

Greenwich-Stow Creek Partnership Schools

Eighth Grade English Language Arts Curriculum



Approved by the Board of Education

Stow Creek Board of Education: 8-22-2024

Greenwich Board of Education: 8-21-2024

Greenwich Stow Creek Partnership Schools English Language Arts

Greenwich Stow Creek Partnership School, Grade 8	
Unit: 1	30 Days
Unit Goals: Gadgets and Glitches <ul style="list-style-type: none">• Analyze Plot• Analyze Science Fiction• Identify Central Ideas and Details• Analyze Organization• Analyze Structure• Analyze Irony• Analyze Claim and Evidence• Analyze Graphic Features• Evaluate Evidence• Analyze Rhetoric• Compare Arguments	
Learning Targets <i>New Jersey Student Learning Standards</i>	
Focus Standards:	
Reading Literature: <p>RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.</p> <p>RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.</p> <p>RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).</p> <p>RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.</p> <p>RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.</p>	
Reading Informational Text: <p>RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an</p>	

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analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing:

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

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

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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

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

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Language:

- L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - B. Form and use verbs in the active and passive voice.
 - C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - D. Recognize and correct inappropriate shifts in verb voice and mood.
 - E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - F. Use an ellipsis to indicate an omission.
 - G. Recognize spelling conventions.
- L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
 - C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Analyze the impact of specific word choices on meaning and tone.
 - C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
 - B. Use the relationship between particular words to better understand each of the words.
 - C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Does technology improve or control our lives? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will answer a Literary Analysis question that is related to the essential question.

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	<ul style="list-style-type: none"> • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.
District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none"> • HMH Into Literature Grade 8 • Assessments • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics 	
<p>Reading Learning Plan:</p> <p>Analyze & Apply</p> <ul style="list-style-type: none"> • The Brave Little Toaster (science fiction) • Are Bionic Superhumans on the Horizon? (informational) • Interflora (poem) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • The Automation Paradox (argument) • Heads Up, Humans (argument) <p>Reader's Choice</p> <ul style="list-style-type: none"> • If You Go into the Woods You will Find It Has a Technology (poem) • There Will Come Soft Rains (science fiction) • Hallucination (science fiction) • <i>From All the Light We Cannot See</i> (novel) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell ringer Activities • Narrative Essay • Sentence Fluency: Revise Sentences by Combining with Conjunctions • Conventions: Revising for Pronoun-Antecedent Agreement

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Assessments:

- Applying the Essential Question
- Online Selection Tests
- Open-Ended Responses
- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

Social Studies:

SOC.6.3.8.CS1 - Recognize the causes and effects of prejudice on individuals, groups, and society.

SOC.6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

SOC.6.3.8.CS4 - Listen open-mindedly to views contrary to their own.

SOC.6.3.8.CS9 - Make informed and reasoned decisions.

NJSLS Technology Standards:

8.1.8.A.1-Demonstrate knowledge of a real-world problem using digital tools.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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Integration of 21st Century Skills: Career Readiness, Life Literacy, and Key Skills
<p><input checked="" type="checkbox"/> 9.1 Personal Financial Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Financial Health: <i>Financial Psychology, Civic Financial Responsibility</i> <input checked="" type="checkbox"/> Financial Landscape: <i>Financial Institutions, Economic & Government Influences</i> <input type="checkbox"/> Money Management: <i>Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile</i> <p><input type="checkbox"/> 9.2 Career Awareness and Planning</p> <p><input checked="" type="checkbox"/> 9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Global and Cultural Awareness
Effective Integration of Technology: Computer Science and Design Thinking & Life Literacies and Key Skills
<p><input type="checkbox"/> 8.1 Computer Science</p> <p><input type="checkbox"/> 9.4 Design Thinking</p> <p><input checked="" type="checkbox"/> 9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Digital Citizenship <input type="checkbox"/> Information and Media Literacy <input type="checkbox"/> Technology Literacy
Effective Integration of Media Arts: Visual and Performing Arts Performance Standards
<p><input checked="" type="checkbox"/> 1.2 Media Arts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creating-Conceive, Develop, and/or Construct <input type="checkbox"/> Performing-Integrate, Practice, and/or Present <input checked="" type="checkbox"/> Responding-Perceive, Evaluate, and/or Interpret <input checked="" type="checkbox"/> Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 8	
Unit: 2	30 days
<p>Unit Goals: The Thrill of Horror</p> <ul style="list-style-type: none"> • Analyze Literary Criticism • Paraphrase and Summarize Text • Analyze Point of View • Analyze Structure • Analyze Themes • Analyze Foreshadowing • Analyze Epic Poetry • Analyze Adaptation 	

- Compare Versions

Learning Targets *New Jersey Student Learning Standards*

Focus Standards:

Reading Literature:

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

Reading Informational Text:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing:

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

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

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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

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

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

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

Language:

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

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- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
 - B. Use the relationship between particular words to better understand each of the words.
 - C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Why do we sometimes like to feel frightened? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will answer a Literary Analysis question that is related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.

District Learning Plan

- Materials:
- HMH Into Literature Grade 8
 - Assessments
 - Teacher Resources
 - Online Resources
 - Video Clips

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<ul style="list-style-type: none"> • Close Reading Tool • Online Literature Library • Teacher created topics 	
<p>Reading Learning Plan:</p> <p>Analyze & Apply</p> <ul style="list-style-type: none"> • What Is the Horror Genre? (literary criticism) • The Tell-Tale Heart (short story) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • The Monkey’s Paw (short story) • <i>From</i> The Monkey’s Paw (film clip) • <i>From</i> The Aeneid of Virgil (epic poem) • <i>From</i> Hades: Lord of the Dead (graphic novel) <p>Reader’s Choice</p> <ul style="list-style-type: none"> • Frankenstein (poem) • Beware: do not read this poem (poem) • Blood (short story) • The Outsider (short story) • Scary Tales (essay) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell Ringer Activities • Comparison/Contrast Essay • Revising Verbs for Mood
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Essential Question • Online Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	
<p>Special Ed, 504, ELL, GT</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two • Read aloud • Group discussion • Graphic organizers • Simplify steps when writing essays • Essay and Summary Scorer • Extension activities • Independent practice in small groups • Internet activities 	
Lesson Components	
Interdisciplinary Connections	

Science:

6-8.MS-LS1-3.LS1.A.1 -In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.

6-8.MS-LS1-1.3.1 - Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.

NJSLS Technology Standards:

8.1.8.A.1-Demonstrate knowledge of a real-world problem using digital tools.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

- Financial Health: *Financial Psychology, Civic Financial Responsibility*
- Financial Landscape: *Financial Institutions, Economic & Government Influences*
- Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking & Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating-Conceive, Develop, and/or Construct
- Performing-Integrate, Practice, and/or Present
- Responding-Perceive, Evaluate, and/or Interpret
- Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership Schools English Language Arts

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Greenwich Stow Creek Partnership School, Grade 8	
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Unit: 3	30 Days
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- Unit Goals: Places We Call Home**
- Analyze Plot
 - Analyze Themes
 - Analyze Character
 - Analyze Imagery
 - Analyze Text Elements
 - Compare Purposes

Learning Targets <i>New Jersey Student Learning Standards</i>

Focus Standards:

Reading Literature:

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.CT.8.8. Analyze and reflect on how the author’s idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author’s emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

Reading Informational Text:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

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RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

Writing:

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

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

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

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W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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

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

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

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

Language:

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.

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L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What are the places that shape who you are? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will answer a Literary Analysis question that is related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of

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	discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.
District Learning Plan	
Materials: <ul style="list-style-type: none"> • HMH Into Literature Grade 8 • Assessments • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics 	
Reading Learning Plan: <p>Analyze & Apply</p> <ul style="list-style-type: none"> • <i>from</i> The Book of Unknown Americans (novel) • My Favorite Chaperone (short story) • Spirit Walking in the Tundra (poem) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • New Immigrants Share Their Stories (documentary) • A Common Bond (informational) <p>Reader's Choice</p> <ul style="list-style-type: none"> • My Father and the Figtree (poem) • Golden Glass (short story) • A Place to Call Home (research study) • Salmon Boy (myth) 	Writing Learning Plan: <ul style="list-style-type: none"> • Bell Ringer Activity • Argument-Response to Literature: Critical Review • Using the Right Words • Revising for Subject-Verb Agreement
Assessments: <ul style="list-style-type: none"> • Applying the Essential Question • Online Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects 	
Special Ed, 504, ELL, GT <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two 	

- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components Interdisciplinary Connections

Social Studies:

6.1.8.B.3.a -Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.A.4.c -Assess the extent to which voting rights were expanded during the Jacksonian period.

6.2.8.D.1.c -Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

NJSLS Technology Standards:

8.1.8.A.1-Demonstrate knowledge of a real-world problem using digital tools.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

Creativity and Innovation

Critical Thinking and Problem Solving

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<input checked="" type="checkbox"/> Global and Cultural Awareness	
Effective Integration of Technology: Computer Science and Design Thinking & Life Literacies and Key Skills	
<input type="checkbox"/> 8.1 Computer Science <input type="checkbox"/> 9.4 Design Thinking <input checked="" type="checkbox"/> 9.4 Life Literacies and Key Skills <ul style="list-style-type: none"> <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Information and Media Literacy <input checked="" type="checkbox"/> Technology Literacy 	
Effective Integration of Media Arts: Visual and Performing Arts Performance Standards	
<input checked="" type="checkbox"/> 1.2 Media Arts <ul style="list-style-type: none"> <input type="checkbox"/> Creating-Conceive, Develop, and/or Construct <input type="checkbox"/> Performing-Integrate, Practice, and/or Present <input checked="" type="checkbox"/> Responding-Perceive, Evaluate, and/or Interpret <input checked="" type="checkbox"/> Connecting-Synthesize and/or Relate 	
Greenwich Stow Creek Partnership School, Grade 8	
Unit: 4	30 Days
Unit Goals: The Fight for Freedom <ul style="list-style-type: none"> • Analyze Autobiography • Analyze Structure • Analyze Setting • Analyze Literary Devices • Analyze Figurative Language • Analyze Poetry • Analyze Biography • Analyze Word Choice • Analyze Chronological Structure • Compare Treatments 	
Learning Targets <i>New Jersey Student Learning Standards</i>	
Focus Standards: Reading Literature: RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text. RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Reading Informational Text:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

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RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Writing:

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
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- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
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- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

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

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening:

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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

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

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

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

Language:

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.

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<p>C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What will people risk to be free? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will answer a Literary Analysis question that is related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.
District Learning Plan	
<p>Materials:</p> <ul style="list-style-type: none"> • Assessments • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics 	
<p>Reading Learning Plan:</p> <p>Analyze & Apply</p> <ul style="list-style-type: none"> • from Narrative of the Life of Frederick Douglass, an American Slave (autobiography) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell Ringer Activities • Explanatory Text: Cause-and-Effect Essay • Organization: Organize Details

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<ul style="list-style-type: none">• The Drummer Boy of Shiloh (historical fiction)• O Captain! My Captain! (poem)• From Harriet Tubman: Conductor on the Underground Railroad (biography) <p>Collaborate & Compare</p> <ul style="list-style-type: none">• Not My Bones (poem)• From Fortune's Bones <p>Reader's Choice</p> <ul style="list-style-type: none">• I Saw Old General at Bay (poem)• Civil War Journal (journal)• A Mystery of Heroism (short story)• My Friend Douglass (biography)• From Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis	<ul style="list-style-type: none">• Conventions: Revising to Combine Sentences Using Gerunds and Participles
<p>Assessments:</p> <ul style="list-style-type: none">• Applying the Essential Question• Online Selection Tests• Open-Ended Responses• Close Reading Activities• Teacher-Made Assessments/Projects	
<p>Special Ed, 504, ELL, GT</p> <ul style="list-style-type: none">• Small group instruction• Close Reading Workshop• Teacher Modeling• Computer resources (Internet/smartboard)• Highlight key words/ concepts• Text to Speech Tool• Review frequently using reinforcement strategies• Review key concepts every paragraph or two• Read aloud• Group discussion• Graphic organizers• Simplify steps when writing essays• Essay and Summary Scorer• Extension activities• Independent practice in small groups• Internet activities <p style="text-align: center;">Lesson Components Interdisciplinary Connections</p> <p>Social Studies:</p>	

6.1.8.B.3.a -Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.A.4.c -Assess the extent to which voting rights were expanded during the Jacksonian period.

6.1.8.D.5.a -Prioritize the causes and events that led to the Civil War from different perspectives.

6.2.8.D.1.c -Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Science:

MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

MS-LS2-4 -Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations

NJSLS Technology Standards:

8.1.8.A.1-Demonstrate knowledge of a real-world problem using digital tools.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

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<input type="checkbox"/> 9.4 Life Literacies and Key Skills <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Global and Cultural Awareness
Effective Integration of Technology: Computer Science and Design Thinking & Life Literacies and Key Skills
<input type="checkbox"/> 8.1 Computer Science <input type="checkbox"/> 9.4 Design Thinking <input checked="" type="checkbox"/> 9.4 Life Literacies and Key Skills <input type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Information and Media Literacy <input type="checkbox"/> Technology Literacy
Effective Integration of Media Arts: Visual and Performing Arts Performance Standards
<input checked="" type="checkbox"/> 1.2 Media Arts <input type="checkbox"/> Creating-Conceive, Develop, and/or Construct <input type="checkbox"/> Performing-Integrate, Practice, and/or Present <input type="checkbox"/> Responding-Perceive, Evaluate, and/or Interpret <input checked="" type="checkbox"/> Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 8	
Unit: 5	30 Days
Unit Goals: Finding Your Path <ul style="list-style-type: none"> Analyze Perspectives Analyze Characterization Analyze Structure Analyze Author's Purpose Compare Poetic Structure Compare Poems Analyze Claim and Evidence Identify Counterclaims Analyze Rhetorical Devices Compare Arguments 	
Learning Targets <i>New Jersey Student Learning Standards</i>	
Focus Standards: Reading Literature: RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.	

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RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

Reading Informational Text:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing:

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Greenwich Stow Creek Partnership Schools English Language Arts

- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

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

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

Greenwich Stow Creek Partnership Schools English Language Arts

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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

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

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

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

Language:

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

Greenwich Stow Creek Partnership Schools English Language Arts

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

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do the challenges you face today help to shape your future? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will answer a Literary Analysis question that is related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.

District Learning Plan

Materials:

- Assessments
- Teacher Resources
- Online Resources
- Video Clips
- Close Reading Tool
- Online Literature Library
- Teacher created topics

Greenwich Stow Creek Partnership Schools English Language Arts

<p>Reading Learning Plan:</p> <p>Analyze & Apply</p> <ul style="list-style-type: none">• From Bronx Masquerade (novel)• The Debt We Owe to the Adolescent Brain (informational) <p>Collaborate & Compare</p> <ul style="list-style-type: none">• Hanging Fire (poem)• Summer of His Fourteenth Year (poem)• It's Complicated: The Social Lives of Networked Teens (argument)• Outsmart Your Smartphone (argument) <p>Reader's Choice</p> <ul style="list-style-type: none">• Teenagers (poem)• Identity (poem)• Hard on the Gas (poem)• Marigolds (short story)• My Summer of Scooping Ice Cream (essay)	<p>Writing Learning Plan:</p> <ul style="list-style-type: none">• Bell Ringer Activities• Argument: Problem/Solution Essay• Voice: Using Voice in an Argumentative Piece• Conventions: Revising to Correct Comparative and Superlative Forms
<p>Assessments:</p> <ul style="list-style-type: none">• Applying the Essential Question• Online Selection Tests• Open-Ended Responses• Close Reading Activities• Teacher-Made Assessments/Projects	
<p>Special Ed, 504, ELL, GT</p> <ul style="list-style-type: none">• Small group instruction• Close Reading Workshop• Teacher Modeling• Computer resources (Internet/smartboard)• Highlight key words/ concepts• Text to Speech Tool• Review frequently using reinforcement strategies• Review key concepts every paragraph or two• Read aloud• Group discussion• Graphic organizers• Simplify steps when writing essays• Essay and Summary Scorer• Extension activities	

- Independent practice in small groups
- Internet activities

Lesson Components Interdisciplinary Connections

Social Studies:

6.3.8.CS3 - Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes

6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

NJSLS Technology Standards:

8.1.8.A.1-Demonstrate knowledge of a real-world problem using digital tools.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

Creativity and Innovation

Critical Thinking and Problem Solving

o Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking & Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

Digital Citizenship

Information and Media Literacy

Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

Creating-Conceive, Develop, and/or Construct

Greenwich Stow Creek Partnership Schools English Language Arts

- Performing-Integrate, Practice, and/or Present
- Responding-Perceive, Evaluate, and/or Interpret
- Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 8

Unit: 6

30 Days

Unit Goals: The Legacy of Anne Frank

- Analyze Drama
- Analyze a Diary
- Make Inferences
- Analyze Appeals
- Analyze Rhetorical Devices
- Analyze Sound Devices
- Analyze Figurative Language
- Compare Poems

Learning Targets *New Jersey Student Learning Standards*

Focus Standards:

Reading Literature:

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

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Reading Informational Text:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing:

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.

- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

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

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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

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

Greenwich Stow Creek Partnership Schools English Language Arts

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

Language:

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Essential Questions

Enduring Understandings

Greenwich Stow Creek Partnership Schools English Language Arts

<ul style="list-style-type: none"> • What can we learn from tragic events? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will answer a Literary Analysis question that is related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.
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District Learning Plan

<p>Materials:</p> <ul style="list-style-type: none"> • Assessments • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics
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<p>Reading Learning Plan:</p> <p>Analyze & Apply</p> <ul style="list-style-type: none"> • The Diary of Anne Frank (drama) • From The Diary of a Young Girl (diary) • After Auschwitz (speech) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • There But for the Grace (poem) • Days (poem) <p>Reader's Choice</p> <ul style="list-style-type: none"> • Peace Can Happen (essay) • The Butterfly/On a Sunny Evening (poems) • The Singing Women (short story) • From A Tragedy Revealed: A Heroine's Last Days (article) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell Ringer Activities • Personal Narrative • Persuasive Essay • Voice: Using Voice in an Argumentative Piece • Conventions: Revising to Correct Comparative and Superlative Forms
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Assessments:	
<ul style="list-style-type: none">• Applying the Essential Question• Online Selection Tests• Open-Ended Responses• Close Reading Activities• Teacher-Made Assessments/Projects	
Special Ed, 504, ELL, GT	
<ul style="list-style-type: none">• Small group instruction• Close Reading Workshop• Teacher Modeling• Computer resources (Internet/smartboard)• Highlight key words/ concepts• Text to Speech Tool• Review frequently using reinforcement strategies• Review key concepts every paragraph or two• Read aloud• Group discussion• Graphic organizers• Simplify steps when writing essays• Essay and Summary Scorer• Extension activities• Independent practice in small groups• Internet activities	
Lesson Components Interdisciplinary Connections	
Social Studies:	
6.3.8.CS3 - Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes	
6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.	
6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.	
6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.	
NJSLS Technology Standards:	
8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.	
<u>21st Century and Career Education</u>	
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	

Greenwich Stow Creek Partnership Schools English Language Arts

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

- Financial Health: *Financial Psychology, Civic Financial Responsibility*
- Financial Landscape: *Financial Institutions, Economic & Government Influences*
- Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- o Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking & Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating-Conceive, Develop, and/or Construct
- Performing-Integrate, Practice, and/or Present
- Responding-Perceive, Evaluate, and/or Interpret
- Connecting-Synthesize and/or Relate

Grade 6 – 8 Text Exemplars Taken from Common Core State Standards for English Language Arts—Appendix B

Excerpts from the following text are available on-line:

http://www.corestandards.org/assets/Appendix_B.pdf

6-8 Text Exemplars

Stories

Alcott, Louisa May. *Little Women*
Twain, Mark. *The Adventures of Tom Sawyer*
L'Engle, Madeleine. *A Wrinkle in Time*
Cooper, Susan. *The Dark Is Rising*

Greenwich Stow Creek Partnership Schools English Language Arts

Yep, Laurence. *Dragonwings*

Taylor, Mildred D. *Roll of Thunder, Hear My Cry*

Hamilton, Virginia. "The People Could Fly."

Paterson, Katherine. *The Tale of the Mandarin Ducks*

Cisneros, Sandra. "Eleven."

Sutcliff, Rosemary. *Black Ships Before Troy: The Story of the Iliad*

Drama

Fletcher, Louise. *Sorry, Wrong Number*

Goodrich, Frances and Albert Hackett. *The Diary of Anne Frank: A Play*

Poetry

Longfellow, Henry Wadsworth. "Paul Revere's Ride."

Whitman, Walt. "O Captain! My Captain."

Carroll, Lewis. "Jabberwocky."

Navajo tradition. "Twelfth Song of Thunder."

Dickinson, Emily. "The Railway Train."

Yeats, William Butler. "The Song of Wandering Aengus."

Frost, Robert. "The Road Not Taken."

Sandburg, Carl. "Chicago."

Hughes, Langston. "I, Too, Sing America."

Neruda, Pablo. "The Book of Questions."

Soto, Gary. "Oranges."

Giovanni, Nikki. "A Poem for My Librarian, Mrs. Long."

Informational Texts: English Language Arts

Adams, John. "Letter on Thomas Jefferson."

Douglass, Frederick. *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*

Churchill, Winston. "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940."

Petry, Ann. *Harriet Tubman: Conductor on the Underground Railroad*

Steinbeck, John. *Travels with Charley: In Search of America*

Informational Texts: History/Social Studies

United States. Preamble and First Amendment to the United States Constitution. (1787, 1791)

Lord, Walter. *A Night to Remember*

Isaacson, Phillip. *A Short Walk through the Pyramids and through the World of Art*

Murphy, Jim. *The Great Fire*

Greenberg, Jan, and Sandra Jordan. *Vincent Van Gogh: Portrait of an Artist*

Partridge, Elizabeth. *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie*

Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution*

Freedman, Russell. *Freedom Walkers: The Story of the Montgomery Bus Boycott*

Informational Texts: Science, Mathematics, and Technical Subjects

Macaulay, David. *Cathedral: The Story of Its Construction*

Mackay, Donald. *The Building of Manhattan*

Enzensberger, Hans Magnus. *The Number Devil: A Mathematical Adventure*

Peterson, Ivars and Nancy Henderson. *Math Trek: Adventures in the Math Zone*

Katz, John. *Geeks: How Two Lost Boys Rode the Internet out of Idaho*

Petroski, Henry. "The Evolution of the Grocery Bag."

"Geology." *U*X*L Encyclopedia of Science*

