

8th Grade ELA Academic Prep

Unit Title: Building a Reading Life

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

Key Ideas and Details

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

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Integration of Knowledge and Ideas

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

8th Grade ELA Academic Prep

Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
By the end of 8th Grade, awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	Individuals from different cultures may have different points of view and experiences.
By the end of 8th Grade, an individual's strengths, lifestyle goals, choices, and interests affect employment and income.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> • Readers utilize strategies to help them better understand texts they are reading. • Readers use word study strategies to help them decode words. • Readers read like they speak, with purpose and fluency. • Readers generate bigger vocabularies from reading texts. • Readers apply comprehension strategies to support their navigation of a text. • Readers write about what they read to further explore their thoughts related to the text. 		<u>Essential/Guiding Question:</u> How do literacy structures, strategies, and routines in the classroom support thinking and learning? How are all of the components of reading (decoding, fluency, comprehension, etc.) interconnected to support our understanding of text?
<u>Content/Resources:</u> <i>The Rose That Grew From Concrete</i> by Tupac Shakur <i>The Challenge</i> by, Gary Soto <i>The Sniper</i> by, Liam O'Flaherty <i>The House on Mango Street</i> by, Sandra Cisneros <i>The Crossover</i> by, Kwame Alexander <i>Souder</i> by, William Armstrong		<u>Skills(Objectives):</u> Main idea and supporting details Summarizing Compare and contrast Theme Figurative language Personal narrative Argumentation

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<i>Iggie's House</i> by, Judy Blume <i>Crash</i> by, Jerry Spinelli <i>Eggs</i> by, Jerry Spinelli <i>Stargirl</i> by, Jerry Spinelli	Author's Purpose and Author's Point of View Story Elements Plot Textual Evidence Character Poetic Elements Word Meaning Greek and Latin Affixes and Roots
<u>Interdisciplinary Connections:</u> Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas.	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> IXL MAP PCR Writing Tasks Columbia Teachers College Reading and Writing Project Running Records QRI-6 Word Lists	<u>Other Evidence:</u> Graphic Organizers Student Notebook Work
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> <i>Do Now:</i> Vocabulary, Graphic Organizer <i>Teach/Model:</i> The skill or strategy that is being taught will be modeled for the students. <i>Guided Practice:</i> Students try to apply the skill/strategy with support of the teacher. <i>Independent Practice:</i> Students apply the skill or strategy that was taught independently or in a small group. Strategies: Boxes and Bullets, SWBSF, The What/So What, 5 W's, Think-Pair-Share	<u>Resources:</u> https://www.ixl.com/signin/pemb https://www.fcrr.org/student-center-activities WTW Word Sorts Wilson Workbooks https://www.readworks.org/ https://newsela.com/ https://achievethecore.org/ <i>Nifty, Thrifty, Fifty:</i> https://www.glsen.org/resources/educator-resources https://mcc.gse.harvard.edu/resources-for-educators/sup porting-lgbtqia-youth-resource-list https://www.respectability.org/resources/education-resources-disability-issues/ https://www.learningforjustice.org/
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation	

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught. Students will then add to their work to deepen their understanding of the skill/strategy.</p> <p>Students will be given higher level questions in order to push their thinking.</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p> <p>Students will read texts at a lower level and will be given a graphic organizer to assist them in comprehending the text.</p> <p>Students will use sentence frames to assist them in their ability to</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

8th Grade ELA Academic Prep

	Students will be coached by the teacher in order to advance their understanding of the skill or strategy.	demonstrate their understanding of the text.	
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Unit Title: Navigating Nonfiction

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Progress Indicators for Reading Informational Text

Key Ideas and Details

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

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Craft and Structure

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

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

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

Range of Reading and Level of Text Complexity

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

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

8th Grade ELA Academic Prep

Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
By the end of 8th Grade, awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	Individuals from different cultures may have different points of view and experiences.
By the end of 8th Grade, an individual's strengths, lifestyle goals, choices, and interests affect employment and income.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> • Readers utilize strategies to help them better understand texts they are reading. • Readers use word study strategies to help them decode words. • Readers read like they speak, with purpose and fluency. • Readers generate bigger vocabularies from reading texts. • Readers apply comprehension strategies to support their navigation of a text. • Readers write about what they read to further explore their thoughts related to the text. 		<u>Essential/Guiding Question:</u> How do literacy structures, strategies, and routines in the classroom support thinking and learning? How are all of the components of reading (decoding, fluency, comprehension, etc.) interconnected to support our understanding of text?
<u>Content/Resources:</u> <i>The Rose That Grew From Concrete</i> by Tupac Shakur <i>The Challenge</i> by, Gary Soto <i>The Sniper</i> by, Liam O'Flaherty <i>The House on Mango Street</i> by, Sandra Cisneros <i>The Crossover</i> by, Kwame Alexander <i>Souder</i> by, William Armstrong <i>Iggie's House</i> by, Judy Blume		<u>Skills(Objectives):</u> Main idea and supporting details Summarizing Compare and contrast Theme Figurative language Personal narrative Argumentation Author's Purpose and Author's Point of View Story Elements

8th Grade ELA Academic Prep

<i>Crash</i> by, Jerry Spinelli <i>Eggs</i> by, Jerry Spinelli <i>Stargirl</i> by, Jerry Spinelli	Plot Textual Evidence Character Poetic Elements Word Meaning Greek and Latin Affixes and Roots
<u>Interdisciplinary Connections:</u> Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas.	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> IXL MAP PCR Writing Tasks Columbia Teachers College Reading and Writing Project Running Records QRI-6 Word Lists	<u>Other Evidence:</u> Graphic Organizers Student Notebook Work
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> <i>Do Now:</i> Vocabulary, Graphic Organizer <i>Teach/Model:</i> The skill or strategy that is being taught will be modeled for the students. <i>Guided Practice:</i> Students try to apply the skill/strategy with support of the teacher. <i>Independent Practice:</i> Students apply the skill or strategy that was taught independently or in a small group. Strategies: Boxes and Bullets, SWBSF, The What/So What, 5 W's, Think-Pair-Share	<u>Resources:</u> https://www.ixl.com/signin/pemb https://www.fcrr.org/student-center-activities WTW Word Sorts Wilson Workbooks https://www.readworks.org/ https://newsela.com/ https://achievethecore.org/ Nifty, Thrifty, Fifty: https://catherinesconfetti.wordpress.com/teaching-reading-2/phonics/phonics-activity-the-nifty-thrifty-fifty/ https://www.glsen.org/resources/educator-resources https://mcc.gse.harvard.edu/resources-for-educators/supporing-lgbtqia-youth-resource-list https://www.respectability.org/resources/education-resources-disability-issues/ https://www.learningforjustice.org/
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation	

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught. Students will then add to their work to deepen their understanding of the skill/strategy.</p> <p>Students will be given higher level questions in order to push their thinking.</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p> <p>Students will read texts at a lower level and will be given a graphic organizer to assist them in comprehending the text.</p> <p>Students will use sentence frames to assist them in their ability to</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

8th Grade ELA Academic Prep

	Students will be coached by the teacher in order to advance their understanding of the skill or strategy.	demonstrate their understanding of the text.	
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Unit Title: Developing Skills to Comprehend Literature

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

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

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
By the end of 8th Grade, awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	Individuals from different cultures may have different points of view and experiences.
By the end of 8th Grade, an individual's strengths, lifestyle goals, choices, and interests affect employment and income.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> Readers utilize strategies to help them better understand texts they are reading. Readers use word study strategies to help them decode words. Readers read like they speak, with purpose and fluency. Readers generate bigger vocabularies from reading texts. Readers apply comprehension strategies to support their navigation of a text. Readers write about what they read to further explore their thoughts related to the text. 		<u>Essential/Guiding Question:</u> How do literacy structures, strategies, and routines in the classroom support thinking and learning? How are all of the components of reading (decoding, fluency, comprehension, etc.) interconnected to support our understanding of text?
<u>Content/Resources:</u> <i>The Rose That Grew From Concrete</i> by Tupac Shakur <i>The Challenge</i> by, Gary Soto <i>The Sniper</i> by, Liam O'Flaherty <i>The House on Mango Street</i> by, Sandra Cisneros <i>The Crossover</i> by, Kwame Alexander <i>Souder</i> by, William Armstrong <i>Iggie's House</i> by, Judy Blume		<u>Skills(Objectives):</u> Main idea and supporting details Summarizing Compare and contrast Theme Figurative language Personal narrative Argumentation Author's Purpose and Author's Point of View Story Elements

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<i>Crash</i> by, Jerry Spinelli <i>Eggs</i> by, Jerry Spinelli <i>Stargirl</i> by, Jerry Spinelli	Plot Textual Evidence Character Poetic Elements Word Meaning Greek and Latin Affixes and Roots
<u>Interdisciplinary Connections:</u> Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas.	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> IXL MAP PCR Writing Tasks Columbia Teachers College Reading and Writing Project Running Records QRI-6 Word Lists	<u>Other Evidence:</u> Graphic Organizers Student Notebook Work
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> <i>Do Now:</i> Vocabulary, Graphic Organizer <i>Teach/Model:</i> The skill or strategy that is being taught will be modeled for the students. <i>Guided Practice:</i> Students try to apply the skill/strategy with support of the teacher. <i>Independent Practice:</i> Students apply the skill or strategy that was taught independently or in a small group. Strategies: Boxes and Bullets, SWBSF, The What/So What, 5 W's, Think-Pair-Share	<u>Resources:</u> https://www.ixl.com/signin/pemb https://www.fcrr.org/student-center-activities WTW Word Sorts Wilson Workbooks https://www.readworks.org/ https://newsela.com/ https://achievethecore.org/ Nifty, Thrifty, Fifty: https://catherinesconfetti.wordpress.com/teaching-reading-2/phonics/phonics-activity-the-nifty-thrifty-fifty/ https://www.glsen.org/resources/educator-resources https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list https://www.respectability.org/resources/education-resources-disability-issues/ https://www.learningforjustice.org/
<u>Differentiation</u>	

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*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught. Students will then add to their work to deepen their understanding of the skill/strategy.</p> <p>Students will be given higher level questions in order</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p> <p>Students will read texts at a lower level and will be given a graphic organizer to assist them in comprehending the text.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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	to push their thinking. Students will be coached by the teacher in order to advance their understanding of the skill or strategy.	Students will use sentence frames to assist them in their ability to demonstrate their understanding of the text.	
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Unit Title: Navigating Nonfiction

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Progress Indicators for Reading Informational Text

Key Ideas and Details

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RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Craft and Structure

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

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

Integration of Knowledge and Ideas

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range of Reading and Level of Text Complexity

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

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<p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
By the end of 8th Grade, awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	Individuals from different cultures may have different points of view and experiences.
By the end of 8th Grade, an individual's strengths, lifestyle goals, choices, and interests affect employment and income.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	Different types of jobs require different knowledge and skills.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> • Readers utilize strategies to help them better understand texts they are reading. • Readers use word study strategies to help them decode words. • Readers read like they speak, with purpose and fluency. • Readers generate bigger vocabularies from reading texts. • Readers apply comprehension strategies to support their navigation of a text. • Readers write about what they read to further explore their thoughts related to the text. 		<u>Essential/Guiding Question:</u> How do literacy structures, strategies, and routines in the classroom support thinking and learning? How are all of the components of reading (decoding, fluency, comprehension, etc.) interconnected to support our understanding of text?
<u>Content/Resources:</u> <i>The Rose That Grew From Concrete</i> by Tupac Shakur <i>The Challenge</i> by, Gary Soto <i>The Sniper</i> by, Liam O'Flaherty		<u>Skills(Objectives):</u> Main idea and supporting details Summarizing Compare and contrast Theme Figurative language

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<i>The House on Mango Street</i> by, Sandra Cisneros <i>The Crossover</i> by, Kwame Alexander <i>Souder</i> by, William Armstrong <i>Iggie's House</i> by, Judy Blume <i>Crash</i> by, Jerry Spinelli <i>Eggs</i> by, Jerry Spinelli <i>Stargirl</i> by, Jerry Spinelli	Personal narrative Argumentation Author's Purpose and Author's Point of View Story Elements Plot Textual Evidence Character Poetic Elements Word Meaning Greek and Latin Affixes and Roots
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Interdisciplinary Connections:

Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas.

Stage 2: Assessment Evidence

Performance Task(s):

IXL
 MAP
 PCR Writing Tasks
 Columbia Teachers College Reading and Writing Project Running Records
 QRI-6 Word Lists

Other Evidence:

Graphic Organizers
 Student Notebook Work

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now: Vocabulary, Graphic Organizer

Teach/Model: The skill or strategy that is being taught will be modeled for the students.

Guided Practice: Students try to apply the skill/strategy with support of the teacher.

Independent Practice: Students apply the skill or strategy that was taught independently or in a small group.

Strategies:
 Boxes and Bullets, SWBSF, The What/So What, 5 W's, Think-Pair-Share

Resources:

<https://www.fcrr.org/student-center-activities>
 WTW Word Sorts
 Wilson Workbooks
<https://www.readworks.org/>
<https://newsela.com/>
<https://achievethecore.org/>
 Nifty, Thrifty, Fifty:
<https://catherinesconfetti.wordpress.com/teaching-reading-2/phonics/phonics-activity-the-nifty-thrifty-fifty/>
<https://www.glsen.org/resources/educator-resources>
<https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list>
<https://www.respectability.org/resources/education-resources-disability-issues/>
<https://www.learningforjustice.org/>

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

8th Grade ELA Academic Prep

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught. Students will then add to their work to deepen their understanding of the skill/strategy.</p> <p>Students will be given higher level questions in order to push their thinking.</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p> <p>Students will read texts at a lower level and will be given a graphic organizer to assist them in</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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	Students will be coached by the teacher in order to advance their understanding of the skill or strategy.	comprehending the text. Students will use sentence frames to assist them in their ability to demonstrate their understanding of the text.	
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Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: Building a Reading Life		
22 Days	<p>IXL Diagnostic https://www.ixl.com/signin/pemb</p> <p>Global Read Aloud Book (Generate reading interest)</p> <p>Guided Reading Texts (Based on Student's Levels): See 'Content' for options.</p> <p>Unit Online Assessment: Reading Assessments, MAP Testing</p>	<ul style="list-style-type: none">● RL.8.1.● RL.8.2.● RI.8.2.● RL.8.4.● RL.8.7.● RI.8.8.● W.8.3.
UNIT 2: Navigating Nonfiction Texts		
22 Days	<p>IXL https://www.ixl.com/signin/pemb</p> <p>Newsela https://newsela.com/</p> <p>Readworks https://www.readworks.org/</p> <p>Unit Online Assessment: MAP, Reading Assessments, PCR Rubric</p>	<ul style="list-style-type: none">● RI.8.1.● RI.8.2.● RL.8.2.● RI.8.6.● RI.8.8.● RI.8.4.● W.8.1.
UNIT 3: Developing Skills to Navigate Literature		

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22 Days	<p>Guided Reading Texts (Based on Student's Levels): See 'Content' for options.</p> <p>Achieve the Core https://achievethecore.org/</p> <p>Unit Online Assessment: Reading Assessments, MAP Testing</p>	<ul style="list-style-type: none">● RL.8.2.● RL.8.4.● RL.8.5.● RL.8.3.● RL.8.7.● W.8.1.
UNIT 4: Navigating Nonfiction Texts		
22 Days	<p>IXL https://www.ixl.com/signin/pemb</p> <p>Newsela https://newsela.com/</p> <p>Readworks https://www.readworks.org/</p> <p>Achieve the Core https://achievethecore.org/</p> <p>Unit Online Assessment: MAP, Reading Assessments, PCR Rubric</p>	<ul style="list-style-type: none">● RI.8.2.● RI.8.5.● RI.8.4.● RI.8.8.● RI.8.1.● RL.8.2.● W.8.2.