetry will be explored.

Enduring Understandings:

Students will understand that...

- **Personal experience affects the reader's point of view.**
- **Characters encounter different types of challenges (external conflicts).**
- **Characters overcome obstacles in a variety of ways.**
- **Dynamic or static traits of characters propel the story or events through decision making.**
- **Essential ideas are evident within a text.**
- **Writing is produced in various forms to explore literature and express a connection to the text.**
- **Writers use the knowledge of language and its conventions when writing, speaking, reading, and listening.**
- **Making predictions while reading is part of an active reading strategy to assist in comprehension.**
- **Understanding an author's purpose enhances student understanding of varied texts.**
- **Writing is a recursive process, and writers draw on real-life experiences for inspiration.**
- **Author's style has many components that unify to create voice.**

- **Writers use the knowledge of language and its conventions when writing, speaking, reading, and listening.**
- **Authors' points of view vary based on their purpose and audience.**
- **Writers employ specific techniques to persuade readers.**
- **An author's style has many components that contribute to his/her voice.**
- **Arguments must be supported by facts, examples, and other evidence.**
- **Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected.**
- **Elements of poetry create varied poetic forms**
- **Author's tone and purpose will clarify understanding of a poem.**
- **Figurative language allows authors to develop emotional responses within audiences.**

Essential Questions:

- **What do good readers do, especially when they don't comprehend a text?**
- **How does *what* I read influence *how* I should read it?**
- **How/when do characters become engaged in external conflicts?**
- **How/when do characters resolve the conflicts set before them?**
- **What are the connections/distinctions between or among texts?**
- **How do texts make the essential idea evident?**
- **How are purpose, audience, and form varied in writing?**
- **How are various Signposts relevant to readers' understanding of text in order to connect to layers of literature?**
- **How does independent reading foster the application of learned reading skills and Signpost strategies?**
- **Why am I writing? Who am I writing for?**

Standards

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.

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.

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.

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.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.)

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.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

21st Century Life and Careers

Technology

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. (9.2 Career Awareness, Exploration, and Preparation.)

Note that the NJSLS provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards and 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards.

For specific Standards, see

<https://www.nj.gov/education/aps/cccs/career/>

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Technology Standards

8.1 Educational Technology

Unit Objectives:

Students will know...

- **Collaborative learning techniques**
- **Literary elements**

- Sequencing
- Compare/contrast methods
- Conflict/ resolution
- Vocabulary strategies
- Reading strategies for literature
- Open-ended response format
- Conventions of electronic texts and other media
- How to integrate technology
- Conventions of standard English
- How to successfully incorporate writing strategies to develop analysis writing
- Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling
- How to cite textual evidence
- Open-ended response format
- How to differentiate point of view
- Compare/contrast
- Evaluate text
- Genre-specific terminology
- Steps of the writing process
- Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling.
- Analyze and evaluate a variety of poetic forms
- Examine various forms of poetry
- Examine poetic techniques and their purposes
- Utilize graphic organizers to compare and contrast poetic forms and poems
- Work effectively in collaborative groups
- Participate appropriately in class discussion
- Utilize web-based poetry collections
- Create and present original poetry
- Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling

Students will be able to...

- Participate successfully in cooperative learning groups such as literature circles
- Identify literary elements and provide examples from multiple works
- Sequence events in a short story, compare/contrast characters, themes and events in two short stories

- Identify and label the elements of plot in a short story
- Utilize graphic organizers effectively
- Apply vocabulary strategies such as semantic map to decode, understand words in context, and to increase advanced vocabulary usage
- Read grade appropriate texts aloud and engage in sustained silent reading using various reading strategies and reflection
- Compare/contrast the elements of literature focusing on thematic connections
- Utilize writing journals to analyze literature
- To write open-ended responses to analyze literature
- Analyze and evaluate electronic texts and other media forms using sound, listening, and viewing strategies
- Incorporate technology to enhance learning
- Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking.
- Determine the author’s point of view and purpose of the text
- Evaluate the advantages and disadvantages of using different mediums.
- Employ the steps of the writing process to create effective writings.
- Engage in a range of collaborative discussions, such as literature circles, peer review, student/teacher conferences.
- Acknowledge new information presented by others and justify their own views in light of the evidence presented.
- Identify how authors employ various poetic techniques
- Identify various forms of poetry
- Create original works of poetry based on traditional poetic paradigms
- Evaluate poetry for various purposes
- Compare and contrast various poetic forms and poems
- Participate in collaborative groups and discussions
- Effectively utilize technology

| Student Learning | |
|---|--|
| Core Instructional Materials and Resources | Supplemental Instructional Materials and Resources |
| <ul style="list-style-type: none"> • HMH’s <i>Collections</i> Grade 8 Textbook <ul style="list-style-type: none"> - Collection 1: Culture and Belonging - Collection 2: The Thrill of Horror - Collection 3: The Move Toward Freedom - Collection 4: Approaching Adulthood - Collection 5: Anne Frank’s Legacy | <p>Optional Teacher Resources: 6 + 1 Traits of Writing, television, newspapers, magazines, writing programs, Test prep materials, websites, novels, PLC materials, audio accompaniment, <i>Reading in the Wild, Book Love, A Novel Approach, Disrupting Thinking, Readicide, Well</i></p> |

- Collection 6: The Value of Work

- *The Diary of a Young Girl*, by Anne Frank

Spoken, Performance Assessment, Close Reader, Notice and Note

Stories: short stories in *Collections*; author study of Poe, Twain, London, Hughes, Angelou, Jackson, and Silverstein (includes short stories and poems by each author).

Suggested Readings:

- "Tom Sawyer"
- "Chicago"
- "Mother to Son"
- "Frankenstein"
- "O Captain! My Captain!"
- "Choices"
- "Knoxville, Tennessee"
- "from Grandmothers"
- "The Tell-Tale Heart"
- "The Raven"
- "Annabel Lee"
- "The Million Pound Bank Note"
- "Comedy Knight"
- "A Fable"
- "Roughing It"

Whole Class/Circulating Library Options:

Animal Farm

The Beast

Trouble

Downriver

The Raft

Inventing Elliot

Give a Boy a Gun

Kissing Tennessee

Poe 18 Best Stories

The Martian Chronicles

Stargirl

Swallowing Stones

The Pigman

Monster

Red Kayak

Warriors Don't Cry

Adrift

Eleven

Among the Imposters

Among the Betrayed

I Have Lived a Thousand Years

Flush

Drivers Ed

Kicked Out

Twelve Angry Men

Close to Shore (YA version)

The Last Lecture (excerpts)

Unbroken (YA version)

Fahrenheit 451

The Pearl

The Battle of Jericho

Define Normal

Bronx Masquerade

Salt to the Sea

Sample Classroom Library Titles for student choice reading:

- Jason Reynolds titles
- *Harry Potter* series
- John Green titles
- Rick Riordan titles
- Alan Gratz titles
- *Divergent* series
- *The Maze Runner* series
- Kwame Alexander titles
- *Miss Peregrine* series
- *To Kill a Mockingbird*
- *The Book Thief*

Accommodations/Modifications

Assessment

Students at Risk of School Failure:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed

Formative:

- Writing assignments
- Discussions
- NJSLA rubric
- Narrative elements chart
- Graphic organizers
- Journals
- Cooperative teaching groups
- Teacher-constructed rubric assessments
- Peer editing
- Self-evaluation form
- Teacher observations
- Do-nows
- Teacher conferences

- based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a “buddy” student (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking question
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- preferential seating
- Heterogeneous students grouping

Gifted Learners:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities

- Video viewing questions
- Multiple choice tests with higher level thinking skills for short stories, novels, and nonfiction
- Timed reading and writings
- Literary open-ended responses
- Multi-media projects
- Teacher Generated Rubrics
- Board Activities including Student Interactive and Teacher Led Discussions
- Presentations
- Debates

Summative:

- Final drafts
- Reflective journal
- Projects/Collaborative Assessments
- Culminating unit projects and tests
- Unit assessments
- Published works/Portfolio
- Literary Analysis quarterly writing task
- iReady Diagnostic

Benchmark:

- Common Grade-Level Assessment
- iReady Diagnostic
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternate:

- Student one-on-one/small group presentation
- independent reading/conferences
- Literature Circles

(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 enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- strategic seating

Special Education:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping

- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

504s:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

NJDOE: Persons with Disabilities:

Suggested Texts:

- *Girl, Stolen* by April Henry
- *Rules* by Cynthia Lord
- *Fish in a Tree* by Lynda Mullaly Hunt
- *Tangerine* by Edward Bloor
- *Soul Surfer* by Bethany Hamilton *autobiography
- *Roll with It* by Jamie Sumner
- *Percy Jackson Series* -Rick Riordan
- *Young, Fearless, Awesome: Twenty-Five Young People Who Changed the World* (Young, Fearless, Awesome Series) by Stella Caldwell
- *El Deafo* by Cece Bell (graphic novel)
- *Out of My Mind* by Sharon M. Draper
- *Wonder* series by RJ Palacio

Unit 3 Overview

Unit Summary:

Unit Three will explore the types of nonfiction, especially the argumentative essay. Differentiating between fact and opinion and applying higher level critical thinking skills, students will evaluate and compare/contrast varied texts. During writing instruction, students will employ the writing process to compose, revise, and edit argumentative essays and editorials. Students will compose various RST responses to complete a portfolio. Also, the unit will explore the drama genre.

Enduring Understandings:

Students will understand that...

- **Authors' points of view vary based on their purpose and audience.**
- **Writers employ specific techniques to persuade readers.**
- **An author's style has many components that contribute to his/her voice.**
- **Arguments must be supported by facts, examples, and other evidence.**
- **Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected.**
- **It is important to differentiate between fact and opinion.**
- **Persuasion comes in various forms.**
- **Writers use the knowledge of language and its conventions when writing, speaking, reading, and listening.**
- **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, events, etc. of texts are evident.**
- **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.**
- **Drama utilizes unique format different from other genres.**

Students will be able to...

- Cite textual evidence to support an argument.
- Determine the meaning of persuasive words as they are used in the texts.
- Compare and contrast the structure of persuasive texts and analyze how they differ
- Determine the author's point of view and purpose of the text
- Analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums.
- Delineate and evaluate the argument and specific claims in a text.
- Analyze text which provides conflicting information on the same topic.
- Write arguments to support claims and develop a point of view using logical reasoning and relevant evidence.
- Use genre-specific terminology to persuade readers.
- Employ the steps of the writing process to create effective writings.
- Conduct short research projects to support a point of view, develop or prove a thesis.
-
- Recognize the effective use of elements of drama
- Evaluate a speaker's argument as to soundness and relevance to the topic.
- Engage in a range of collaborative discussions, such as literature circles, peer review, student/teacher conferences.
- Acknowledge new information presented by others and justify their own views in light of the evidence presented.
- Integrate multimedia and visual displays to support point of view.
- Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking.
- Use MLA format to reference the drama or related research.
- Analyze lines 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.
- Identify type of adversity: racial, gender, age, ethnic, political; determine how the adversity was overcome, mediated, or dealt with.

Essential Questions:

- How is the reader's comprehension and interpretation of text affected by personal experiences?
- In what ways do characters/historical figures encounter and overcome diversity?
- How do different people from all walks of life/all ages meet and succeed in dealing with adversity?
- How does evidence support or oppose a claim within argument(s)?
- 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?
- 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?

- **How does language influence the way we think, act, and perceive the world?**
- **How does point of view affect interpretation?**
- **How do we determine what is true?**
- **How do I express myself clearly to others?**
- **How does culture influence drama?**

Standards

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.)

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.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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.

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.

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.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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.

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.

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.

Interdisciplinary Connections Other Cross-Curricular Opportunities *Opportunities for SEL*

21st Century Life and Careers

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. (9.2 Career Awareness, Exploration, and Preparation)

Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. (8.1 Educational Technology)

Note that the NJSLs provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards and 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific Standards, see <https://www.nj.gov/education/aps/cccs/career/>

Unit Objectives:

Students will know...

- **How to cite textual evidence**
- **Argumentative/ persuasive jargon**
- **argumentative structure**
- **Open-ended response format**
- **How to differentiate point of view**
- **Conflicting viewpoints**
- **Compare/contrast**
- **Evaluate text**
- **Genre-specific terminology**
- **How to support an argument**
- **Steps of the writing process**
- **Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling**
- **How to utilize technology and evaluate reliable sources**
- **Analyze how particular lines of dialogue in a story or drama propel the action, reveal aspects of the character or provoke a decision.**
- **Effective speaking techniques**
- **Adhere to MLA format when referencing materials.**

Student Learning

Core Instructional Materials and Resources

Supplemental Instructional Materials and Resources

- HMH's *Collections* Grade 8 Textbook
 - Collection 1: Culture and Belonging
 - Collection 2: The Thrill of Horror
 - Collection 3: The Move Toward Freedom
 - Collection 4: Approaching Adulthood
 - Collection 5: Anne Frank's Legacy
 - Collection 6: The Value of Work
- *The Diary of a Young Girl*, by Anne Frank

6 + 1 Traits of Writing, television, newspapers, magazines, writing programs, Test prep materials, websites, novels, PLC materials, audio accompaniment, documentaries pertaining to Holocaust, Scope and supplemental periodicals, graded samples from previous state tests, graphic organizers, workbooks designed to coach and guide persuasive writing, media center and public library resources, *Reading in the Wild, Book Love, A Novel Approach, Disrupting Thinking, Readicide, Well Spoken, Performance Assessment, Close Reader, Notice and Note*

Short Story: "Flowers for Algernon"

Whole Class/Circulating Library Options:

Animal Farm
The Beast
Trouble
Downriver
The Raft
Inventing Elliot
Give a Boy a Gun
Kissing Tennessee
Poe 18 Best Stories
The Martian Chronicles
Stargirl
Swallowing Stones
The Pigman
Monster
Red Kayak
Warriors Don't Cry
Adrift
Eleven
Among the Imposters
Among the Betrayed
I Have Lived a Thousand Years
Flush
Drivers Ed
Kicked Out
Twelve Angry Men
Close to Shore (YA version)
The Last Lecture (excerpts)
Unbroken (YA version)
Fahrenheit 451
The Pearl
The Battle of Jericho
Define Normal

Bronx Masquerade

Salt to the Sea

Sample Classroom Library Titles for student choice reading:

- Jason Reynolds titles
- *Harry Potter* series
- John Green titles
- Rick Riordan titles
- Alan Gratz titles
- *Divergent* series
- *The Maze Runner* series
- Kwame Alexander titles
- *Miss Peregrine* series
- *To Kill a Mockingbird*
- *The Book Thief*

Accommodations/Modifications

Students at Risk of School Failure:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

Assessment

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- preferential seating

Gifted Learners:

- Differentiated Instruction based on academic level
- Tiered learning
- 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 enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulation
- Propose interest-based extension activities

Summative:

- iReady Diagnostic
- Common Grade-Level Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Grade-Level Assessment
- iReady Diagnostic
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternate:

- Student one-on-one/small group presentation
- independent reading/conferences
- Literature Circles

- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts

Special Education:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

504s:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work

- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Persons with Disabilities:

Suggested Texts:

- *Girl, Stolen* by April Henry
- *Rules* by Cynthia Lord
- *Fish in a Tree* by Lynda Mullaly Hunt
- *Tangerine* by Edward Bloor
- *Soul Surfer* by Bethany Hamilton *autobiography
- *Roll with It* by Jamie Sumner
- *Percy Jackson Series* -Rick Riordan
- *Young, Fearless, Awesome: Twenty-Five Young People Who Changed the World* (Young, Fearless, Awesome Series) by Stella Caldwell
- *El Deafo* by Cece Bell (graphic novel)
- *Out of My Mind* by Sharon M. Draper
- *Wonder* series by RJ Palacio

Unit 4 Overview

Unit Summary:

This unit will explore speaking and listening. Also, this unit will review literature and informational texts. In addition, various forms of poetry will be explored. Additionally, the unit will explore the drama genre.

Enduring Understandings:

Students will understand that...

- Making predictions while reading is part of an active reading strategy to assist in comprehension.
- Understanding an author's purpose enhances student understanding of varied texts.
- Writing is a recursive process, and writers draw on real-life experiences for inspiration.
- Writers use the knowledge of language and its conventions when writing, speaking, reading, and listening.
- Authors' points of view vary based on their purpose and audience.
- Writers employ specific techniques to persuade readers.
- An author's style has many components that contribute to his/her voice.
- Arguments must be supported by facts, examples, and other evidence.
- Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected.
- It is important to differentiate between fact and opinion.
- Persuasion comes in various forms.
- Writers use the knowledge of language and its conventions when writing, speaking, reading, and listening.
- Author's tone and purpose will clarify understanding of a piece.
- Drama utilizes a unique format different from other genres.

Essential Questions:

- How has literature changed over time?
- 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 show connections or distinctions?
- How are purposes, audiences, and forms varied within different modes of writing?
- 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?
- How does writing clarify our thinking?
- How do writers engage their readers?
- How can poetry be defined?
- How does culture influence drama?

Standards

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.)

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.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner...and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations...and add interest.

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

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.

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.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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.

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.

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.

Interdisciplinary Connections Other Cross-Curricular Opportunities *Opportunities for SEL*

21st Century Life and Careers

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. (8.1 Educational Technology)

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. (9.2 Career Awareness, Exploration, and Preparation)

Note that the NJSLs provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards and 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific Standards, see <https://www.nj.gov/education/aps/cccs/career/>

Unit Objectives:

Students will know...

- How to cite textual evidence
- Argumentative/ persuasive jargon
- argumentative structure
- How to differentiate point of view
- Conflicting viewpoints
- Compare/contrast
- Evaluate text
- Genre-specific terminology
- How to support an argument
- Steps of the writing process
- Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling
- How to utilize technology and evaluate reliable sources
- Effective speaking techniques
- Adhere to MLA format when referencing materials.
- How particular lines of dialogue in a story or drama propel the action, reveal aspects of the character or provoke a decision.

Students will be able to...

- Cite textual evidence to support an argument.
- Determine the meaning of persuasive words as they are used in the texts.

- Compare and contrast the structure of persuasive texts and analyze how they differ
- Determine the author’s point of view and purpose of the text
- Analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums.
- Delineate and evaluate the argument and specific claims in a text.
- Delineate and evaluate the information provided in a speech.
- Analyze text which provides conflicting information on the same topic.
- Write arguments to support claims and develop a point of view using logical reasoning and relevant evidence.
- Use genre-specific terminology to persuade readers and listeners.
- Employ the steps of the writing process to create effective writings.
- Conduct short research projects to support a point of view, develop or prove a thesis.
- Analyze how particular lines of dialogue in a story or drama propel the action, reveal aspects of the character or provoke a decision.
- Recognize the effective use of elements of drama

| Student Learning | |
|---|---|
| Core Instructional Materials and Resources | Supplemental Instructional Materials and Resources |
| <ul style="list-style-type: none"> • HMH’s <i>Collections</i> Grade 8 Textbook <ul style="list-style-type: none"> - Collection 1: Culture and Belonging - Collection 2: The Thrill of Horror - Collection 3: The Move Toward Freedom - Collection 4: Approaching Adulthood - Collection 5: Anne Frank’s Legacy - Collection 6: The Value of Work • <i>The Diary of a Young Girl</i>, by Anne Frank | <p>Suggested Readings:</p> <p>Short Stories:</p> <ul style="list-style-type: none"> • “The Moustache” • “The Lady or the Tiger” <p>Drama, Film and speeches:</p> <ul style="list-style-type: none"> • “The Diary of Anne Frank” • Film Version of “The Diary of Anne Frank” • Documentary about Gerda Weismann Kleinn • Various documentaries available about the Holocaust • “Who’s on First?” • “Speech” • “The Lady or The Tiger” <p>Poetry:</p> <ul style="list-style-type: none"> • “The Ballad of the Harp-Weaver” • “The Charge of the Light Brigade” • “Child on Top of a Greenhouse” |

- “The Choice”
- “Fear”
- The Flower-Fed Buffaloes
- “Identity”
- “I’m Making a List”
- “I Stepped from Plank to Plank”
- “Jazz Fantasia”
- “Lift Every Voice and Sing”
- “A Loaf of Poetry”
- “Me Madre”
- “Mourning Grace”
- “The Other Pioneers”
- “Paul Revere’s Ride”-Longfellow
- “Simile: Willow and Ginko”
- “Southbound on the Freeway”
- “Speech to the Young”-Brooks
- “Stopping by Woods on a Sunny Evening”-Frost
- “ A Story That Could be True”
- “This Land is Your Land”
- “We Alone”
- “What is Success?”-Emerson
- “who knows if the moon’s”-E.E. Cummings

Whole Class/Circulating Library Options:

Animal Farm

The Beast

Trouble

Downriver

The Raft

Inventing Elliot

Give a Boy a Gun

Kissing Tennessee

Poe 18 Best Stories

The Martian Chronicles

Stargirl

Swallowing Stones

The Pigman

Monster

Red Kayak

Warriors Don’t Cry

Adrift

Eleven

Among the Imposters

Among the Betrayed

I Have Lived a Thousand Years

Flush
Drivers Ed
Kicked Out
Twelve Angry Men
Close to Shore (YA version)
The Last Lecture (excerpts)
Unbroken (YA version)
Fahrenheit 451
The Pearl
The Battle of Jericho
Define Normal
Bronx Masquerade
Salt to the Sea

Sample Classroom Library Titles for student choice reading:

- Jason Reynolds titles
- Harry Potter series
- John Green titles
- Rick Riordan titles
- Alan Gratz titles
- Divergent series
- The Maze Runner series
- Kwame Alexander titles
- Miss Peregrine series
- To Kill a Mockingbird
- The Book Thief

Accommodations/Modifications

Students at Risk of School Failure:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities

Assessment

Formative:

- Writing assignments
- Discussions
- Graphic organizers
- Cooperative teaching groups
- Teacher-constructed rubric assessments
- Peer editing
- Self-evaluation form
- Teacher observations
- Do-nows
- Teacher conferences

- **Instructional technology as needed/required**
- **Appropriate scaffolding provided as necessary**
- **Additional enrichment texts/resources/assignments provided as needed based on student ability**
- **Effective teacher questioning; ranging from fact recall to higher order critical thinking questions**
- **Guided practice in combination with independent exploration**
- **Heterogeneous students grouping**
- **Movement from teacher-directed learning to student-directed learning**
- **anchor charts**
- **guided notes**
- **preferential seating**

ELL:

- **Work toward longer passages as skills in English increase**
- **Use visuals**
- **Introduce key vocabulary before lesson**
- **Teacher models reading aloud daily**
- **Provide peer tutoring**
- **Small group instruction as needed**
- **Use a strong student as a “buddy” (does not necessarily have to speak the primary language)**
- **Anchor Charts**
- **Guided Notes**
- **Provide short excerpts**
- **Graphic organizers**
- **More/less time as appropriate**
- **Modified writing assignment lengths**
- **Timelines and checkpoints**
- **Anchor activities**
- **Instructional technology as needed/required**
- **Appropriate scaffolding provided as necessary**
- **Additional enrichment texts/resources/assignments provided as needed based on student ability**
- **Effective teacher questioning; ranging from fact recall to higher order critical thinking questions**
- **Guided practice in combination with independent exploration**
- **Heterogeneous students grouping**
- **Preferential seating**
- **Movement from teacher-directed learning to**

- Book talks
- Video viewing questions
- Timed reading and writing
- Literary open-ended responses
- Multi-media projects
- Choice Board Activities including student interactive and teacher led discussions
- Speeches
- Presentations
- Debates

Summative:

- Final drafts
- Oral presentation
- Projects/Collaborative assessments
- Culminating unit projects and tests
- Unit/book/novel assessments
- Published works/Portfolio
- SGO
- Skill specific assessments and short quizzes

Benchmark:

- Common Grade-Level Assessment
- iReady Diagnostic
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternate:

- Student one-on-one/small group presentation
- independent reading/conferences
- Literature Circles

student-directed learning

Gifted Learners:

- Differentiated Instruction based on academic level
- Tiered learning
- 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 enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

Special Education:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed

- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

504s:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Persons with Disabilities:

Suggested Texts:

- *Girl, Stolen* by April Henry
- *Rules* by Cynthia Lord
- *Fish in a Tree* by Lynda Mullaly Hunt
- *Tangerine* by Edward Bloor
- *Soul Surfer* by Bethany Hamilton *autobiography
- *Roll with It* by Jamie Sumner

- *Percy Jackson Series* -Rick Riordan
- *Young, Fearless, Awesome: Twenty-Five Young People Who Changed the World* (Young, Fearless, Awesome Series) by Stella Caldwell
- *El Deafo* by Cece Bell (graphic novel)
- *Out of My Mind* by Sharon M. Draper
- *Wonder* series by RJ Palacio