

**Great Meadows Regional
English Language Arts**

Eighth Grade

CURRICULUM GUIDE

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**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

**Approved by the Great Meadows Regional Board of Education
At the regular meeting held on 1/24/2017
And
*Aligned with the New Jersey Student Learning Standards***

Great Meadows Regional

Table of Contents

Component	Page
Philosophy and Rationale:	2
Scope and Sequence:	3
Mission Statement:	3
Units:	9 - 57
NJ Content Standards Link:	57
21st Century Skills Link:	57

Philosophy and Rationale

New Jersey Student Learning Standards for English Language Arts set expectations in reading, writing, and language to help ensure all students are college and career ready. We build deep understanding by teaching students to approach reading from different points of view; that of the text, reader, task, and content. Grade-level appropriate texts will be selected to reflect the multiple transitions from grade six to grade eight while being mindful of increasing text complexity. All students will be exposed to increasingly complex and varied texts over the course of the school year. Students will read, interpret, and analyze text with a primary focus on collecting and utilizing relevant text evidence to support answers in text based critical thinking questions. As the year progresses, so will the text complexity; whereby the standard is applied to more complex text affording a deeper application of the standard. Students learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

~ NJ Student Learning Standards for English Language Arts

Mission Statement

The Great Meadows Regional School District will provide quality educational opportunities that ensure the individual success of all students within a safe and supportive environment. And to build lifelong learners who will meet society's challenges into and beyond the 21'st century. To that end, it is anticipated that all students will achieve The New Jersey Student Learning Standards at all grade levels.

Scope and Sequence

Unit 1

Topic - Introspection/Self - Reflection

Reading Literature and Informational Text

Target Skills:

- Cite text evidence and make relevant connections that support text analysis and draw inferences from the text
- determine a central idea/theme of a text and analyze their development in terms of characters, setting and plot
- provide an objective summary of key supporting details and ideas
- determine the meaning of words as used in text (technical, figurative and connotative)
- analyze how specific word choice shape meaning/tone of text
- analyze the structure an author uses to organize a text (how pieces/chunks of text relate to each other and as a whole)
- Assess how point of view/purpose shapes content/style of text
- Analyze how author creates effects such as suspense and humor, etc.
- View and evaluate film versions of text and determine faithfulness/departure from the original text/script
- Delineate and evaluate the argument and specific claims in a text
 - assess for sound reasoning
 - assess for relevant and sound evidence
 - recognize irrelevant evidence

Writing

Writing mode - Narrative

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

Target skills:

- engage and orient the reader by establishing a context and and point of view
 - introduce a narrator or characters
 - organize a sequence of events that unfolds naturally and logically
- Incorporate dialogue, pacing, sensory details, precise vocabulary, accurate time and setting changes
- include a conclusion that reflects on the narrated experiences or events

Writing Mode - Research/Informative writing

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

Target Skills:

- Develop the topic or thesis with relevant, well-chosen facts, definitions, concrete details, quotations and/or citable facts and examples
- Use appropriate and varied transitions to create cohesion and organization
- Use precise language and content specific vocabulary to inform or explain the topic
- 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.
- Establish and maintain a formal/academic format
- Provide a conclusion that supports, explains or enhances the research/information presented

Speaking and Listening

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.

Unit 2

Topic - Conflict Resolution

Reading Literature and Informational Text

Target Skills:

- Cite text evidence and make relevant connections that support text analysis and draw inferences from the text
- determine a central idea/theme of a text and analyze their development in terms of characters, setting and plot
- provide an objective summary of key supporting details and ideas
- determine the meaning of words as used in text (technical, figurative and connotative)
- analyze how specific word choice shape meaning/tone of text
- analyze the structure an author uses to organize a text (how pieces/chunks of text relate to each other and as a whole
- Assess how point of view/purpose shapes content/style of text

Great Meadows Regional

- Analyze how author creates effects such as suspense and humor, etc.
- View and evaluate film versions of text and determine faithfulness/departure from the original text/script
- Delineate and evaluate the argument and specific claims in a text
 - assess for sound reasoning
 - assess for relevant and sound evidence
 - recognize irrelevant evidence

Writing Mode - Informational/explanatory texts (essay/short constructed response)

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Target Skills:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style/academic style, approach, and form.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Speaking and Listening

- 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.

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Unit 3

Topic - Tolerance

Reading - Literature and Informational Text

Target Skills:

- 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 text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
- Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- Analyze and reflect on two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to meaning and style.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.
- Assess how point of view or purpose shapes the content and style of a text.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text(s).
- 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.

Writing/Language

Write arguments/literary analysis to support claims of substantive topics or texts, using valid reasoning and sufficient evidence. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences. Draw evidence from literary or informational texts to supports analysis and argument.

Writing Modes- Arguments/Literary Analysis/Narrative

Target Skills:

- Introduce claim(s) acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Introduce topic for analysis and organize reasons and evidence logically.
- Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Establish and maintain a formal style
- Provide a concluding statement or section that follows from and supports the argument/analysis presented.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- engage and orient the reader by establishing a context and point of view
 - introduce a narrator or characters
 - organize a sequence of events that unfolds naturally and logically
- Incorporate dialogue, pacing, sensory details, precise vocabulary, accurate time and setting changes
- include a conclusion that reflects on the narrated experiences or events

Speaking and Listening

Target Skills:

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.
- Adapt speech to a variety of context and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Unit 4

Topic - Looking Back to Look Forward (Connections to History/Society)

Reading - Literature and Informational Text

Target Skills:

- By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing/Language

Conduct research projects to develop a self-generated thesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Writing Mode - Research to Build and Present Knowledge

Target Skills:

- Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of sources; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Use technology, including the internet to produce and publish writing and to interact and collaborate with others.

Speaking and Listening

Target Skills:

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Great Meadows Regional

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

Unit 1

Stage 1: Desired Results

Topic -Introspection/Self-reflection

Time Allotment - ¼ of the year

Essential Questions -

- What is the relationship between fiction and truth?
- How do authors use the resources of language to impact an audience?

Enduring Understandings -

- Use the relationship between fiction and truth to read at a more complex level.
- Use of advanced language choices (precise, deliberate word choice/figures of speech) will provide a basis for advanced writing skills.

Content Standards

Reading Literature

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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.

Craft and Structure

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.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Reading Informational Text

RI.8.1. Cite the textual evidence and make relevant connections 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.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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 and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing Narrative

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.8.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.10 . Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Informational Writing

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.8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.E. Establish and maintain a formal style.

W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

W.8.5..With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. . Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7 . Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.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.

Speaking and Listening

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.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Language

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

L.8.1.A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Great Meadows Regional

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2.C. Spell correctly.

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.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.

Knowledge and Skills (SWBAT embedded course proficiencies)

Reading Literature and Informational Text

- Closely read the text
- Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim
- Identify and analyze author's purposeful use of language and literary devices
- Make personal connections, make connections to other text, and/or global connections when relevant
- Gather evidence from the text to support inferences or explicit meaning
- Paraphrase and directly quote evidence from text
- Correctly cite evidence
- Use evidence from the text to make and check predictions when reading
- Read and analyze a variety of literary genres and informational texts
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences

Great Meadows Regional

- Refer to the text for support when analyzing and drawing inferences
- Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence
- Analyze the development of the theme or central idea over the course of the fictional or informational text
- Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts
- Summarize the text objectively, capturing the main ideas
- Determine how specific events or dialogue significantly impact the development of a story
- Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story
- Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character
- Explain why the author chose to include the dialogue or incidents
- Analyze the impact of the dialogue or incidents on the reader
- Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision
- Use a note taking structure to track key individuals, events, and/or ideas in informational texts
- Understand how different text structures present and link information.
- Reflect on how the writer's choice of structure relates to the overall central idea or purpose
- Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events
- Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events
- Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events
- Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader

Great Meadows Regional

- Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Provide an analysis of the impact of specific word choice on meaning and/or tone
- Identify analogies and allusions
- Analyze why the author chose to include specific word choice, including analogies or allusions
- Analyze how specific word choice, including analogies and allusions, impacts the reader
- Evaluate the effectiveness of the author's choice to use specific word choice
- Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text
- Determine how one or more differences in the points of view can create bias in fiction and nonfiction text
- Explain how the author acknowledges and responds to counterarguments
- Analyze how the author uses literary devices to develop effects such as suspense or humor
- Analyze the impact of the author's point of view or purpose choices on the reader
- Evaluate the effectiveness of the author's point of view or purpose choices

Writing Narrative

- Establish a point of view and context
- Engage the reader with a story hook
- Introduce a narrator and/or characters
- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- Use figurative language to aid in description
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- Provide a conclusion that follows from and reflects on the narrated experiences or events
- Clearly convey a conflict and a resolution to the conflict

Great Meadows Regional

- Apply the narrative plot structure to a real or imagined story
- Demonstrate ability to create a context or setting for the story
- Develop characters throughout the story
- Identify defining characteristics of a variety of writing tasks
- Utilize strategies to unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- Produce written reflections
- Explain stylistic choices made while writing

Writing Informational/Research

- Focus writing on thoroughly describing or explaining a topic
- Identify the defining elements of this specific writing genre
- Explore topics from their content area classes
- Write an introduction that clearly outlines ideas to follow
- Organize ideas and information using text structures and text features
- Write a thesis statement
- Select facts, definitions, concrete details, quotations, or other information and examples
- Use transitional words and phrases
- Choose specific vocabulary and language
- Develop and use a consistent style, approach and form for the task
- Write a conclusion to close the ideas in the text
- Create language that is appropriate to one's audience and a formal tone
- Identify defining characteristics of a variety of writing tasks
- Utilize strategies to unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.

Great Meadows Regional

- Use technological resources to enhance writing
- Use technology to broaden research base
- Use evidence found online to support ideas
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Explore inquiry topics through short research projects
- Compose student-generated questions focused around areas of interest or content studies
- Research and synthesize information from several sources
- Develop research questions
- Determine keywords or topics for each question
- Conduct research and synthesize multiple sources of information
- Compose follow-up research questions based on the initial search
- Use search terms effectively
- Write a clear thesis statement
- Draw evidence from multiple texts to support thesis
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Follow MLA guidelines to cite direct and indirect quotations
- Identify examples of plagiarism in writing
- Avoid plagiarism in writing

Speaking and Listening

- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Present information using sound, detailed, and relevant evidence in a coherent manner
- Use appropriate eye contact, adequate volume, and clear pronunciation
- Orally present information, using appropriate speech, in a variety of situations

Language

- Identify verbals (gerunds, participles, infinitives) in writing
- Explain the function of verbals in general

Great Meadows Regional

- Explain the function of verbals in particular sentences
- Apply common rules and patterns to spell words correctly
- Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital
- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies/computer-based standards driven benchmark)

Reading

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text/reading passage.

Informational Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Narrative Writing

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

Speaking and Listening

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Language

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment Methods (formative, summative, other evidence and/or student self-assessment)

Formative

Journals
Short constructed response questions
Oral Assessments
Computer-based reading assessments
Vocabulary usage in writing (teacher monitored)
Teacher observation

Summative

End of novel tests
Vocabulary quizzes/tests
Final Essays (research/narrative)
Computer-based reading assessment (broad spectrum)
End of novel projects - differentiated

Student Self-Evaluation

Use of rubrics to score their own writing
Peer editing
Self-reflection journaling

Stage 3: Learning Plan

The first unit of study introduces the theme of self-reflection and introspection. Students will begin to discover the impact that specific language choices and the development of point of view have through the use of different types of narrators (reliable/unreliable)/authors of carefully chosen informational/fictional texts. Students will use the knowledge gleaned from examining point of view to help them begin to write effective and grade appropriate narrative pieces. Looking at pieces of writing with a focus on point of view helps students to weigh and evaluate text both fictional and informational very closely. This in turn allows students to develop the the more rigorous and advanced reading and writing skills necessary to move from middle school to high school. Through the use of multiple learning styles, activities (e.g. visual, auditory, kinesthetic, and tactile) will have students engaged throughout the unit. Differentiation will be embedded into the unit through the use of small groups, peer reviews, tiered instruction, graphic organizers, varied texts, literature circles, tiered stations, journal prompts, choice options, and level of independence required. Each student comes away with pivotal skills and understandings while being appropriately challenged throughout the unit. 21st century skills and technology used in this unit are:

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)

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- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Access information efficiently

- Evaluate information critically and competently

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and value

Resources

Teacher Collected informational texts

Board approved short stories/poems

Board approved computer programs - Newsela, Edmentum, EnglishGrammar101

Unit 2

Stage 1: Desired Results

Topic: Conflict/Resolution

Time Allotment: ¼ of the year

Essential Questions

- How does literature reveal the values of a given culture or time period?
- In what ways are language and power inseparable?
- What are enduring questions and conflicts that writers grappled with hundreds of years ago and are still relevant today?

Enduring Understandings

- Connections to classic/time period literature will allow students to become more well rounded readers who choose/grasp more complex texts.
- Even though times change, certain aspects of the human experience stay the same, those experiences influence and enhance our writing skills.

Content Standards:

Reading

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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.

RI.8.1. Cite the textual evidence and make relevant connections 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.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

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.

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RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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 and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing

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.8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2.E. Establish and maintain a formal style.
- W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.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.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

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

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

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

Language

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

- L.8.1.D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.8.2.C. Spell correctly.

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- L.8.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

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- L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.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.

Knowledge and Skills (SWBAT embedded course proficiencies)

Reading

SWBAT:

- Closely read the text
- Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim
- Identify and analyze author's purposeful use of language and literary devices
- Make personal connections, make connections to other text, and/or global connections when relevant
- Gather evidence from the text to support inferences or explicit meaning
- Paraphrase and directly quote evidence from text
- Correctly cite evidence
- Use evidence from the text to make and check predictions when reading
- Read and analyze a variety of literary genres and informational texts
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences
- Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence
- Analyze the development of the theme or central idea over the course of the fictional or informational text
- Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts
- Summarize the text objectively, capturing the main ideas
- Track key individuals, events, and/or ideas in informational texts
- Understand how different text structures present and link information.

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- Reflect on how the writer's choice of structure relates to the overall central idea or purpose
- Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events
- Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events
- Determine why the author chose to make connections and distinctions between particular individuals, ideas, or events
- Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader
- Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Provide an analysis of the impact of specific word choice on meaning and/or tone
- Identify analogies and allusions
- Analyze why the author chose to include specific word choice, including analogies or allusions
- Analyze how specific word choice, including analogies and allusions, impacts the reader
- Evaluate the effectiveness of the author's choice to use specific word choice
- Compare and contrast the structure of two or more texts
- Provide an analysis of how the differing structure of each text contributes to its meaning and style
- Analyze why each author chose their particular structure to contribute to the meaning and style of the text
- Analyze the impact that the structure choice has on the reader
- Make a judgment about which text structure more effectively contributes to the meaning and style of the text
- Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text
- Determine how one or more differences in the points of view can create bias in fiction and nonfiction text
- Explain how the author acknowledges and responds to counterarguments
- Analyze how the author uses literary devices to develop effects such as suspense or humor
- Analyze the impact of the author's point of view or purpose choices on the reader

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- Evaluate the effectiveness of the author's point of view or purpose choices
- Evaluate the impact different mediums have on central ideas presented in a text
- Evaluate how messages can most effectively be delivered to the intended audience
- Reflect on how effective different mediums are in expressing the message and reaching the intended audience
- Dissect the argument presented in a text
- Determine how direct the link is between the speaker's overall topic to the evidence presented
- Evaluate the soundness of the reasoning for an argument
- Recognize when weak and/or irrelevant evidence is given for an argument
- Recognize when misleading support is given for an argument
- Evaluate the quality and sufficiency of the evidence given to support an argument
- Cite instances of disagreement and analyze the basis for discrepancies in information found in two or more texts
- Analyze how details relate to the writer's overall message
- Assess the credibility of the source of supporting details
- Participate in seminars and debates, as well as reflections
- Determine why the author(s) provided conflicting information or disagreed on matters of fact or interpretation
- Analyze the impact that discrepancies in fact and interpretation between authors has on the reader
- Make a judgment about which author's presentation of the information was more credible and effective

Writing

SWBAT:

- Focus writing on thoroughly describing or explaining a topic
- Identify the defining elements of this specific writing genre
- Explore topics from their content area classes
- Write an introduction that clearly outlines ideas to follow
- Organize ideas and information using text structures and text features
- Write a thesis statement
- Select facts, definitions, concrete details, quotations, or other information and examples
- Use transitional words and phrases
- Choose specific vocabulary and language
- Develop and use a consistent style, approach and form for the task

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- Write a conclusion to close the ideas in the text
- Create language that is appropriate to one's audience and a formal tone
- Identify defining characteristics of a variety of writing tasks
- Utilize strategies to unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
- Use technological resources to enhance writing
- Use technology to broaden research base
- Use evidence found online to support ideas
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Explore inquiry topics through short research projects
- Compose student-generated questions focused around areas of interest or content studies
- Research and synthesize information from several sources
- Develop research questions
- Determine keywords or topics for each question
- Conduct research and synthesize multiple sources of information
- Compose follow-up research questions based on the initial search
- Use search terms effectively
- Draw evidence from multiple texts to support thesis
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Follow MLA guidelines to cite direct and indirect quotations
- Identify examples of plagiarism in writing
- Avoid plagiarism in writing
- Identify evidence that supports claims in literary analysis
- Incorporate textual evidence into written pieces
- Logically connect evidence to claims in writing
- Analyze author's use of style and structure

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- Identify and analyze allusions
- Select direct and indirect quotations that relate to the topic as evidence
- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- Produce written reflections
- Explain stylistic choices made while writing

Speaking and Listening

SWBAT:

- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Determine the purpose for presenting information in different media and formats
- Interpret the presenter's purpose in conveying the information using particular media and formats
- Analyze the impact that the use of particular media and formats has on the audience
- Evaluate the effectiveness of the presenter's media and format choices
- Incorporate multimedia and visual displays into presentations
- Analyze the impact that these multimedia and visual displays will have on the reader
- Orally present information, using appropriate speech, in a variety of situations.

Language

SWBAT:

- Identify verbs in reading and writing pieces
- Recognize and correct inappropriate shifts in verb voice and mood
- Apply common rules and patterns to spell words correctly
- Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases
 - Determine the meaning of commonly used prefixes and suffixes
 - Separate a base word from the prefix or suffix

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- Use the definition of known prefixes and suffixes to define new words
- Identify root words in unknown words
- Use known root words to aid in defining unknown words
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital
- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies/computer-based standards driven benchmark)

Reading

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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.

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- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Informational Writing

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Speaking and Listening

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment Methods (formative, summative, other evidence and/or student self-assessment)

Formative

Journals
Short constructed response questions
Oral Assessments
Computer-based reading assessments
Vocabulary usage in writing (teacher monitored)
Teacher observation

Summative

End of novel tests
Vocabulary quizzes/tests
Final Essays (research/narrative)
Computer-based reading assessment (broad spectrum)
End of novel projects - differentiated

Student Self-Evaluation

Use of rubrics to score their own writing
Peer editing
Self-reflection journaling

Stage 3: Learning Plan

The second unit of study introduces the theme of conflict/resolution which advances and adds to the self-reflective skills introduced in Unit 1. Students are introduced to classic texts that hit upon problems/situations that are still relevant to their age and societal pressures today. Upon examination of the text and writing pieces that incorporate research and problem solving skills, the students transfer knowledge and skills gained to other aspects of academics and life skills. Explanatory/ informational pieces require students to closely read new and complex material that will push reading skills to a much more advanced level. Students will also incorporate a variety of technology based/creative projects that will aid in a deeper text analysis and a synthesis of information. Through the use of multiple learning styles, activities (e.g. visual, auditory, kinesthetic, and tactile) will have students engaged throughout the unit. Differentiation will be embedded into the unit through the use of small groups, peer reviews, tiered instruction, graphic organizers, varied texts, literature circles, tiered stations, journal prompts, choice options, and level of independence required. Each student comes away

with pivotal skills and understandings while being appropriately challenged throughout the unit. 21st century skills and technology used in this unit are:

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Access information efficiently

- Evaluate information critically and competently

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values

Resources

Teacher Collected informational texts

Board approved short novels, poems

Board approved computer programs - Newsela, Edmentum, EnglishGrammar101

Unit 3

Topic: Tolerance Essential Questions

- In the face of adversity, what causes some individuals to prevail while others fail?
- Where does the meaning of text reside? Within the text, within the reader, or in the transition that occurs between them?

Enduring Understandings

- Facing adversity helps shape who people become.
- Recognizing the struggle of others connects people to the world around them.
- Learning to deal with difficult situations fosters the development of perseverance in all aspects of education and life.
- Creating a relationship with text creates lifelong readers/students.

Stage 1: Desired Results

Content Standards:

Time Allotment: ¼ of the year

Reading

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

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RI.8.1. Cite the textual evidence and make relevant connections 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.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Writing

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.D. Establish and maintain a formal style/academic style, approach, and form.

W.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 . Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.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.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

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.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Language

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

L.8.1.B. Form and use verbs in the active and passive voice.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2.B. Use an ellipsis to indicate an omission.

L.8.2.C. Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3.A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

L.8.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.5.B. Use the relationship between particular words to better understand each of the words.

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.

Knowledge and Skills (SWBAT embedded course proficiencies)

Reading

SWBAT:

- Closely read the text
- Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim
- Identify and analyze author's purposeful use of language and literary devices
- Make personal connections, make connections to other text, and/or global connections when relevant
- Gather evidence from the text to support inferences or explicit meaning
- Paraphrase and directly quote evidence from text
- Correctly cite evidence
- Use evidence from the text to make and check predictions when reading
- Read and analyze a variety of literary genres and informational texts
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences
- Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence
- Analyze the development of the theme or central idea over the course of the fictional or informational text
- Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts
- Summarize the text objectively, capturing the main ideas
- Determine how specific events or dialogue significantly impact the development of a story

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- Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story
- Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character
- Explain why the author chose to include the dialogue or incidents
- Analyze the impact of the dialogue or incidents on the reader
- Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Provide an analysis of the impact of specific word choice on meaning and/or tone
- Identify analogies and allusions
- Analyze why the author chose to include specific word choice, including analogies or allusions
- Analyze how specific word choice, including analogies and allusions, impacts the reader
- Evaluate the effectiveness of the author's choice to use specific word choice
- Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept
- Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept
- Analyze why the author chose a particular structure
- Analyze the impact that the structure choice has on the reader
- Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept
- Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text
- Determine how one or more differences in the points of view can create bias in fiction and nonfiction text
- Explain how the author acknowledges and responds to counterarguments
- Analyze how the author uses literary devices to develop effects such as suspense or humor
- Analyze the impact of the author's point of view or purpose choices on the reader
- Evaluate the effectiveness of the author's point of view or purpose choices
- Assess and reflect upon the similarities and differences between text and dramatic productions
- Reflect upon the similarities and differences between initial understandings derived from the original text and those created from visual interpretation

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- Observe how closely details in the portrayal align with the details in the text that created their initial visual image
- Analyze the reason behind omission and alterations
- Identify and analyze the reasons for the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even casting
- Analyze why directors or actors stay faithful or depart from the text or script
- Analyze the impact of the actor or director's choices on the viewer
- Evaluate the effectiveness of the actor's or director's choices to stay faithful or depart from the text or script
- Recognize that literary themes are timeless
- Observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works
- Read a variety of texts of varying formats and time periods that all focus around a common literary theme
- Use various sources of knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to analyze and reflect on texts
- Determine how writers modernize their presentation of a theme while still holding true to the characteristics of that genre.
- Note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer's approach
- Analyze why an author chose to draw on elements from myths, traditional stories, or religious words
- Analyze the impact of the author's choice to reference elements from earlier works on the reader
- Evaluate the effectiveness of the author's choice to reference earlier works

Writing

SWBAT:

- Establish a point of view and context
- Engage the reader with a story hook
- Introduce a narrator and/or characters
- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- Use figurative language to aid in description
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- Provide a conclusion that follows from and reflects on the narrated experiences or events
- Clearly convey a conflict and a resolution to the conflict

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- Apply the narrative plot structure to a real or imagined story
- Demonstrate ability to create a context or setting for the story
- Develop characters throughout the story
- Identify defining characteristics of a variety of writing tasks
- Utilize strategies to unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists
- View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
- Use technological resources to enhance writing
- Use technology to broaden research base
- Use evidence found online to support ideas
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Explore inquiry topics through short research projects
- Compose student-generated questions focused around areas of interest or content studies
- Research and synthesize information from several sources
- Develop research questions
- Determine keywords or topics for each question
- Conduct research and synthesize multiple sources of information
- Compose follow-up research questions based on the initial search
- Use search terms effectively
- Draw evidence from multiple texts to support thesis
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Follow MLA guidelines to cite direct and indirect quotations
- Identify examples of plagiarism in writing
- Avoid plagiarism in writing
- Identify evidence that supports claims in literary analysis
- Incorporate textual evidence into written pieces
- Logically connect evidence to claims in writing
- Analyze author's use of style and structure
- Identify and analyze allusions
- Select direct and indirect quotations that relate to the topic as evidence
- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- Produce written reflections
- Explain stylistic choices made while writing

Speaking and Listening

SWBAT:

- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Determine the purpose for presenting information in different media and formats
- Interpret the presenter's purpose in conveying the information using particular media and formats
- Analyze the impact that the use of particular media and formats has on the audience
- Evaluate the effectiveness of the presenter's media and format choices
- Present information using sound, detailed, and relevant evidence in a coherent manner
- Use appropriate eye contact, adequate volume, and clear pronunciation
- Orally present information, using appropriate speech, in a variety of situations

Language

SWBAT:

- Differentiate between active and passive voice
- Identify active and passive voice in reading
- Correctly use verbs in the active and passive voice when writing or speaking
- Use punctuation (comma, ellipsis, dash) to indicate an omission
- Apply common rules and patterns to spell words correctly
- Identify verbs used in the active and passive voice and in the conditional and subjunctive mood
- Select verbs in various moods to achieve an intentional effect
- Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases

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- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital
- Identify the relationship of words
- Clarify words by using the relationship between them
- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies/computer-based standards driven benchmark)

Reading

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 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.

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- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Argument/Literary Analysis Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Speaking and Listening

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment Methods (formative, summative, other evidence and/or student self-assessment)

Formative

- Journals
- Short constructed response questions
- Oral Assessments
- Computer-based reading assessments
- Vocabulary usage in writing (teacher monitored)
- Teacher observation

Summative

- End of novel tests
- Vocabulary quizzes/tests
- Final Essays (research/narrative)
- Computer-based reading assessment (broad spectrum)
- End of novel projects - differentiated

Student Self-Evaluation

- Use of rubrics to score their own writing
- Peer editing
- Self-reflection journaling

Stage 3: Learning Plan

The third unit of study introduces the theme of tolerance. Students are exposed to a variety of “choice” contemporary novels that incorporate the ideas of bullying, tolerance, facing adversity, and facing critical life decisions. These high interest topics inspire a variety of writing pieces in multiple formats that are largely student driven. Students will complete thorough literary analysis pieces based on personally developed thesis statements, mini research writings based on topics pulled from novels, and a variety of narrative pieces inspired by the theme, writing style, and characters in the novels. Students may read anywhere from one to twelve novels in this unit. Independent work and reading habits will be closely monitored and developed through this course of study. Through the use of multiple learning styles, activities (e.g. visual, auditory, kinesthetic, and tactile) will have students engaged throughout the unit. Differentiation will be embedded into the unit through the use of small groups, peer reviews, tiered instruction, graphic organizers, varied texts, literature circles, tiered stations, journal prompts, choice options, and level of independence required. Each student comes away with pivotal skills

and understandings while being appropriately challenged throughout the unit. 21st century skills and technology used in this unit are:

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Access information efficiently

- Evaluate information critically and competently

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values

Resources

Teacher Collected informational texts

Board approved short novels, poems

Board approved computer programs - Newsela, Edmentum, EnglishGrammar101

Unit 4

Stage 1: Desired Results

Topic: Looking Back to Look Forward (Connections to History/Society)

Time Allotment ¼ of the year

Essential Questions

- How does the study of nonfiction (fiction optional) texts help individuals construct their understanding of reality?
- Are my chosen sources relevant, accurate, from an authoritative source, objective, current and comprehensive?

Enduring Understandings

- Collecting and assimilating information about history and society reveals a significant meaning of “our place in the world”.
- The ability to analyze and synthesize information is a pathway to success in future academic and workplace settings.

Content Standards

Reading

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

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RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

RI.8.1. Cite the textual evidence and make relevant connections 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.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Writing

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.8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.E. Establish and maintain a formal style.

W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

W.8.7 . Conduct research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.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.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting

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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.8.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking and Listening

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.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

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

Language

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

L.8.1.D. Recognize and correct inappropriate shifts in verb voice and mood.

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L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2.C. Spell correctly.

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

L.8.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.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.

Knowledge and Skills (SWBAT embedded course proficiencies)

Reading

SWBAT:

- Closely read the text
- Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim
- Identify and analyze author's purposeful use of language and literary devices
- Make personal connections, make connections to other text, and/or global connections when relevant
- Gather evidence from the text to support inferences or explicit meaning
- Paraphrase and directly quote evidence from text
- Correctly cite evidence
- Use evidence from the text to make and check predictions when reading
- Read and analyze a variety of literary genres and informational texts
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences

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- Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence
- Analyze the development of the theme or central idea over the course of the fictional or informational text
- Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts
- Summarize the text objectively, capturing the main ideas
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Provide an analysis of the impact of specific word choice on meaning and/or tone
- Identify analogies and allusions
- Analyze why the author chose to include specific word choice, including analogies or allusions
- Analyze how specific word choice, including analogies and allusions, impacts the reader
- Evaluate the effectiveness of the author's choice to use specific word choice
- Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept
- Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept
- Determine why the author chose a particular structure
- Analyze the impact that the structure choice has on the reader
- Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept
- Compare and contrast the structure of two or more texts
- Provide an analysis of how the differing structure of each text contributes to its meaning and style
- Determine why each author chose their particular structure to contribute to the meaning and style of the text
- Analyze the impact that the structure choice has on the reader
- Make a judgment about which text structure more effectively contributes to the meaning and style of the text
- Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text

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- Determine how one or more differences in the points of view can create bias in fiction and nonfiction text
- Explain how the author acknowledges and responds to counterarguments
- Analyze how the author uses literary devices to develop effects such as suspense or humor
- Analyze the impact of the author's point of view or purpose choices on the reader
- Evaluate the effectiveness of the author's point of view or purpose choices
- Determine difficulties in comprehending and making meaning
- Apply appropriate strategies in order to increase comprehension when encountering difficult text
- Encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life
- Encounter the text with minimal clarifications
- Discern more from and make fuller use of text
- Make an increasing number of connections among ideas and between texts

SWBAT:

- Focus writing on thoroughly describing or explaining a topic
- Identify the defining elements of this specific writing genre
- Explore topics from their content area classes
- Write an introduction that clearly outlines ideas to follow
- Organize ideas and information using text structures and text features
- Write a thesis statement
- Select facts, definitions, concrete details, quotations, or other information and examples
- Use transitional words and phrases
- Choose specific vocabulary and language
- Develop and use a consistent style, approach and form for the task
- Write a conclusion to close the ideas in the text
- Create language that is appropriate to one's audience and a formal tone
- Identify defining characteristics of a variety of writing tasks
- Utilize strategies to unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience
- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists

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- View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
- Use technological resources to enhance writing
- Use technology to broaden research base
- Use evidence found online to support ideas
- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- Explore inquiry topics through short research projects
- Compose student-generated questions focused around areas of interest or content studies
- Research and synthesize information from several sources
- Develop research questions
- Determine keywords or topics for each question
- Conduct research and synthesize multiple sources of information
- Compose follow-up research questions based on the initial search
- Use search terms effectively
- Draw evidence from multiple texts to support thesis
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Follow MLA guidelines to cite direct and indirect quotations
- Identify examples of plagiarism in writing
- Avoid plagiarism in writing
- Establish a point of view and context
- Engage the reader with a story hook
- Introduce a narrator and/or characters
- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- Use figurative language to aid in description
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- Provide a conclusion that follows from and reflects on the narrated experiences or events
- Clearly convey a conflict and a resolution to the conflict
- Apply the narrative plot structure to a real or imagined story
- Demonstrate ability to create a context or setting for the story
- Develop characters throughout the story
- Identify defining characteristics of a variety of writing tasks
- Utilize strategies to unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice

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- Create a tone that is appropriate for one's audience

Speaking and Listening

SWBAT:

- Read required texts prior to discussions
- Prepare for discussions
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Determine the purpose for presenting information in different media and formats
- Interpret the presenter's purpose in conveying the information using particular media and formats
- Analyze the impact that the use of particular media and formats has on the audience
- Evaluate the effectiveness of the presenter's media and format choices
- Incorporate multimedia and visual displays into presentations
- Analyze the impact that these multimedia and visual displays will have on the reader
- Orally present information, using appropriate speech, in a variety of situations.

Language

SWBAT:

- Identify verbs in reading and writing pieces
- Recognize and correct inappropriate shifts in verb voice and mood
- Apply common rules and patterns to spell words correctly
- Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases
- Determine the meaning of commonly used prefixes and suffixes
- Separate a base word from the prefix or suffix
- Use the definition of known prefixes and suffixes to define new words
- Identify root words in unknown words
- Use known root words to aid in defining unknown words
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech

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- Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- Consult reference materials that are both printed and digital
- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies/computer-based standards driven benchmark)

Reading

- By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Research to Build and Present Knowledge-Writing

- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment Methods (formative, summative, other evidence and/or student self-assessment)

Formative

Journals
Short constructed response questions
Oral Assessments
Computer-based reading assessments
Vocabulary usage in writing (teacher monitored)
Teacher observation

Summative

End of novel tests
Vocabulary quizzes/tests
Final Essays (research/narrative)
Computer-based reading assessment (broad spectrum)
End of novel projects - differentiated

Student Self-Evaluation

Use of rubrics to score their own writing
Peer editing
Self-reflection journaling

Stage 3: Learning Plan

The fourth unit of study introduces theme of connection to history and society to better understand our place in the world. Students will be given a research topic that holds historical and current significance in our country. Through the use of informational texts, independent research, and specifically chosen literature, students will become fully versed in their particular topic. Taking the information gleaned from the research process, students will synthesize the information and make connections to themselves and their place in the world. These findings will be displayed through a variety of technology based assessments. The topics that students work with will be revisited through unit writing assessments, projects and assigned readings that have increased significantly in complexity since September. Through the use of multiple learning styles, activities (e.g. visual, auditory, kinesthetic, and tactile) will have students engaged throughout the unit. Differentiation will be embedded into the unit through the use of small groups, peer reviews, tiered instruction, graphic organizers, varied texts, literature circles, tiered stations, journal prompts, choice options, and level of independence required. Each student comes away with pivotal skills and understandings while being appropriately challenged throughout the unit. 21st century skills and technology used in this unit are:

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Access information efficiently

- Evaluate information critically and competently

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values

Resources

Teacher Collected informational texts

Board approved short novels, poems

Board approved computer programs - Newsela, Edmentum, EnglishGrammar101

Sources Used

New Jersey Student Learning Standards

<http://www.state.nj.us/education/cccs/>

Curricular Framework English Language Arts 8th grade

<http://www.nj.gov/education/cccs/frameworks/ela/>

Integration of 21st Century Theme(s)

The following websites are sources for the following 21st Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

21st Century Interdisciplinary Themes (into core subjects)

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

Learning and Innovation Skills

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**

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- **Communication and Collaboration**

Information, Media and Technology Skills

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

Integration of Digital Tools

- **Classroom computers/laptops**
- **Technology Lab**
- **FM system**
- **Other software programs**