

# BENWAY SCHOOL

Language Arts Curriculum

Grade 8



**Benway School**

**Unit 1**

**Content Area:** English Language Arts

**Unit Title:** *Analyzing Literature and Writing Narratives*

**Grade Level:** 8

**Unit Overview:** In this unit, the students will receive their independent reading levels and select leveled books accordingly. Additionally, they will receive personalized reading goals and strategies for implementation. Concurrently, the students will independently craft narratives and literary essays as they adhere to the Writing Process. They will learn how a writer can study a genre by reading a variety of mentor texts and noticing the writing crafts that are of key importance to the structure.

**Recommended Pacing:** 10-12 weeks (September –November)

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Cite the textual evidence to support relevant connections and inferences that most strongly support an analysis of what the text says explicitly.	<b>RL.8.1</b>
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.	<b>RL.8.2</b>
Provide an objective, concise summary of the text.	<b>RL.8.2</b>
Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, and provoke a decision.	<b>RL.8.3</b>
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RL.8.4</b>
Analyze how the differing structure of two or more texts contribute to meaning and style.	<b>RL.8.5</b>
Analyze how differences in the points of view of the characters, audience, or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>RL.8.6</b>
Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.	<b>RL.8.7</b>
Analyze and reflect on how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including describing how the material is rendered new.	<b>RL.8.9</b>
<u><i>*The following information reading/companion standards may be infused to support connections and further analysis.</i></u> <i>Rank the strongest evidence from informational sources to deepen understanding about a concept.</i>	<b>RI.8.1, RH.6-8.1</b>
<i>Relate a central idea and support details to a fictional theme.</i>	<b>RI.8.2, RH.6-8.2</b>
<i>Connect how a text makes connections among and distinctions between individuals, ideas, or events.</i>	<b>RI.8.3, RH.6-8.3</b>
<i>Determine the meanings of words and analyze the impact of word choice.</i>	<b>RI.8.4, RH.6-8.4</b>

<i>Identify various text structures and the role they play in the development of the text.</i>	<b>RI.8.5, RH.6-8.5</b>
<i>Determine an author’s point of view or purpose in a text and analyze the counterarguments he or she makes.</i>	<b>RI.8.6, RH.6-8.6</b>
Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	<b>W.8.3b</b>
Use relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events.	<b>W.8.3d</b>
Use a well-structured event sequences; 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>W.8.3a</b>
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.	<b>W.8.3c</b>
Provide a conclusion that follows from and reflects on the narrated experiences or events (theme).	<b>W.8.3e</b>
Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	<b>W.8.4, WHST.6-8.4</b>
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.	<b>W.8.5, WHST.6-8.5</b>
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.8.6, WHST.6-8.6</b>
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including describing how the material is rendered new”).	<b>W.8.9a, WHST.6-8.9</b>
Write narratives routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	<b>W.8.10, WHST.6-8.10</b>
Engage effectively in a range of collaborative discussions, building on others’ ideas and expressing their own clearly.	<b>SL.8.1</b>
Referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.8.1a</b>
Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.8.1b</b>
Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.	<b>SL.8.1c</b>
Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>SL.8.1d</b>
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.	<b>SL.8.2</b>

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 add interest.	<b>SL.8.4</b>
Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts using 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).	<b>SL.8.6; L.8.3</b>
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood when speaking and writing.	<b>L.8.1c</b>
Demonstrate command of the conventions of standard English punctuation, when writing; use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<b>L.8.2a</b>
Demonstrate command of the conventions of standard English to spell correctly.	<b>L.8.2c</b>
Utilize context clues to determine the meaning of unfamiliar words.	<b>L.8.4a</b>
Consult reference materials to determine the meaning of unfamiliar words.	<b>L.8.4c,d</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	<b>L.8.6</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from a text.	<b>RL.8.1</b>
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<b>RL.8.2</b>
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<b>RL.8.3</b>
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RL.8.4</b>
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<b>RL.8.5</b>
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>RL.8.6</b>
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<b>RL.8.7</b>
Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<b>RL.8.9</b>
<i>*The following information reading/companion standards may be infused to support connections and further analysis.</i>	<b>RI.8.1</b>

<i>Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i>	
<i>Cite specific textual evidence to support analysis of primary and secondary sources.</i>	<b><i>RH.6-8.1</i></b>
<i>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</i>	<b><i>RI.8.2</i></b>
<i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</i>	<b><i>RH.6-8.2</i></b>
<i>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</i>	<b><i>RI.8.3</i></b>
<i>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</i>	<b><i>RH.6-8.3</i></b>
<i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</i>	<b><i>RI.8.4</i></b>
<i>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</i>	<b><i>RH.6-8.4</i></b>
<i>Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</i>	<b><i>RI.8.5</i></b>
<i>Describe how a text presents information (e.g., sequentially, comparatively, causally).</i>	<b><i>RH.6-8.5</i></b>
<i>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</i>	<b><i>RI.8.6</i></b>
<i>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</i>	<b><i>RH.6-8.6</i></b>
<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>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.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> </ol>	<b><i>W.8.3</i></b>

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	<b>W.8.4, WHST.6-8.4</b>
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>W.8.5, WHST.6-8.5</b>
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.8.6</b>
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<b>WHST.6-8.6</b>
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	<b>W.8.9a, WHST.6-8.9</b>
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.	<b>W.8.10, WHST.6-8.10</b>
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.	<b>SL.8.1</b>
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.	<b>SL.8.2</b>
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.	<b>SL.8.4</b>

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>SL.8.6</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<b>L.8.1</b>
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. c. Spell correctly.	<b>L.8.2</b>
Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).	<b>L.8.3</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, 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. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>L.8.4</b>
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> )	<b>L.8.5</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.8.6</b>
<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>

Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	<b>8.1.8.D.1</b>
Demonstrate the application of appropriate citations to digital content.	<b>8.1.8.D.2</b>
Demonstrate an understanding of fair use and Creative Commons to intellectual property.	<b>8.1.8.D.3</b>
Assess the credibility and accuracy of digital content.	<b>8.1.8.D.4</b>
Understand appropriate uses for social media and the negative consequences of misuse.	<b>8.1.8.D.5</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Explain how income affects spending decisions.	<b>9.1.8.A.6</b>
Explain the effect of the economy on personal income, individual and family security, and consumer decisions.	<b>9.1.8.B.5</b>
Evaluate the relationship of cultural traditions and historical influences on financial practice.	<b>9.1.8.B.6</b>
Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.	<b>9.1.8.E.2</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, homework, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
Evaluate the impact of online activities and social media on employer decisions.	<b>9.2.8.B.7</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Employ valid and reliable research strategies.	<b>CRP7</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>CRP8</b>
Model integrity, ethical leadership and effective management.	<b>CRP9</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
Elapse, rebel, resilience, spontaneous, perspective, depict, alliteration, allusion, antagonist, characterization (direct/indirect), dynamic/static character, climax, conflict (external/internal), flashback, foreshadowing, imagery, irony, major/minor character, metaphor, mood, onomatopoeia, personification, plot (exposition, rising action, climax, falling action, resolution/denouement),	

protagonist, simile, speaker (of a poem), symbolism, tone, Greek and Latin affixes and roots i.e. craft/cracy, demo, e/ex/ec, in/ir/im/il, inter, intro, magn/mag/meg/maj, mal, migr, para, path, port, vid/vis

### **Evidence of Learning**

#### **Additional Suggested Assessments:**

- Book club discussions
- Classroom discussions
- Individual and group projects
- Individual and group conferences
- Mini-lesson participation
- Multimedia presentations
- Notebook entries
- On-demand reading assessments
- On-demand writing assessments
- Participation in classroom assignments
- Performance-based assessments
- Reading response/writing rubrics
- Research-based assessments
- Teachers College Running Records
- Tests and quizzes

#### **Learning Activities:**

- Daily writing about reading
- Close Reading
- Answer text dependent questions
- Literary Devices/Skills
- Summarizing
- Do Now
- Centers
- Literature Circles
- Anchor Charts
- Character Analysis
- Guided Reading
- Figurative Language
- Story/Plot Map
- Use of correlating informational text
- Cross Curriculum Readings
- Sustained writing (narrative & literary analysis)
- Independent reading
- Vocabulary development
- Whole class and small group discussions
- Establish class routines and expectations for independent reading
- Establish routines and expectations for group and independent work
- Project-based presentations focusing on use of multimedia and visual displays
- Examine how story elements vary across genres (e.g., how is setting explored in a folktale v. a poem)

- After studying author's craft:
  - Write a story extension that implements the authors techniques
  - Draft an alternate ending
  - Write the story from a different character's perspective
- Write a short story with a cross curricular element (e.g. historical fiction piece, infuse facts learned on a topic in science)

**Instructional Materials:**

- Smartboard
- Laptops
- Google Suite
- SchoolWide Writing Binder and Mentor Texts
- Text type: (fiction and nonfiction)
  - 1-2 extended texts – *That Was Then, This Is Now*; *Sleeping Freshmen Never Lie*; *The Pigman*; *Code Talker: A Novel About the Navajo Marines of World War II*; *Stargirl*
  - 4-8 shorter texts depending upon length and complexity - Short Stories from Holt Reader, Scholastic Scope articles and paired texts, Readworks.org, Commonlit.org, NewsELA

**Teacher Resources:**

- Mentor Texts
- Classroom Libraries
- ReadWorks
- NewsELA
- www.CommonLit.org
- Narrative Goal and Technique sheets (N Drive, 8<sup>th</sup> grade ELA Unit 1 Resources folder)

**Reading:**

- Close In on Close Reading
- Deeply Analyze Text
- Analyze an Argument
- Understanding and Analyzing an Argument
- Informational Text Strategies
- How to Write Literary Analysis Essay
- YouTube Reading Lessons Middle School
- Common Core Strategies
- Teaching Reading
- Close Reading Model Lessons
- Writing Character Analysis
- Analyzing Theme
- Vocabulary Connotations - Interview with a Vocabulary Word
- Connotative/Denotative Video

**Writing:**

- Teacher Tube - Counterclaims and rebuttals
- Evidence Based Arguments
- Writing Fix: Word Choice Resources

- [Writing Resources by Strand](#)
- [Word Choice YouTube](#)
- [Argumentative Writing YouTube](#)
- [Writing Exemplars - Argument/Opinion](#)
- [PARCC Writing Resources](#)
- [Harvard College Writing Center](#)
- [Writing Exemplars by Grade Level and Aspects to Consider in Writing](#)
- [Thesis Writing](#)
- [Discussion, Planning and Questioning](#)
- [Literary Analysis](#)
- [Purdue Owl Literary Analysis](#)
- [Edutopia Teaching Literary Analysis](#)
- [Purdue OWL Writing Lab](#)
- [Grammar](#)
- [Narrative Essay Writing](#)

**Speaking and Listening:**

- [Inquiry Based Learning \(Edutopia\)](#)
- [Engaging Students Using Discussion](#)
- [Strategies for Student Centered Discussion](#)
- [Socratic Seminar: ReadWriteThink](#)
- [Fishbowl Strategy](#)
- [Stems on Fostering Class Discussion](#)
- [Fishbowl Strategies: Teach Like This](#)
- [Accountable Talk](#)
- [AVID Socratic Seminar](#)

**Critical Thinking**

- [Levels of Thinking in Bloom’s and Webb’s Depth of Knowledge](#)
- [Cognitive Rigor Chart](#)
- [5 Strategies For Middle School Classrooms](#)
- [Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons](#)

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

**Gifted and Talented**

*(content, process, product, and learning environment)*

**Extension Activities:**

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.  
Debate topics of interest/cultural importance.

**English Language Learners**

**Modifications:**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary

<ul style="list-style-type: none"> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Use graphic organizers</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> </ul>

**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

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- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

**Benway School****Unit 2****Content Area:** English Language Arts**Unit Title:** *Information Analysis and Writing Research***Grade Level:** 8

**Unit Overview:** In this unit, the students will read nonfiction texts with fluency and accuracy as they deepen their analysis of increasingly complex texts. They will be given a variety of nonfiction articles, pieces of data, primary source documents, and nonfiction narratives to read and comprehend. As they do this, they will cite evidence that supports the ideas they develop. This unit will also focus on determining the main ideas and overarching central idea of a text, considering how the details add to the overall meaning.

Information (or explanatory) writing is writing that is designed to examine a topic and convey information and ideas clearly. In this unit, the students will utilize text features such as headings and subheadings, text boxes, diagrams, charts, graphs, and other visuals. Additionally, they will write utilizing a variety of text structures and compose nonfiction responses to text.

**Recommended Pacing:** 10-12 weeks (November-January)

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Cite the textual evidence to support relevant connections and inferences that most strongly support an analysis of what the text says explicitly.	<b>RI.8.1, RH.6.8.1</b>
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.	<b>RI.8.2, RH.6.8.2</b>
Provide an objective summary of the text.	<b>RI.8.2, RH.6.8.2</b>
Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	<b>RI.8.3, RH.6.8.3</b>
Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.	<b>RI.8.4, RH.6.8.4</b>
Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RI.8.4, RH.6.8.4</b>
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>RI.8.6, RH.6.8.6</b>
<i>*The following narrative reading standards may be infused to support connections and further analysis.</i>	<b>RL.8.1</b>
<i>Rank the order of textual evidence from narrative sources to relate concepts.</i>	
<i>Determine the theme of a text, analyze its development in relation to characters/setting/plot, and relate it to a central idea.</i>	<b>RL.8.2</b>
<i>Describe how dialogue or events propel action, revealing character traits, or result in a decision.</i>	<b>RL.8.3</b>
<i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of word choice on meaning and tone, including analogies or allusions to other texts.</i>	<b>RL.8.4</b>
<i>Evaluate how differences in point of view create effects such as suspense and horror.</i>	<b>RL.8.6</b>

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content.	<b>W.8.2, WHST.6-8.2</b>
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<b>W.8.2b, WHST.6-8.2b</b>
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>W.8.2c, WHST.6-8.2c</b>
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, into broader categories.	<b>W.8.2a, WHST.6-8.2a</b>
Include text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension; provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>W.8.2a,f; WHST.6-8.2a,f</b>
Establish and maintain a formal/academic style, approach, and form when writing.	<b>W.8.2e, WHST.6-8.2e</b>
Use precise language and domain-specific vocabulary to inform about or explain the topic when writing informative/explanatory text.	<b>W.8.2d, WHST.6-8.2d</b>
Produce clear and coherent writing in which the development and organization, voice, and style are appropriate to task, purpose, and audience.	<b>W.8.4, WHST.6-8.4</b>
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.	<b>W.8.5, WHST.6-8.5</b>
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.8.6, WHST.6-8.6</b>
Synthesize information from several sources and generate additional questions that lead to multiple avenues of exploration.	<b>W.8.7, WHST.6-8.7</b>
Draw evidence from informational texts to support analysis, reflection, and research.	<b>W.8.9b, WHST.6-8.9</b>
Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	<b>W.8.10, WHST.6-8.10</b>
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.	<b>SL.8.1</b>
Referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.8.1a</b>
Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.8.1b</b>
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<b>SL.8.1c</b>
Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>SL.8.1d</b>
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 add interest.	<b>SL.8.4</b>

Adapt speech to a variety of contexts and tasks.	<b>SL.8.6; L.8.3</b>
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<b>L.8.1a</b>
Demonstrate command of the conventions of standard English to spell correctly.	<b>L.8.2c</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	<b>L.8.4a</b>
Use context clues to determine the meaning of unfamiliar words.	<b>L.8.4a</b>
Consult reference materials to determine the meaning of unfamiliar words.	<b>L.8.4c.d</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	<b>L.8.6</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from a text.	<b>RI.8.1</b>
Cite specific textual evidence to support analysis of primary and secondary sources.	<b>RH.6.8.1</b>
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<b>RI.8.2</b>
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<b>RH.6.8.2</b>
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<b>RI.8.3</b>
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<b>RH.6-8.3</b>
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RI.8.4</b>
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b>RH.6.8.4</b>
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>RI.8.6</b>
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>RH.6.8.6</b>
<i><u>*The following narrative reading standards may be infused to support connections and further analysis.</u></i> Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.8.1</b>

<i>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i>	<b>RL.8.2</b>
<i>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</i>	<b>RL.8.3</b>
<i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</i>	<b>RL.8.4</b>
<i>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</i>	<b>RL.8.6</b>
<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style/academic style, approach, and form.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>	<b>W.8.2</b>
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <i>(Indicators a-f)</i>	<b>WHST.6-8.2</b>
Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	<b>W.8.4, WHST.6-8.4</b>
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>W.8.5, WHST.6-8.5</b>
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.8.6</b>
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<b>WHST.6-8.6</b>
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.	<b>W.8.7, WHST.6-8.7</b>

<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>	<p><b>W.8.9b, WHST.6-8.9</b></p>
<p>Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.8.10, WHST.6-8.10</b></p>
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>e. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>f. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>g. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>h. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p><b>SL.8.1</b></p>
<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>SL.8.4</b></p>
<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>SL.8.6</b></p>
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<p><b>L.8.1</b></p>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Spell correctly.</p>	<p><b>L.8.2</b></p>
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>	<p><b>L.8.4</b></p>

<ul style="list-style-type: none"> <li>b. 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.</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.8.6</b>
<b>New Jersey Student Learning Standards</b> <b>Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Demonstrate knowledge of a real world problem using digital tools.	<b>8.1.8.A.1</b>
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Use and/or develop a simulation that provides an environment to solve a real world problem or theory.	<b>8.1.8.A.3</b>
Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	<b>8.1.8.B.1</b>
Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.	<b>8.1.8.C.1</b>
Demonstrate the application of appropriate citations to digital content.	<b>8.1.8.D.2</b>
Assess the credibility and accuracy of digital content.	<b>8.1.8.D.4</b>
Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.	<b>8.1.8.E.1</b>
<b>New Jersey Student Learning Standards</b> <b>21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Compare and contrast product facts versus advertising claims.	<b>9.1.8.E.3</b>
Recognize the techniques and effects of deceptive advertising.	<b>9.1.8.E.8</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>

Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Employ valid and reliable research strategies.	<b>CRP7</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>CRP8</b>
Model integrity, ethical leadership and effective management.	<b>CRP9</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
Evidence, prevalent, procedure, significant, specific, valid, integrate, feasible, focus, chronological, concise, conclude, classification, consistent, credible, direct quotation, expository, explanatory, Greek and Latin Roots i.e. ab, ant/anti, aud/audi, aqua, auto, co/con/com, contra/contro, -cide, de, di/dis, semi, -tude	
<b>Evidence of Learning</b>	
<b>Additional Suggested Assessments</b> <ul style="list-style-type: none"> <li>● Book club discussions</li> <li>● Classroom discussions</li> <li>● Individual and group projects</li> <li>● Individual and group conferences</li> <li>● Mini-lesson participation</li> <li>● Multimedia presentations</li> <li>● Notebook entries</li> <li>● On-demand reading assessments</li> <li>● On-demand writing assessments</li> <li>● Participation in classroom assignments</li> <li>● Performance-based assessments</li> <li>● Reading response/writing rubrics</li> <li>● Research-based assessments</li> <li>● Teachers College Running Records</li> <li>● Tests and quizzes</li> </ul>	

**Learning Activities:**

- Daily writing about reading
- Close Reading
- Answer text dependent questions
- Literary Devices/Skills
- Graphic Organizers
- Do Now
- Centers
- Anchor Charts
- Character Analysis
- Guided Reading
- Figurative Language
- Story/Plot Map
- Use of correlating informational text
- Cross Curriculum Readings
- Sustained writing
- Independent reading
- Vocabulary development
- Whole class and small group discussions
- Establish class routines and expectations for independent reading
- Establish routines and expectations for group and independent work
- Project-based presentations focusing on use of multimedia and visual displays

**Instructional Materials:**

- Smartboard
- Laptops
- Google Suite
- SchoolWide Writing Binder
- Text type: (fiction and nonfiction)
  - 1-2 extended texts: *That Was Then, This Is Now*; *Sleeping Freshman Never Lie*; *The Pigman*; *Code Talker: A Novel About the Navajo Marines of World War Two*; *Stargirl*
  - 4-8 shorter texts depending upon length and complexity: Scholastic Scope articles and paired texts, Readworks.org, Commonlit.org, NewsELA

**Teacher Resources:**

- Mentor Texts
- Classroom Libraries
- ReadWorks
- NewsELA
- www.CommonLit.org
- Informational Goal and Technique sheets (N Drive, 8<sup>th</sup> grade ELA Unit 1 Resources folder)
- Nonfiction Text Complexity Cards (N Drive, 8<sup>th</sup> grade ELA Unit 2 Resources folder)

**Reading:**

- Close In on Close Reading

- [Deeply Analyze Text](#)
- [Analyze an Argument](#)
- [Understanding and Analyzing an Argument](#)
- [Informational Text Strategies](#)
- [How to Write Literary Analysis Essay](#)
- [YouTube Reading Lessons Middle School](#)
- [Common Core Strategies](#)
- [Teaching Reading](#)
- [Close Reading Model Lessons](#)
- [Writing Character Analysis](#)
- [Analyzing Theme](#)
- [Vocabulary Connotations - Interview with a Vocabulary Word](#)
- [Connotative/Denotative Video](#)

### **Writing:**

- [Teacher Tube - Counterclaims and rebuttals](#)
- [Evidence Based Arguments](#)
- [Writing Fix: Word Choice Resources](#)
- [Writing Resources by Strand](#)
- [Word Choice YouTube](#)
- [Argumentative Writing YouTube](#)
- [Writing Exemplars - Argument/Opinion](#)
- [PARCC Writing Resources](#)
- [Harvard College Writing Center](#)
- [Writing Exemplars by Grade Level and Aspects to Consider in Writing](#)
- [Thesis Writing](#)
- [Discussion, Planning and Questioning](#)
- [Literary Analysis](#)
- [Perdue Owl Literary Analysis](#)
- [Edutopia Teaching Literary Analysis](#)
- [Purdue OWL Writing Lab](#)
- [Grammar](#)
- [Narrative Essay Writing](#)

### **Speaking and Listening:**

- [Inquiry Based Learning \(Edutopia\)](#)
- [Engaging Students Using Discussion](#)
- [Strategies for Student Centered Discussion](#)
- [Socratic Seminar: ReadWriteThink](#)
- [Fishbowl Strategy](#)
- [Stems on Fostering Class Discussion](#)
- [Fishbowl Strategies: Teach Like This](#)
- [Accountable Talk](#)
- [AVID Socratic Seminar](#)

## Critical Thinking

- Levels of Thinking in Bloom's and Webb's Depth of Knowledge
- Cognitive Rigor Chart
- 5 Strategies For Middle School Classrooms
- Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons

### **Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

#### **Gifted and Talented**

*(content, process, product, and learning environment)*

##### **Extension Activities:**

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.  
Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques
- Provide assessments at a higher-level of thinking

#### **English Language Learners**

##### **Modifications:**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

#### **Students with Disabilities**

*(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)*

##### **Modifications for Classroom:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher

#### **Students at Risk of School Failure**

##### **Modifications for Classroom:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments

- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts

- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Write routinely and engage in peer editing with teacher guidance

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

**Benway School****Unit 3****Content Area:** English Language Arts**Unit Title:** *Argument and Advocacy***Grade Level:** 8**Unit Overview:** The New Jersey Student Learning Standards focus on the integration of text evidence when formulating written and oral responses to text. In this unit, the students will learn how to read with a critical lens and develop claims that are supported by evidence from multiple sources.**Recommended Pacing:** 10-12 weeks (February-April)

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Cite textual evidence to support connections and inferences that most strongly support an analysis of what the text says explicitly.	<b>RI.8.1, RH.6-8.1</b>
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<b>RI.8.2, RH.6-8.2</b>
Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	<b>RI.8.3, RH.6-8.3</b>
Determine the meaning of words and phrases, including figurative, connotative, and technical meanings.	<b>RI.8.4, RH.6-8.4</b>
Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RI.8.4, RH.6-8.4</b>
Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<b>RI.8.5, RH.6-8.5</b>
Determine an author's point of view or purpose in a text.	<b>RI.8.6, RH.6-8.6</b>
Analyze how the author acknowledges and responds to conflicting evidence or viewpoints when reading.	<b>RI.8.6, RH.6-8.6</b>
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<b>RI.8.7, RH.6-8.7</b>
Evaluate specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.	<b>RI.8.8, RH.6-8.8</b>
Recognize when irrelevant evidence is introduced when evaluating specific claims in a text.	<b>RI.8.8, RH.6-8.8</b>
Analyze and reflect on two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact/interpretation.	<b>RI.8.9, RH.6-8.9</b>
<i><u>*The following narrative reading standards may be infused to support connections and further analysis.</u></i> <i>Rank the order of textual evidence from narrative sources to relate concepts.</i>	<b><i>RL.8.1</i></b>
<i>Determine the theme of a text, analyze its development in relation to characters/setting/plot, and relate it to a central idea.</i>	<b><i>RL.8.2</i></b>
<i>Evaluate how differences in point of view create effects such as suspense and horror.</i>	<b><i>RL.8.6</i></b>

Write arguments to introduce and support claims with clear reasons and relevant evidence; acknowledge and distinguish the claim(s) from alternate or opposing claims.	<b>W.8.1a, WHST.6-8.1.a</b>
Organize the reasons and evidence logically when writing arguments.	<b>W.8.1a, WHST.6-8.1.a</b>
Use accurate, credible sources and demonstrating an understanding of the topic or text.	<b>W.8.1b, WHST.6-8.1.b</b>
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>W.8.1c, WHST.6-8.1.c</b>
Use appropriate language and maintain a formal/academic style, approach, and form, and provide a concluding statement or section that follows from and supports the argument presented	<b>W.8.1d,e, WHST.6-8.1.e</b>
Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	<b>W.8.4, WHST.6-8.4</b>
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.	<b>W.8.5, WHST.6-8.5</b>
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience has been addressed.	<b>W.8.5, WHST.6-8.5</b>
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.8.6, WHST.6-8.6</b>
Gather relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.	<b>W.8.8, WHST.6-8.8</b>
Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>W.8.8, WHST.6-8.8</b>
Evaluate specific claims in a text, assessing whether the reasoning is sound and evidence irrelevant and sufficient; recognize when irrelevant evidence is introduced.	<b>W.8.9b, WHST.6-8.9</b>
Write routinely over extended time frames and shorter time for a range of discipline-specific tasks, purposes, and audiences.	<b>W.8.10, WHST.6-8.10</b>
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) and debates, building on others' ideas and expressing their own clearly.	<b>SL.8.1</b>
Refer to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.8.1a</b>
Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.8.1b</b>
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<b>SL.8.1c</b>
Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>SL.8.1d</b>

Delineate specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<b>SL.8.3</b>
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 add interest.	<b>SL.8.4</b>
Adapt speech to a variety of contexts using 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).	<b>SL.8.6; L.8.3</b>
Form and use verbs in the active and passive voice.	<b>L.8.1b</b>
Demonstrate command of the conventions of standard English to spell correctly.	<b>L.8.2b</b>
Use context clues to determine the meaning of unknown words.	<b>L.8.4a</b>
Consult reference materials to determine the meaning of unknown words.	<b>L.8.4c.d</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	<b>L.8.6</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.8.1</b>
Cite specific textual evidence to support analysis of primary and secondary sources.	<b>RH.6-8.1</b>
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<b>RI.8.2</b>
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<b>RH.6-8.2</b>
Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	<b>RI.8.3</b>
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<b>RH.6-8.3</b>
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RI.8.4</b>
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b>RH.6-8.4</b>
Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<b>RI.8.5</b>
Describe how a text presents information (e.g., sequentially, comparatively, causally).	<b>RH.6-8.5</b>

Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>RI.8.6</b>
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>RH.6-8.6</b>
Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.	<b>RI.8.7</b>
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<b>RH.6-8.7</b>
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.	<b>RI.8.8</b>
Distinguish among fact, opinion, and reasoned judgment in a text.	<b>RH.6-8.8</b>
Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<b>RI.8.9</b>
Analyze the relationship between a primary and secondary source on the same topic.	<b>RH.6-8.9</b>
<i>*The following narrative reading standards may be infused to support connections and further analysis. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i>	<b>RL.8.1</b>
<i>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i>	<b>RL.8.2</b>
<i>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</i>	<b>RL.8.6</b>
Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), 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 accurate, credible sources and demonstrating an understanding of the topic or text. 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/academic style, approach, and form. e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>W.8.1</b>
Write arguments focused on <i>discipline-specific content</i> .	<b>WHST.6-8.1</b>

<ul style="list-style-type: none"> <li>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.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal/academic style, approach, and form.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	
<p>Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>	<p><b>W.8.4, WHST.6-8.4</b></p>
<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>W.8.5, WHST.6-8.5</b></p>
<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p><b>W.8.6</b></p>
<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p><b>WHST.6-8.6</b></p>
<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>W.8.8, WHST.6-8.8</b></p>
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence irrelevant and sufficient; recognize when irrelevant evidence is introduced”).</li> </ul>	<p><b>W.8.9b, WHST.6-8.9</b></p>
<p>Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.8.10, WHST.6-8.10</b></p>
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>i. 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.</li> </ul>	<p><b>SL.8.1</b></p>

<ul style="list-style-type: none"> <li>j. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>k. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>l. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>	
<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<b>SL.8.3</b>
<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<b>SL.8.4</b>
<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<b>SL.8.6</b>
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>b. Form and use verbs in the active and passive voice.</li> </ul>	<b>L.8.1</b>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ul>	<b>L.8.2</b>
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>b. 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).</li> </ul>	<b>L.8.3</b>
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>c. 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.</li> <li>c. Consult general and specialized 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.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<b>L.8.4</b>

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. d. Use the relationship between particular words to better understand each of the words.	<b>L.8.5</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.8.6</b>
<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Demonstrate knowledge of a real world problem using digital tools.	<b>8.1.8.A.1</b>
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	<b>8.1.8.B.1</b>
Demonstrate the application of appropriate citations to digital content.	<b>8.1.8.D.2</b>
Assess the credibility and accuracy of digital content.	<b>8.1.8.D.4</b>
Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.	<b>8.1.8.E.1</b>
Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.	<b>8.1.8.F.1</b>
Identify the desired and undesired consequences from the use of a product or system.	<b>8.2.8.B.2</b>
Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.	<b>8.2.8.B.3</b>
Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.	<b>8.2.8.B.4</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.	<b>9.1.8.E.1</b>
Compare and contrast product facts versus advertising claims.	<b>9.1.8.E.3</b>
Recognize the techniques and effects of deceptive advertising.	<b>9.1.8.E.8</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>

Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Employ valid and reliable research strategies.	<b>CRP7</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>CRP8</b>
Model integrity, ethical leadership and effective management.	<b>CRP9</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
Amiss, apprehend, assimilate, anecdote, corroborate, construct, contrast, ban, boycott, opposition, surmise, merge, mutiny, rant, tirade, bias, connotation/denotation, consistent, counterargument, credible, critique, fallacy, Greek and Latin Roots i.e. bio, fore, electro, mech, tele, struc/struct, micro/macro, anti, pro, chrom, ultra, ped/pod, text citation, thesis statement	
<b>Evidence of Learning</b>	
<b>Additional Suggested Assessments:</b>	
<ul style="list-style-type: none"> <li>● Book club discussions</li> <li>● Classroom discussions</li> <li>● Individual and group projects</li> <li>● Individual and group conferences</li> <li>● Mini-lesson participation</li> <li>● Multimedia presentations</li> <li>● Notebook entries</li> <li>● On-demand reading assessments</li> <li>● On-demand writing assessments</li> <li>● Participation in classroom assignments</li> <li>● Performance-based assessments</li> <li>● Reading response/writing rubrics</li> <li>● Research-based assessments</li> <li>● Teachers College Running Records</li> <li>● Tests and quizzes</li> </ul>	
<b>Learning Activities:</b>	
<ul style="list-style-type: none"> <li>● Daily writing about reading</li> <li>● Answer text dependent questions</li> <li>● Close Reading</li> <li>● Literary Devices/Skills</li> <li>● Do Now</li> <li>● Centers</li> <li>● Literature Circles</li> <li>● Anchor Charts</li> <li>● Character Analysis</li> <li>● Guided Reading</li> <li>● Figurative Language</li> <li>● Story/Plot Map</li> <li>● Graphic Organizer</li> </ul>	

- Use of correlating informational text
- Cross Curriculum Readings
- Class Debate
- Sustained writing (making claims or a thesis statement using supporting evidence)
- Independent reading
- Vocabulary development
- Whole class and small group discussions
- Establish class routines and expectations for independent reading
- Establish routines and expectations for group and independent work
- Technology Integration
- Discuss, analyze, and present effectiveness of media messages in small groups and whole class
- Evaluate if a source is credible
- Read texts on both sides of the issue while suspending judgment

### ***Argumentative Reading***

- When we read an argumentative piece, we can examine the title, topic sentences, evidence, patterns, repetition, headings, and images to find the author's position on the issue.
- Asking questions is a great way to critique an author's reasons and evidence.
- We can use t-charts, Venn diagrams, boxing and bulleting, listing, and other note-taking strategies to record the evidence an author is using in an argument.
- Anecdotes are incorporated into a piece in order to create an emotional reaction from the audience
- Strong, critical readers challenge the facts that we are reading and learning about
- To develop a strong understanding of a topic, you have to look at multiple sources on the same topic.
- When reading from multiple sources, you must look for words or phrases that show author's bias.
- An author's bias shapes the way that he/she conveys information on a topic.
- An author must provide evidence to support the claims that he/she makes.
- Evaluate an author's evidence to see if it is specific, detailed, and accurate.

### ***Text Research:***

- Copy down direct quotes from text to help you to incorporate evidence into your writing that will help you to support your ideas.
- Use boolean terms including AND, OR, and NOT to research on google.
- When you are looking at websites, before you start taking notes on them, you must decide whether or not the site is credible.
- Credible sites have reliable authors, strong facts that can be verified by other sources, and current publication dates.
- Not all credible websites should be used to conduct research.
- When looking for websites, we use professional resources to find information.
- To take notes on a website, you can use charts as well as boxes and bullets, timelines, and lists.
- Make a list of your sources when you are taking notes.

### ***Argumentative Writing***

- Writers develop and brainstorm an argument by using various strategies including pick, list, and choose, considering audience and purpose, outlining, triple-stuffed oreo, and other graphic organizers.
- To further develop their ideas, writers use bullets and arrows to elaborate and provide evidence.
- A claim is a side or position that an author takes on an issue.
- A thesis is a statement that has at least three reasons to support a claim.
- A counterargument is when an author considers a point from the other side of the issue.
- A rebuttal is when an author uses logic to point out why the other side's position on an issue is flawed.
- Using a rebuttal makes an argument stronger.
- When rebutting an argument, it is important to use Tier 2 and 3 word choice to articulate ideas clearly and politely.
- Powerful language and word choice is used throughout an argumentative piece to make the writer look credible.
- Writers use transitional words and phrases to make their ideas flow easily throughout their piece.
- Writers diversify their sentences by using different punctuation and alternating lengths so that their ideas have more of an impact on their reader.
- Writers use strong evidence from various sources to support their claims.
- By the end of an argumentative piece, the audience should feel a call to action.
- One way to create a call to action is to end with a clincher statement, which pushes the audience to feel connected to the issue.
- When writing to convince, it is important to write to a given audience.

**Instructional Materials:**

- Smartboard
- Laptops
- Google Suite
- SchoolWide Writing Binder
- Text type: (fiction and nonfiction)
  - 1-2 extended texts – *The Pigman*; *Code Talker: A Novel About the Navajo Marines of World War II*; *That Was Then, This Is Now*
  - 4-8 shorter texts depending upon length and complexity - Holt Reader, Scholastic Scope articles and paired texts, Readworks.org, Commonlit.org, NewsELA,

**Teacher Resources:**

- Mentor Texts
- Classroom Libraries
- ReadWorks
- NewsELA
- Commonlit.org

**Reading:**

- Close In on Close Reading
- Deeply Analyze Text
- Analyze an Argument
- Understanding and Analyzing an Argument

- [Informational Text Strategies](#)
- [How to Write Literary Analysis Essay](#)
- [YouTube Reading Lessons Middle School](#)
- [Common Core Strategies](#)
- [Teaching Reading](#)
- [Close Reading Model Lessons](#)
- [Writing Character Analysis](#)
- [Analyzing Theme](#)
- [Vocabulary Connotations - Interview with a Vocabulary Word](#)
- [Connotative/Denotative Video](#)

### **Writing:**

- [Teacher Tube - Counterclaims and rebuttals](#)
- [Evidence Based Arguments](#)
- [Writing Fix: Word Choice Resources](#)
- [Writing Resources by Strand](#)
- [Word Choice YouTube](#)
- [Argumentative Writing YouTube](#)
- [Writing Exemplars - Argument/Opinion](#)
- [PARCC Writing Resources](#)
- [Harvard College Writing Center](#)
- [Writing Exemplars by Grade Level and Aspects to Consider in Writing](#)
- [Thesis Writing](#)
- [Discussion, Planning and Questioning](#)
- [Literary Analysis](#)
- [Purdue Owl Literary Analysis](#)
- [Edutopia Teaching Literary Analysis](#)
- [Purdue OWL Writing Lab](#)
- [Grammar](#)
- [Narrative Essay Writing](#)

### **Speaking and Listening:**

- [Inquiry Based Learning \(Edutopia\)](#)
- [Engaging Students Using Discussion](#)
- [Strategies for Student Centered Discussion](#)
- [Socratic Seminar: ReadWriteThink](#)
- [Fishbowl Strategy](#)
- [Stems on Fostering Class Discussion](#)
- [Fishbowl Strategies: Teach Like This](#)
- [Accountable Talk](#)
- [AVID Socratic Seminar](#)

### **Critical Thinking**

- [Levels of Thinking in Bloom's and Webb's Depth of Knowledge](#)

- Cognitive Rigor Chart
- 5 Strategies For Middle School Classrooms
- Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p align="center"><b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<p align="center"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
<p align="center"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> </ul>	<p align="center"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> </ul>

- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

<ul style="list-style-type: none"><li>● Student may take/complete tests in an alternate setting as needed</li><li>● Restate, reread, and clarify directions/questions</li><li>● Distribute study guide for classroom tests</li><li>● Establish procedures for accommodations/modifications for assessments</li></ul>	
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**Benway School****Unit 4****Content Area:** English Language Arts**Unit Title:** *Genre Study***Grade Level:** 8**Unit Overview:** In this unit, the students will extend their knowledge of cultural awareness through fiction and nonfiction reading, research, and writing.**Recommended Pacing:** 10-12 weeks (April-June)

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Cite the textual evidence to support connections and inferences that most strongly support an analysis of what the text says explicitly.	<b>RI.8.1, RH.6-8.1</b>
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<b>RI.8.2, RH.6-8.2</b>
Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	<b>RI.8.3, RH.6-8.3</b>
Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.	<b>RI.8.4, RH.6-8.4</b>
Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RI.8.4, RH.6-8.4</b>
Analyze the structure an author uses to organize in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<b>RI.8.5, RH.6-8.5</b>
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>RI.8.6, RH.6-8.6</b>
Read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<b>RI.8.10, RH.6-8.10</b>
<i>*The following narrative reading standards may be infused to support connections and further analysis.</i>	
<i>Rank the order of textual evidence from narrative sources to relate concepts.</i>	<b><i>RL.8.1</i></b>
<i>Determine the theme of a text, analyze its development in relation to characters/setting/plot, and relate it to a central idea.</i>	<b><i>RL.8.2</i></b>
<i>Describe how dialogue or events propel action, revealing character traits, or result in a decision.</i>	<b><i>RL.8.3</i></b>
<i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of word choice on meaning and tone, including analogies or allusions to other texts.</i>	<b><i>RL.8.4</i></b>
<i>Analyze how various text structures contribute to the meaning of a text.</i>	<b><i>RL.8.5</i></b>
<i>Evaluate how differences in point of view create effects such as suspense and horror.</i>	<b><i>RL.8.6</i></b>
<i>Read and comprehend literature, including stories, dramas, and poems, at grade level text-complexity or above, scaffolding as needed.</i>	<b><i>RL.8.10</i></b>
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content.	<b>W.8.2, WHST.6-8.2</b>

Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	<b>W.8.4, WHST.6-8.4</b>
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.	<b>W.8.5, WHST.6-8.5</b>
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience has been addressed.	<b>W.8.5, WHST.6-8.5</b>
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.8.6, WHST.6-8.6</b>
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.	<b>W.8.7, WHST.6-8.7</b>
Gather relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.	<b>W.8.8, WHST.6-8.8</b>
Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>W.8.8, WHST.6-8.8</b>
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including describing how the material is rendered new.	<b>W.8.9a, WHST.6-8.9</b>
Evaluate arguments and specific claims in a text, assessing whether the reasoning is sound and evidence irrelevant and sufficient; recognize when irrelevant evidence is introduced.	<b>W.8.9b, WHST.6-8.9</b>
Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	<b>W.8.10, WHST.6-8.10</b>
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.	<b>SL.8.1</b>
Refer to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.8.1a</b>
Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.8.1b</b>
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<b>SL.8.1c</b>
Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>SL.8.1d</b>
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.	<b>SL.8.2</b>
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>SL.8.5</b>
Adapt speech to a variety of contexts and tasks.	<b>SL.8.6</b>

When speaking and writing, recognize and correct inappropriate shifts in verb voice and mood.	<b>L.8.1d</b>
Demonstrate command of the conventions of standard English to spell correctly.	<b>L.8.2c</b>
Use context clues to determine the meaning of unfamiliar words,	<b>L.8.4a</b>
Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	<b>L.8.4b</b>
Consult reference materials to determine the meaning of unknown words.	<b>L.8.4c,d</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases	<b>L.8.6</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.8.1</b>
Cite specific textual evidence to support analysis of primary and secondary sources.	<b>RH.6-8.1</b>
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<b>RI.8.2</b>
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<b>RH.6-8.2</b>
Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	<b>RI.8.3</b>
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<b>RH.6-8.3</b>
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RI.8.4</b>
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	<b>RH.6-8.4</b>
Analyze the text structure an author uses to organize in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<b>RI.8.5</b>
Describe how a text presents information (e.g., sequentially, comparatively, causally).	<b>RH.6-8.5</b>
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>RI.8.6</b>
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>RH.6-8.6</b>
By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<b>RI.8.10</b>
By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	<b>RH.6-8.10</b>

<p><i>*The following narrative reading standards may be infused to support connections and further analysis.</i></p> <p><i>Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from a text.</i></p>	<b>RL.8.1</b>
<p><i>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i></p>	<b>RL.8.2</b>
<p><i>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</i></p>	<b>RL.8.3</b>
<p><i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</i></p>	<b>RL.8.4</b>
<p><i>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</i></p>	<b>RL.8.5</b>
<p><i>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</i></p>	<b>RL.8.6</b>
<p><i>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text-complexity or above, scaffolding as needed.</i></p>	<b>RL.8.10</b>
<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>g. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</li> <li>h. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>i. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>j. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>k. Establish and maintain a formal style/academic style, approach, and form.</li> <li>l. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<b>W.8.2</b>
<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <i>(Indicators a-f)</i></p>	<b>WHST.6-8.2</b>
<p>Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>	<b>W.8.4, WHST.6-8.4</b>

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>W.8.5, WHST.6-8.5</b>
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.8.6</b>
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	<b>WHST.6-8.6</b>
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.	<b>W.8.7, WHST.6-8.7</b>
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.	<b>W.8.8, WHST.6-8.8</b>
Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 8 <i>Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</li> <li>b. Apply grade 8 <i>Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence irrelevant and sufficient; recognize when irrelevant evidence is introduced”).</li> </ul>	<b>W.8.9a,b; WHST.6-8.9</b>
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.	<b>W.8.10, WHST.6-8.10</b>
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. <ul style="list-style-type: none"> <li>m. 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.</li> <li>n. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>o. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> </ul>	<b>SL.8.1</b>

p. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally).	<b>SL.8.2</b>
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>SL.8.5</b>
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>SL.8.6</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb voice and mood.	<b>L.8.1</b>
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly	<b>L.8.2</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. e. 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. f. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). g. 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. h. 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).	<b>L.8.4</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.8.6</b>
<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Demonstrate knowledge of a real world problem using digital tools.	<b>8.1.8.A.1</b>
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Use and/or develop a simulation that provides an environment to solve a real world problem or theory.	<b>8.1.8.A.3</b>
Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	<b>8.1.8.B.1</b>

Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.	<b>8.1.8.C.1</b>
Demonstrate the application of appropriate citations to digital content.	<b>8.1.8.D.2</b>
Assess the credibility and accuracy of digital content.	<b>8.1.8.D.4</b>
Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.	<b>8.1.8.E.1</b>
Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.	<b>8.1.8.F.1</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Compare and contrast product facts versus advertising claims.	<b>9.1.8.E.3</b>
Recognize the techniques and effects of deceptive advertising.	<b>9.1.8.E.8</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Employ valid and reliable research strategies.	<b>CRP7</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>CRP8</b>
Model integrity, ethical leadership and effective management.	<b>CRP9</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
Anthology, cause, concise, conclude, plagiarize, evidence, prevalent, implicit/explicit, connotation/denotation.	
<b>Evidence of Learning</b>	
<b>Additional Suggested Assessments:</b> <ul style="list-style-type: none"> <li>● Book club discussions</li> <li>● Classroom discussions</li> <li>● Individual and group projects</li> <li>● Individual and group conferences</li> <li>● Mini-lesson participation</li> <li>● Multimedia presentations</li> <li>● Notebook entries</li> <li>● On-demand reading assessments</li> <li>● On-demand writing assessments</li> </ul>	

- Participation in classroom assignments
- Performance-based assessments
- Reading response/writing rubrics
- Research-based assessments
- Teachers College Running Records
- Tests and quizzes

**Learning Activities:**

- Daily writing about reading
- Close Reading
- Researching skills (finding relevant sources)
- Creating a Bibliography (MLA)
- Paraphrasing information
- Primary/Secondary sources
- Answer text dependent questions
- Literary Devices/Skills
- Graphic Organizers
- Do Now
- Centers
- Anchor Charts
- Character Analysis
- Guided Reading
- Figurative Language
- Story/Plot Map
- Use of correlating informational text
- Cross Curriculum Readings
- Sustained writing
- Independent reading
- Vocabulary development
- Whole class and small group discussions
- Establish class routines and expectations for independent reading
- Establish routines and expectations for group and independent work
- Project-based presentations focusing on use of multimedia and visual displays
- Publishing on Microsoft Word
- Presenting findings to peers

**Instructional Materials:**

- Smartboard
- Laptops
- Google Suite
- SchoolWide Writing Binders
- Text type: (fiction and nonfiction)
  - 1-2 extended texts – *That Was Then, This Is Now*; *Sleeping Freshman Never Lie*; *The Pigman*; *Code Talker: A Novel About the Navajo Marines of World War II*; *Stargirl*
  - 4-8 shorter texts depending upon length and complexity - Short Stories from Holt Reader, Scholastic Scope articles and paired texts, Readworks.org, Commonlit.org, NewsELA,

**Teacher Resources:**

- Mentor Texts
- Classroom Libraries
- [ReadWorks](#)
- [NewsELA](#)
- Commonlit.org

### **Reading:**

- [Close In on Close Reading](#)
- [Deeply Analyze Text](#)
- [Analyze an Argument](#)
- [Understanding and Analyzing an Argument](#)
- [Informational Text Strategies](#)
- [How to Write Literary Analysis Essay](#)
- [YouTube Reading Lessons Middle School](#)
- [Common Core Strategies](#)
- [Teaching Reading](#)
- [Close Reading Model Lessons](#)
- [Writing Character Analysis](#)
- [Analyzing Theme](#)
- [Vocabulary Connotations - Interview with a Vocabulary Word](#)
- [Connotative/Denotative Video](#)

### **Writing:**

- [Teacher Tube - Counterclaims and rebuttals](#)
- [Evidence Based Arguments](#)
- [Writing Fix: Word Choice Resources](#)
- [Writing Resources by Strand](#)
- [Word Choice YouTube](#)
- [Argumentative Writing YouTube](#)
- [Writing Exemplars - Argument/Opinion](#)
- [PARCC Writing Resources](#)
- [Harvard College Writing Center](#)
- [Writing Exemplars by Grade Level and Aspects to Consider in Writing](#)
- [Thesis Writing](#)
- [Discussion, Planning and Questioning](#)
- [Literary Analysis](#)
- [Purdue Owl Literary Analysis](#)
- [Edutopia Teaching Literary Analysis](#)
- [Purdue OWL Writing Lab](#)
- [Grammar](#)
- [Narrative Essay Writing](#)

### **Speaking and Listening:**

- [Inquiry Based Learning \(Edutopia\)](#)

- Engaging Students Using Discussion
- Strategies for Student Centered Discussion
- Socratic Seminar: ReadWriteThink
- Fishbowl Strategy
- Stems on Fostering Class Discussion
- Fishbowl Strategies: Teach Like This
- Accountable Talk
- AVID Socratic Seminar

### **Critical Thinking**

- Levels of Thinking in Bloom's and Webb's Depth of Knowledge
- Cognitive Rigor Chart
- 5 Strategies For Middle School Classrooms
- Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons

### **Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p style="text-align: center;"><b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> </ul>

- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres

- Extended time to complete class work
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

**Modifications for Assessments:**

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