

Hillside Township School District

Language Arts Curriculum

Grade 8

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District Mission Statement

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Student Learning Standards and make connections to real-world success. We are committed to strong parent-community-school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century. We believe that an education grounded in the fundamental principles of Language Arts will provide students with the skills and content necessary to become our future leaders. Language Arts is an integral component in the development of every student. Their competence in this area corresponds to their success in other academic disciplines. As such, the program is rooted in promoting awareness of how literacy is integral to their goal attainment and advancement. They have opportunities to apply grammar concepts, writing objectives and textual analysis to project creation. Children have the chance to explore areas of interests, exercise inquiry and demonstrate knowledge by constructing unit artifacts. Their ingenuity and perspectives will be respected as they assess their work and that of their peers utilizing rubrics. They will work in an environment that encourages them to take compositional risks and embraces the writing process. Unit topics correspond to text selections; novels vary according to lexile levels. Honors and differentiated instruction books are noted accordingly with an *H and DI* designation.

Our program provides teachers with the support and resources to diversify methodology and consistently utilize technology in daily instruction. Teachers are scheduled to meet weekly by grade level to share planning ideas and classroom innovations. The expectation of excellence extends to the professional staff; our teachers are full of fresh ideas from approved development workshops and academic courses to provide students with the tools needed to maximize their potential.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the NJ Student Learning Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

Lesson Information

Lesson Name: _____

Unit: _____

Date: _____

Lesson Data

1. Essential Questions	
2. New Jersey Student Learning Standards (NJSLS)	
3. Objectives	<i>Students will be able to...</i>
4. Lesson Agenda	<ul style="list-style-type: none">● <i>Do Now</i>● <i>Daily Activities</i>● <i>Materials (Incorporation of Technology)</i>● <i>Anticipated Timing</i>
5. Assessment	<i>Evidence of student learning</i>
6. Homework	

UNIT 1: Narrative Reading and Writing
Grade 8

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<ul style="list-style-type: none"> ● Good readers compare, infer, synthesize and make various connections to text by relating concepts to relevant and useful information in their lives, other text, and society. ● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. ● There are elements and features that are specific to narrative writing. 	<ul style="list-style-type: none"> ● How do readers construct meaning from text? ● How does understanding a text's structure help better understand its meaning? ● What are narrative/literary elements? ● Which genres and subgenres are related to narrative texts?
Writing	<ul style="list-style-type: none"> ● Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. ● A writer selects a form based on audience and purpose. ● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. ● Good writers take compositional risks and use literary devices to improve their writing. ● Comparing text from diverse authors on the same topic and/or passages by the same author can provide the reader with deeper insight into the topic or knowledge of the author's writing style. 	<ul style="list-style-type: none"> ● How do writers develop a well-written product? ● Why does a writer choose a particular form of writing? ● How do writers develop a well-written product? ● How does an understanding of figurative language, word nuances and relationships, dialogue, etc. make writing more successful? ● How does comparing and contrasting literature to real life situations enhance one's understanding of individual works?
Speaking and Listening	<ul style="list-style-type: none"> ● Oral discussions help to build connections to others and create opportunities for learning. ● Questioning and contributing helps speakers convey their messages, explore issues, and clarify their thinking. ● Effective listeners are able to interpret and evaluate increasingly complex messages. 	<ul style="list-style-type: none"> ● How can discussions increase our knowledge and understanding of an idea or concept? ● When is it appropriate to ask questions? How do speakers express their thoughts and feelings? ● How does a listener understand a message? ● How can behaviors indicate that effective

	<ul style="list-style-type: none"> Effective listeners demonstrate an understanding of ideas/concepts expressed by others by responding appropriately. 	communication is occurring?
Language	<ul style="list-style-type: none"> Fluent readers group words quickly to help them gain meaning from what they read. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in the text. Rules, conventions of language, help readers understand what is being communicated. 	<ul style="list-style-type: none"> How does fluency affect comprehension? How does a student figure out a word he/she does not know? How do rules of language affect communication?

Interdisciplinary Connections	Students will create an historical fiction novella set during World War II
21st Century Skills	<p>CAEP.9.2.8.B - [<i>Strand</i>] - Career Exploration</p> <p>CAEP.9.2.8.B.1 - [<i>Standard</i>] - Research careers within the 16 Career Clusters and determine attributes of career success.</p> <p>CAEP.9.2.8.B.3 - [<i>Standard</i>] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>CAEP.9.2.8.B.4 - [<i>Standard</i>] - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>
Career Connections	Career exploration through leveled text: Journalist politician, media, specialist, historian, anthropologist

	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	<p>NJSLSA.R1. 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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. 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.</p>	<p>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.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>

	<p>NJSLSA.R5. 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.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R9. 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.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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	<p>NJSLSA.W10. 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.</p>	<p>information and ideas efficiently as well as to interact and collaborate with others.</p> <p>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.</p>
<p>Speaking and Listening</p>	<p>NJSLSA.SL1. 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.</p>	<p>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.</p> <p>L.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>L.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.</p> <p>L.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively,</p>

	<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</p>	<p>orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>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.</p>
Language	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,</p>	<p>L.8.1.A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L.8.1.B. Form and use verbs in the active and passive voice.</p> <p>L.8.1.C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L.8.1.D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2.A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>L.8.2.B. Use an ellipsis to indicate an omission.</p> <p>L.8.2.C. Spell correctly</p> <p>L.8.3.A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>

	<p>analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>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.</p> <p>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, and secede).</p> <p>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.</p> <p>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).</p> <p>L.8.5.A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5.B. Use the relationship between particular words to better understand each of the words.</p> <p>L.8.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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Pacing Chart
Unit 1: Narrative Reading and Writing
Grade 8
Time Line- September- June

TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
Reading	Summer Reading Projects / San Diego Quick Assessment / MAP Testing / Tests / Quizzes / etc.	Interdisciplinary Connections: Electronic Resources: Google Apps for Education (Drive, Docs, Slides, Classroom, Forms, etc.) YouTube, Material Selection: Fiction: <ul style="list-style-type: none"> - Grade level novel - Other available grade-appropriate selections Nonfiction: <ul style="list-style-type: none"> - <u>The Pact</u> by Drs. Davis, Jenkins and Hunt - Other available grade-appropriate selections Poetry: <ul style="list-style-type: none"> - “The Raven” by Edgar Allen Poe - Other available grade-appropriate selections Short Stories: <ul style="list-style-type: none"> - “A Confession Found in a Prison in the Time of Charles the Second” by Charles Dickens
Writing	Comparing and Contrasting Essay / Narratives / Speculative Essays / Benchmark Prompt / MAP Testing / Tests / Quizzes / etc.	
Speaking and Listening	Class Discussions / Group Assignments / Presentations / San Diego Quick Assessment / etc.	
Language	Self-review / Peer-review / Revision and Editing / Grammar worksheets / Tests / Quizzes / etc.	

		<ul style="list-style-type: none"> - “Kitty and Mack” by Walter Dean Myers - “Dead End” - “Tell-Tale Heart” by Edgar Allen Poe - Other available grade-appropriate selections <p>Grammar:</p> <ul style="list-style-type: none"> - Grammar for Writing 8th grade
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UNIT 2: Informational Reading and Writing
Grade 8

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<p>Good readers:</p> <ul style="list-style-type: none"> • Can identify and differentiate between the various non-fiction text formats used by authors to disseminate information. • Readers can cite textual evidence and apply the information to other relevant areas when analyzing text. • Determine themes or central ideas in text by analyzing what is stated explicitly or by making inferences and drawing conclusions. 	<ul style="list-style-type: none"> • How do authors select the appropriate non-fiction text structure for their purpose? • What are the non-fiction text structures? • How does knowledge of the various non-fiction text structures increase comprehension? • How does the ability to cite appropriate textual evidence reinforce responses, points-of-view and ideas? • How are common themes and/or main ideas used to make connections between texts?
Writing	<ul style="list-style-type: none"> • Informational text follows a specific format and contains identifiable elements. • Writers should be able to determine the appropriate non-fiction text format for an assigned task. • Writers should use appropriate rules of conduct and safety on the internet and practice guidelines to avoid plagiarism, when conducting research and/or completing assignments. 	<ul style="list-style-type: none"> • What are the characteristics of informational text? • How do writers determine which writing format is appropriate for a given task? • What are the guidelines for avoiding plagiarism? • What are the differences between essays and a research papers?
Speaking and Listening	<ul style="list-style-type: none"> • Demonstrate knowledge of appropriate language/vocabulary during discussions and presentations. • Incorporate information gained through reading and/or research into discussions, collaborations, and presentations logically and coherently. • Demonstrate effective listening skills, by incorporating content gained through research, discussions, collaborations and presentations into appropriate responses that reflect comprehension of the new information. 	<ul style="list-style-type: none"> • How does knowledge of vocabulary that's specific to a content or genre enhance communication? • How do you indicate to someone that you are actively engaging in what they are saying? • How do you respectfully express an opposing point-of-view? • What are guidelines for effective/reflective communication?

Language	<ul style="list-style-type: none"> ● Recognize language that is specific to a genre or subgenre of text and develop vocabulary to respond appropriately. ● Utilize the standard conventions of English and grammar (capitalization, punctuation, spelling and etc.) when writing and/or speaking. ● Utilize context clues or appropriate reference resources to clarify the meanings of unfamiliar words or words with multiple definitions, and determine their connotations and denotations to increase comprehension when reading and clarity, when speaking. 	<ul style="list-style-type: none"> ● Why is knowledge of genre specific vocabulary essential to increasing reading comprehension and effective communication? ● What strategies can readers develop to increase reading comprehension skills, and distinguish between connotation and denotation?
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	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	<p>NJSLSA.R1. 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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. 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.</p>	<p>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.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</p> <p>RI.8.4. 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.</p>

	<p>NJSLSA.R5. 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.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. 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.</p> <p>NJSLSA.R9. 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.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9. Analyze 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.</p> <p>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.</p>
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	<p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. 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.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10. 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.</p>	<p>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.</p> <p>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.</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9.B. Apply grade 8 Reading standards to literary nonfiction</p> <p>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.</p>
Speaking and Listening	<p>NJSLSA.SL1. 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.</p>	<p>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.</p> <p>L.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>

	<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</p> <p>NJSLSA.SL4. 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.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>L.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.</p> <p>L.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.3. 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.</p> <p>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.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
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<p>Language</p>	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.8.1.A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L.8.1.B. Form and use verbs in the active and passive voice.</p> <p>L.8.1.C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L.8.1.D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2.A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>L.8.2.B. Use an ellipsis to indicate an omission.</p> <p>L.8.2.C. Spell correctly</p> <p>L.8.3.A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>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.</p> <p>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).</p>
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	<p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>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.</p> <p>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).</p> <p>L.8.5.A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5.B. Use the relationship between particular words to better understand each of the words.</p> <p>L.8.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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Interdisciplinary Connections	Students will select and research a prominent person from the Post World War II era and write a historical biography noting their impact on the era.
21st Century Skills	<p>CAEP.9.2.8.B - [<i>Strand</i>] - Career Exploration</p> <p>CAEP.9.2.8.B.1 - [<i>Standard</i>] - Research careers within the 16 Career Clusters and determine attributes of career success.</p> <p>CAEP.9.2.8.B.3 - [<i>Standard</i>] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>CAEP.9.2.8.B.4 - [<i>Standard</i>] - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>CAEP.9.2.8.B.6 - [<i>Standard</i>] - Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p>
Career Connections	Career exploration through leveled text: Historical biographer, politician, government, lawyer, judge

Pacing Chart
Unit 2: Informational Reading and Writing
Grade 8
Time Frame- September - June

TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
Reading	San Diego Quick Assessment / Tests / Quizzes / etc.	Interdisciplinary Connections: Possible Electronic Resources: Google Apps for Education (Drive, Docs, Slides, Classroom, Forms, etc.), YouTube, Possible Material Selection: Fiction: <ul style="list-style-type: none"> - Other available grade-appropriate selections Nonfiction: <ul style="list-style-type: none"> - Other available grade-appropriate selections Poetry: <ul style="list-style-type: none"> - Other available grade-appropriate selections Short Stories: <ul style="list-style-type: none"> - Other available grade-appropriate selections Grammar: <ul style="list-style-type: none"> - Grammar for Writing 8th grade
Writing	Benchmark Prompt / Tests / Quizzes / etc.	
Speaking and Listening	Lectures / Collaborations / Presentations / San Diego Quick Assessment / etc.	
Language	Self-review / Peer-review / Revision and Editing / Grammar worksheets / Tests / Quizzes / etc.	

UNIT 3: Argumentative Reading and Writing
Grade 8

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<ul style="list-style-type: none"> Analyze the impact that diverse points-of-view have on the purpose and style of an essay. Draw conclusions and make inferences based upon what is explicitly and implicitly stated in the text and cite supporting textual evidence to substantiate claims or points-of-view. Determine the meanings of words associated with a specific genre by utilizing context clues, analyzing words with multiple meanings, and distinguishing between the connotation and denotation of words. 	<ul style="list-style-type: none"> How does the author/narrator's perspective effect the purpose, focus and style of an essay? What is the difference between implicit and explicit information? What strategies can be utilized to increase knowledge of vocabulary related to specific genres, words with multiple meanings, and/or unfamiliar words? What is the difference between connotation and denotation and how can this knowledge increase comprehension?
Writing	<ul style="list-style-type: none"> Utilize the writing process to develop cohesive writing where the style, format and organization are relevant to the task. Develop a claim as a premise to be proven or disproven, and incorporate relevant supporting details to substantiate their points-of-view. Understand and incorporate a variety of reasoning techniques when supporting a claim, utilize persuasive techniques to support reasons, anticipate opposing view-points and develop counter-arguments. Paraphrase, quote and summarize text from reliable primary and secondary sources, by citing sources and avoiding plagiarism. 	<ul style="list-style-type: none"> What is the format of an argumentative essay and how does it differ from other essay formats? What is an effective hook? What is a thesis statement/claim? What are the four different kinds of reasons? What are supporting details? What are counter-arguments and how are they developed? How do transitional words or phrases between paragraphs enhance the final writing product? What is a call to action?
Speaking and Listening	<ul style="list-style-type: none"> Demonstrate a logical and coherent development of ideas that incorporate transitions when writing and speaking. Modify speaking to adapt the task and audience, while utilizing the standard conventions of English. 	<ul style="list-style-type: none"> What is the criteria for speaking when giving presentations or participating in collegiate discussions? How does the audience influence the content of a speech or essay? How do effective listeners demonstrate an understanding

	<ul style="list-style-type: none"> ● Demonstrate effective listening skills, by incorporating content gained through discussions, collaborations, media content and presentations into appropriate responses that reflect comprehension of the new information 	of new content gained via discussions, collaborations, research and presentations?
Language	<ul style="list-style-type: none"> ● Recognize language that is specific to a genre or subgenre of text and develop vocabulary to respond appropriately. ● Utilize the standard conventions of English and grammar (capitalization, punctuation, spelling and etc.) when writing and/or speaking. ● Utilize context clues or appropriate reference resources to clarify the meanings of unfamiliar words or words with multiple definitions, and determine their connotations and denotations to increase comprehension when reading and clarity, when speaking. 	<ul style="list-style-type: none"> ● Why is knowledge of genre specific vocabulary essential to increasing reading comprehension and effective communication? ● How does the ability (or inability) to use grammar properly when writing and/or speaking effect other people's perceptions of us? ● What strategies can readers develop to increase reading comprehension skills, and distinguish between connotation and denotation?

Interdisciplinary Connections	Students will conduct a Socratic debate for and against global warming
21st Century Skills	CAEP.9.2.8.B - [<i>Strand</i>] - Career Exploration CAEP.9.2.8.B.1 - [<i>Standard</i>] - Research careers within the 16 Career Clusters and determine attributes of career success. CAEP.9.2.8.B.2 - [<i>Standard</i>] - Develop a Personalized Student

	<p>Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p> <p>CAEP.9.2.8.B.3 - [<i>Standard</i>] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>CAEP.9.2.8.B.7 - [<i>Standard</i>] - Evaluate the impact of online activities and social media on employer decisions.</p>
Career Connections	Career exploration through leveled text: Meteorologist, environmental scientist, aquatic researcher

	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite	RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what

<p>specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. 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.</p> <p>NJSLSA.R5. 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.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</p> <p>RI.8.4. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and</p>
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	<p>NJSLSA.R8. 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.</p> <p>NJSLSA.R9. 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.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>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.</p> <p>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.</p>
Writing	<p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>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.</p> <p>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.</p> <p>W.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1.D. Establish and maintain a formal style.</p> <p>W.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>

	<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. 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.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10. 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.</p>	<p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9.B. Apply grade 8 Reading standards to literary nonfiction</p> <p>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.</p>
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<p>Speaking and Listening</p>	<p>NJSLSA.SL1. 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.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p> <p>NJSLSA.SL4. 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.</p>	<p>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.</p> <p>L.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>L.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.</p> <p>L.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.3. 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.</p> <p>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.</p>
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	<p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
Language	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.8.1.A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L.8.1.B. Form and use verbs in the active and passive voice.</p> <p>L.8.1.C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L.8.1.D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2.A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>L.8.2.B. Use an ellipsis to indicate an omission.</p> <p>L.8.2.C. Spell correctly</p> <p>L.8.3.A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>

<p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>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.</p> <p>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, and secede).</p> <p>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.</p> <p>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).</p> <p>L.8.5.A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5.B. Use the relationship between particular words to better understand each of the words.</p> <p>L.8.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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Pacing Chart
Unit 3: Argumentative Reading and Writing
Grade 8

Time Frame: September - June

TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
Reading	Assessments to determine reading level / MAP Testing / Tests / Quizzes / etc.	Interdisciplinary Connections: Possible Electronic Resources: Google Apps for Education (Drive, Docs, Slides, Classroom, Forms, etc.), YouTube, Possible Material Selection: Fiction: <ul style="list-style-type: none"> - Other available grade-appropriate selections Nonfiction: <ul style="list-style-type: none"> - Other available grade-appropriate selections Poetry: <ul style="list-style-type: none"> - Other available grade-appropriate selections Short Stories: <ul style="list-style-type: none"> - Other available grade-appropriate selections Grammar: <ul style="list-style-type: none"> - Grammar for Writing 8th grade
Writing	Benchmark Prompt / MAP Testing / Tests / Quizzes / etc.	
Speaking and Listening	San Diego Quick Assessment / etc.	
Language	Self-review / Peer-review / Revision and Editing / Grammar worksheets / Tests / Quizzes / etc.	

UNIT 4: Poetry and Shakespeare
Grade 8

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<ul style="list-style-type: none"> Analyze the impact that diverse points-of-view have on the purpose and style of an essay. Draw conclusions and make inferences based upon what is explicitly and implicitly stated in the text and cite supporting textual evidence to substantiate claims or points-of-view. Determine the meanings of words associated with a specific genre by utilizing context clues, analyzing words with multiple meanings, and distinguishing between the connotation and denotation of words. 	<ul style="list-style-type: none"> How does the author/narrator's perspective effect the purpose, focus and style of an essay? What is the difference between implicit and explicit information? What strategies can be utilized to increase knowledge of vocabulary related to specific genres, words with multiple meanings, and/or unfamiliar words? What is the difference between connotation and denotation and how can this knowledge increase comprehension? How does the author/narrator's perspective effect the purpose, focus and style of an essay? What is the difference between implicit and explicit information? How can a reader distinguish between prose and poetry? What text features, literary elements and/or format structures identify the genres of prose and poetry? How are the genres alike?
Writing	<ul style="list-style-type: none"> Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. A writer selects a form based on audience and purpose. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. Good writers take compositional risks and use literary devices to improve their writing. 	<ul style="list-style-type: none"> How do writers develop a well-written product? Why does a writer choose a particular form of writing? How do writers develop a well-written product? How does an understanding of figurative language, word nuances and relationships, dialogue, etc. make writing more successful?

	<ul style="list-style-type: none"> ● Comparing text from diverse authors on the same topic and/or passages by the same author can provide the reader with deeper insight into the topic or knowledge of the author's writing style. 	<ul style="list-style-type: none"> ● How does comparing and contrasting literature to real life situations enhance one's understanding of individual works?
Speaking and Listening	<ul style="list-style-type: none"> ● Demonstrate knowledge of appropriate language/vocabulary during discussions and presentations. ● Incorporate information gained through reading and/or research into discussions, collaborations, and presentations logically and coherently. ● Demonstrate effective listening skills, by incorporating content gained through research, discussions, collaborations and presentations into appropriate responses that reflect comprehension of the new information. 	<ul style="list-style-type: none"> ● How does knowledge of vocabulary that's specific to a content or genre enhance communication? ● How do you indicate to someone that you are actively engaging in what they are saying? ● How do you respectfully express an opposing point-of-view? ● What are guidelines for effective/reflective communication?
Language	<ul style="list-style-type: none"> ● Fluent readers group words quickly to help them gain meaning from what they read. ● Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in the text. ● Rules, conventions of language, help readers understand what is being communicated. 	<ul style="list-style-type: none"> ● How does fluency affect comprehension? ● How does a student figure out a word he/she does not know? ● How do rules of language affect communication?

	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	<p>NJSLSA.R1. 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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. 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.</p>	<p>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.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>

	<p>NJSLSA.R5. 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.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R9. 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.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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<p>Writing</p>	<p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>W3.8. 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.</p> <p>W3.8. B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W3.8. 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.</p> <p>W3.8. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W3.8. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between</p>
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	<p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10. 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.</p>	<p>information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9.A. Apply grade 8 Reading standards to literature</p> <p>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.</p>
Speaking and Listening	<p>NJSLSA.SL1. 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.</p>	<p>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.</p> <p>L.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>L.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.</p>

	<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</p>	<p>L.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.3. 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.</p>
Language	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices</p>	<p>L.8.1.A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L.8.1.B. Form and use verbs in the active and passive voice.</p> <p>L.8.1.C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L.8.1.D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2.A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>L.8.2.B. Use an ellipsis to indicate an omission.</p> <p>L.8.2.C. Spell correctly</p> <p>L.8.3.A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects</p>

	<p>for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary</p>	<p>(e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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).</p> <p>L.8.5.A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5.B. Use the relationship between particular words to better understand each of the words.</p> <p>L.8.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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	<p>knowledge when encountering an unknown term important to comprehension or expression.</p>	
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Interdisciplinary Connections	Students will create a sonnet based on life in England during the Elizabethian Era.
21st Century Skills	<p>CAEP.9.2.8.B - [<i>Strand</i>] - Career Exploration</p> <p>CAEP.9.2.8.B.1 - [<i>Standard</i>] - Research careers within the 16 Career Clusters and determine attributes of career success.</p> <p>CAEP.9.2.8.B.3 - [<i>Standard</i>] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>CAEP.9.2.8.B.4 - [<i>Standard</i>] - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>
Career Connections	Career exploration through leveled text: Historical biographer, politician, government, lawyer, judge

Pacing Chart
Unit 4: Poetry and Shakespeare
Grade 8
Time Frame: September- June

TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
Reading	Summer Reading Projects / San Diego Quick Assessment / MAP Testing / Tests / Quizzes / etc.	Interdisciplinary Connections: Performing Arts – Act out poetry Analyze music lyrics vs poetry Possible Electronic Resources: Google Apps for Education (Drive, Docs, Slides, Classroom, Forms, etc.), YouTube, Possible Material Selection: Fiction: - “Twelfth Night” by William Shakespeare Shakespeare - Other available grade-appropriate selections Nonfiction: - Other available grade-appropriate selections Poetry: - Various Sonnets - Other available grade-appropriate selections Short Stories: - Other available grade-appropriate selections Grammar: - Grammar for Writing 8th grade
Writing	Benchmark Prompt / MAP Testing / Tests / Quizzes / etc.	
Speaking and Listening	San Diego Quick Assessment / etc.	
Language	Self-review / Peer-review / Revision and Editing / Grammar worksheets / Tests / Quizzes / etc.	