

# ELA Grade 8

## Unit 1: Suspense!

### Stage 1: Desired Results

#### Standards & Indicators:

##### Language Domain

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

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

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

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

**L.VL.8.3. Language. Vocabulary Acquisition, Use and Literal Meaning.6.3.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

**L.VI.8.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.8.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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### Reading Domain

RL.CR.8.1. [Reading Literature.Close Reading of Text.8.1](#). Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.8.2. [Reading Literature.Central Ideas and Themes of Texts.8.2](#). Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. [Reading Literature.Interactions Among Text Elements.8.3](#). Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. [Reading Literature.Text Structure.8.4](#). Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

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

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

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

### Writing Domain

W.NW.8.3. [Writing.Narrative Writing.8.3](#). Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

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

### Speaking and Listening Domain

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

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

SL.II.8.2. [Speaking and Listening.Integrate Information.8.2](#). Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 🌱

SL.ES.8.3. [Speaking and Listening.Evaluate Speakers.8.3](#). Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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

SL.UM.8.5. [Speaking and Listening.Use Media.8.5](#). Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.AS.8.6. [Speaking and Listening.Adapt Speech.8.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Integration of Climate Change:**

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. [Climate Change Example: Students may analyze an argument on climate change \(documentary, advertisement, speech, etc.\), taking into account the source of the argument, its credibility, and the motives behind its presentation.](#)

### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.8.GCA.1: (e.g., 1.5.8.C1a).	Model how to navigate cultural differences with sensitivity and respect	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color,	Digital tools make it possible to analyze and interpret data, including text, images, and

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	movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).	sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
<b><u>Central Idea/Enduring Understanding:</u></b> Suspense draws us in by playing on our deepest fears, curiosity, and imagination, revealing how tension and uncertainty shape our perception of reality. Through storytelling techniques like foreshadowing, pacing, and mood, writers and creators use suspense to build anticipation and keep us questioning what will happen next. In this unit, students explore how suspenseful stories—from eerie encounters to chilling twists—tap into universal emotions, making us consider the unknown and question the consequences of curiosity, choices, and fate. By analyzing and creating suspenseful tales, students learn how authors craft tension to engage readers and evoke powerful, lasting reactions.		<b><u>Essential/Guiding Question:</u></b> Suspense!: What attracts us to stories of suspense?
<b><u>Content:</u></b> IXL  Fall MAP  <i>Rain, Rain Go Away</i> by Isaac Asimov  ICE  Create your own alien-descriptive writing  <i>The Monkey's Paw</i> by W.W. Jacobs <i>Button Button</i> by Richard Matheson  Poe		<b><u>Skills(Objectives):</u></b> <ul style="list-style-type: none"> <li>● Explore background information about the use of lucky charms and traditions to make a wish</li> <li>● Research using hyperlinks a range of information about the history and practice of making wishes and using lucky charms. Learn the definition of theme.</li> <li>● Practice using concrete strategies for identifying theme.</li> <li>● Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.</li> <li>● Complete a close reading of a short story.</li> </ul>

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<p>"Tell-Tale Heart" by Edgar Allan Poe SpongeBob Squeaky Boots</p> <p>"The Raven" by Edgar Allan Poe The Simpsons The Raven</p> <p><i>The Woman in the Snow</i> by Patricia McKissack <i>The Girl in the Lavender Dress</i></p> <p><i>Cujo</i></p> <p><i>Sorry, Wrong Number</i></p> <p>Suspense Story</p>	<ul style="list-style-type: none"> <li>● Practice and apply concrete strategies for identifying the story elements and analyzing the theme of a short story.</li> <li>● Prewrite, plan, and produce clear and coherent writing in response to a prompt.</li> <li>● Learn the definition of Greek and Latin affixes and roots.</li> <li>● Practice and apply concrete strategies for using Greek and Latin affixes and roots, as well as etymological information provided by a dictionary, as clues to the meanings of words.</li> <li>● Complete a close reading of a passage from literature.</li> <li>● Practice and apply concrete strategies for analyzing a short story using textual evidence.</li> </ul> <p>Respond to a writing prompt in order to:</p> <ul style="list-style-type: none"> <li>● Analyze the prompt and generate information for a suspenseful narrative.</li> <li>● Prewrite, plan, and produce clear and coherent writing in response to a prompt.</li> <li>● Discuss and demonstrate an understanding of the features of narrative writing.</li> <li>● Practice and apply concrete strategies for identifying features of narrative writing.</li> <li>● Discuss and demonstrate an understanding of organizational structure in narrative writing.</li> <li>● Practice and apply concrete strategies for organizing narrative writing.</li> <li>● Discuss and demonstrate understanding of narrative writing features.</li> <li>● Discuss and demonstrate understanding of narrative introductions.</li> <li>● Practice using concrete strategies for identifying elements of narrative introductions and apply this knowledge to the development of their own narrative introductions.</li> <li>● Discuss and demonstrate an understanding narrative techniques and sequencing.</li> <li>● Practice identifying narrative techniques and sequencing and apply this understanding to an original piece of writing.</li> <li>● Plan a suspenseful narrative by sequencing events of rising action, climax, and falling action.</li> <li>● Practice the narrative elements of descriptive details and sensory language as well as research using hyperlinks to a range of information about details and sensory language, including articles, videos, audio, as well as informational and educational perspectives.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Discuss and demonstrate an understanding of the purpose and mechanics of dialogue in narrative writing.</li> <li>• Practice identifying and writing dialogue in a piece of narrative writing.</li> <li>• Discuss and demonstrate an understanding of narrative conclusions.</li> <li>• Practice concrete strategies for identifying elements of narrative conclusions and apply this understanding to an original narrative piece.</li> <li>• Identify and discuss the features of narrative writing: organization, narrative introductions, narrative techniques and sequencing, descriptive details, dialogue, audience and purpose, and narrative conclusions.</li> <li>• Draft a narrative essay in response to a prompt.</li> <li>• Discuss and demonstrate an understanding of the purpose and function of transitions in narrative writing.</li> <li>• Practice concrete strategies for identifying and using transitions in narrative writing.</li> <li>• Identify and discuss elements of narrative writing.</li> <li>• Revise a narrative to improve content and organization.</li> <li>• Identify editing, proofreading, and publishing skills.</li> <li>• Edit and proofread text to finalize plot, dialogue, descriptions, and organization, and to eliminate errors in grammar, punctuation, and spelling.</li> <li>• Use technology to produce and publish writing.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b>            The texts in this unit inform students' understanding of Victorian England, mental illnesses, psychology, and 19th Century American history.</p>	
<b>Stage 2: Assessment Evidence</b>	
<p><b><u>Performance Task(s):</u></b></p> <p>Extended Writing Project: Narrative Writing/Writing Process</p> <p>End of Unit Assessment</p>	<p><b><u>Other Evidence:</u></b></p> <p>CFAs</p>
<b>Stage 3: Learning Plan</b>	
<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p>Do Now            Cold Call            Turn-and-Talk            Think-Pair-Share            Jigsaw            Corners            Gallery Walk</p>	<p><b><u>Resources:</u></b></p> <p><a href="#">StudySync</a>  <a href="#">Pear Assessment</a>  <a href="#">IXL</a></p> <p>LGBT and Disabilities Resources:</p>

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Text Annotation Group Discussions Conferencing Socratic Seminar Think Alouds Small Group Instruction Accountable Talk Close Read Modeling Student Goal Setting Exit Ticket	<ul style="list-style-type: none"><li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li><li>• <a href="#">LGBTQ+ Books</a></li></ul> <p>DEI Resources:</p> <ul style="list-style-type: none"><li>• <a href="#">Learning for Justice</a></li><li>• <a href="#">GLSEN Educator Resources</a></li><li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li><li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li><li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li><li>• <a href="#">Diversity Calendar</a></li></ul>		
<b><a href="#">Differentiation</a></b> *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			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
IXL  Small Group Instruction  Stations  Student Choice	IXL  Small Group Instruction  Stations  Student Choice	IXL  Small Group Instruction  Stations  Student Choice  Graphic Organizers  Sentence Frames  Fill-in the Blank	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  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

# ELA Grade 8

## Unit 2: In Time of War

### Stage 1: Desired Results

#### Standards & Indicators:

##### Language Domain

L.SS.8.1. [Language. System and Structure of Language.8.1.](#) Demonstrate command of the system and structure of the English language when writing or speaking.

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

L.KL.8.2. [Language. Knowledge of Language.8.2.](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.VL.8.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.6.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

L.VI.8.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.8.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

##### Reading Domain

RL.CR.8.1. [Reading Literature.Close Reading of Text.8.1.](#) Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.



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

RL.CI.8.2. [Reading Literature.Central Ideas and Themes of Texts.8.2](#). Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. [Reading informational Texts.Central Ideas and Themes of Texts.8.2](#). Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. [Reading Literature.Interactions Among Text Elements.8.3](#). Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. [Reading informational Texts.Interactions Among Text Elements.8.3](#). Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. [Reading Literature.Text Structure.8.4](#). Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. [Reading informational Texts.Text Structure.8.4](#). Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

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

RI.PP.8.5. [Reading informational Texts.Perspective and Purpose in Texts.8.5](#). Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

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

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

RI.AA.8.7. [Reading informational Texts.Analysis of an Argument.8.7](#). Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 🌱

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

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

### Writing Domain

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

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

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

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

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

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

### Speaking and Listening Domain

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

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

SL.II.8.2. [Speaking and Listening.Integrate Information.8.2](#). Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 🌱

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SL.ES.8.3. [Speaking and Listening.Evaluate Speakers.8.3](#). Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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

SL.UM.8.5. [Speaking and Listening.Use Media.8.5](#). Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.AS.8.6. [Speaking and Listening.Adapt Speech.8.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Integration of Climate Change:**

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

[Climate Change Example: Students may evaluate claims and evidence of factors that have caused climate change over the past century.](#)

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

[Climate Change Example: Students may gather relevant, credible evidence to construct an argument related to increases in human population and per-capita consumption of scarce natural resources, caused by climate change, and their impact on Earth's systems.](#)

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. [Climate Change Example: Students may analyze an argument on climate change \(documentary, advertisement, speech, etc.\), taking into account the source of the argument, its credibility, and the motives behind its presentation.](#)

### [Career Readiness, Life Literacies and Key Skills](#)

Standard	Performance Expectations	Core Ideas
9.4.8.GCA.1: (e.g., 1.5.8.C1a).	Model how to navigate cultural differences with sensitivity and respect	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be

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		more effectively communicated.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
<p><b>Central Idea/Enduring Understanding:</b> In times of war, the human experience is marked by resilience, compassion, and moral choices in the face of profound hardship and injustice. By examining the lives of young people affected by World War II, we gain insight into the impact of conflict on identity, relationships, and moral responsibility. Through literature, personal accounts, and historical perspectives, we learn that individual actions, both large and small, shape our understanding of humanity and the importance of empathy in even the darkest times.</p> <p>This unit explores the complex realities of wartime, encouraging students to reflect on the courage, endurance, and ethical decisions that influence history and our lives today.</p>		<p><b>Essential/Guiding Question:</b> What does our response to conflict say about us?</p>
<p><b>Content:</b> World War II Background Knowledge</p> <p><i>Small Miracles</i> (Full text)</p> <p><i>The Boy in the Striped Pajamas: A Fable</i> (Film study)</p> <p><i>The Diary of Anne Frank: A Play</i> (Full text)</p> <p>I Am Still Here video</p> <p><i>Hitler Youth: Growing up in Hitler's Shadow</i></p> <p>Parallel Journeys</p>		<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>• Provide a summary of the text read.</li> <li>• Read to determine the connotative meanings of words/phrases in text.</li> <li>• Identify the author's purpose or point of view by finding examples in the text.</li> <li>• Determine central idea</li> <li>• analysis for supporting ideas</li> <li>• author's point of view</li> <li>• advantages and disadvantages of different mediums</li> <li>• writing appropriate to task, purpose and audience</li> </ul>

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<a href="#">Confessions of a Nazi Youth-Video</a>			
<b><u>Interdisciplinary Connections:</u></b> In this unit, students explore the historical context of World War II, including the rise of fascism, the Holocaust, and the global impact of the war on nations and civilians. Students analyze the geographical spread of conflict, the effects on various countries, and the formation of alliances, as well as study the Holocaust to better understand the persecution of marginalized groups.  Student will investigate the roles of youth in Nazi Germany, as seen in <i>Hitler Youth: Growing Up in Hitler’s Shadow</i> , and connect these to the challenges faced by young people today in terms of identity, propaganda, and social pressure.			
Stage 2: Assessment Evidence			
<b><u>Performance Task(s):</u></b>  Extended Writing Project: Writing Informative/Explanatory (LAT): Hitler Youth Essay  End of Unit Assessment		<b><u>Other Evidence:</u></b>  CFAs	
Stage 3: Learning Plan			
<b><u>Learning Opportunities/Strategies:</u></b> Do Now Cold Call Turn-and-Talk Think-Pair-Share Jigsaw Corners Gallery Walk Text Annotation Group Discussions Conferencing Socratic Seminar Think Alouds Small Group Instruction Accountable Talk Close Read Modeling Student Goal Setting Exit Ticket		<b><u>Resources:</u></b>  <a href="#">StudySync</a> <a href="#">Pear Assessment</a> <a href="#">IXL</a>  LGBT and Disabilities Resources: <ul style="list-style-type: none"><li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li><li>• <a href="#">LGBTQ+ Books</a></li></ul> DEI Resources: <ul style="list-style-type: none"><li>• <a href="#">Learning for Justice</a></li><li>• <a href="#">GLSEN Educator Resources</a></li><li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li><li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li><li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li><li>• <a href="#">Diversity Calendar</a></li></ul>	
<b><u>Differentiation</u></b> *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			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
IXL  Small Group Instruction	IXL  Small Group Instruction  Stations	IXL  Small Group Instruction  Stations	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might

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Stations			
Student Choice	Student Choice	Student Choice	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  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
		Graphic Organizers  Sentence Frames  Fill-in the Blank	

### Unit 3: Moral Compass

#### Stage 1: Desired Results

#### Standards & Indicators:

##### Language Domain

**L.SS.8.1. [Language. System and Structure of Language.8.1.](#)** Demonstrate command of the system and structure of the English language when writing or speaking.

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

**L.KL.8.2. [Language. Knowledge of Language.8.2.](#)** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**L.VL.8.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.6.3.](#)** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.

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- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.8.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

### Reading Domain

RL.CR.8.1. [Reading Literature.Close Reading of Text.8.1.](#) Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.8.2. [Reading Literature.Central Ideas and Themes of Texts.8.2.](#) Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. [Reading Literature.Interactions Among Text Elements.8.3.](#) Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. [Reading Literature.Text Structure.8.4.](#) Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

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

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

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

### Writing Domain

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

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



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- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

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

### Speaking and Listening Domain

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

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

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

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

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

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

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

### Integration of Climate Change:

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. **Climate Change Example: Students may analyze an argument on climate change (documentary, advertisement, speech, etc.), taking into account the source of the argument, its credibility, and the motives behind its presentation.** 🌱



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<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.8.GCA.1: (e.g., 1.5.8.C1a).	Model how to navigate cultural differences with sensitivity and respect	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
<b>Central Idea/Enduring Understanding:</b> Our moral compass is shaped by personal experiences, family, and culture, guiding us to make choices that reflect our values and resilience. Through literature and poetry, we explore the journey of understanding right from wrong, overcoming challenges, and the power of role models in shaping who we are. By examining characters' decisions and reflecting on our own lives, we come to see that integrity, perseverance, and self-discovery are essential for personal growth. This unit encourages students to recognize		<b>Essential/Guiding Question:</b> How can life experiences shape our values?

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that our moral values not only define us but also connect us to the people and communities we hold dear.	
<p><b><u>Content:</u></b>  <i>Abuela Invents the Zero</i> by Judith Ortiz/Narrative Writing Task (complete the story)</p> <p><i>A Celebration of Grandfathers</i></p> <p><i>Born Worker</i> by Gary Soto</p> <p>I am From poem/Writing Poem</p> <p><i>Mother to Son</i> by Langston Hughes  <i>Dance Momma Dance</i> by Daniel Beatty</p> <p><i>Knock Knock</i> by Daniel Beatty</p> <p><i>The Rose That Grew from Concrete</i> by Tupac Shakur</p> <p><i>Long Way Down</i> by Jason Reynolds</p>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>Analyze how a text makes connections with ideas, individuals, and events</li> <li>analyze and reflect on allusions in texts</li> <li>write a literary analysis</li> <li>draw evidence from literary or information texts to support analysis, reflection, and research</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b>  Students will explore cultural backgrounds and generational values presented in <i>Abuela Invents the Zero</i> and <i>A Celebration of Grandfathers</i> to discuss the role of family heritage and respect in shaping one's identity and moral beliefs.  We will introduce ethical discussions around responsibility, perseverance, and family expectations, as seen in <i>Born Worker</i> and <i>Long Way Down</i>. Students will be encouraged to examine how cultural values and social expectations influence decision-making and moral perspectives.</p>	
<b>Stage 2: Assessment Evidence</b>	
<p><b><u>Performance Task(s):</u></b></p> <p>Literary Analysis Task  End of Unit Assessment</p>	<p><b><u>Other Evidence:</u></b></p> <p>CFAs</p>
<b>Stage 3: Learning Plan</b>	
<p><b><u>Learning Opportunities/Strategies:</u></b>  Do Now  Cold Call  Turn-and-Talk  Think-Pair-Share  Jigsaw  Corners  Gallery Walk  Text Annotation  Group Discussions  Conferencing  Socratic Seminar  Think Alouds  Small Group Instruction  Accountable Talk  Close Read</p>	<p><b><u>Resources:</u></b></p> <p><a href="#">StudySync</a>  <a href="#">Pear Assessment</a>  <a href="#">IXL</a></p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li><a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li><a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li><a href="#">Learning for Justice</a></li> <li><a href="#">GLSEN Educator Resources</a></li> <li><a href="#">Supporting LGBTQIA Youth Resource List</a></li> </ul>

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Modeling Student Goal Setting Exit Ticket		<ul style="list-style-type: none"><li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li><li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li><li>• <a href="#">Diversity Calendar</a></li></ul>	
<b>Differentiation</b> *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
IXL  Small Group Instruction  Stations  Student Choice	IXL  Small Group Instruction  Stations  Student Choice	IXL  Small Group Instruction  Stations  Student Choice  Graphic Organizers  Sentence Frames  Fill-in the Blank	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  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

### Unit 4: Research

#### Stage 1: Desired Results

#### Standards & Indicators:

##### Language Domain

L.SS.8.1. [Language. System and Structure of Language.8.1.](#) Demonstrate command of the system and structure of the English language when writing or speaking.

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

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L.KL.8.2. [Language. Knowledge of Language.8.2.](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.VL.8.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.6.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

L.VI.8.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.8.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

### Reading Domain

RL.CR.8.1. [Reading Literature.Close Reading of Text.8.1.](#) Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

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

RL.CI.8.2. [Reading Literature.Central Ideas and Themes of Texts.8.2.](#) Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. [Reading informational Texts.Central Ideas and Themes of Texts.8.2.](#) Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. [Reading Literature.Interactions Among Text Elements.8.3.](#) Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

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RI.IT.8.3. [Reading informational Texts.Interactions Among Text Elements.8.3](#). Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. [Reading Literature.Text Structure.8.4](#). Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. [Reading informational Texts.Text Structure.8.4](#). Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

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

RI.PP.8.5. [Reading informational Texts.Perspective and Purpose in Texts.8.5](#). Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

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

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

RI.AA.8.7. [Reading informational Texts.Analysis of an Argument.8.7](#). Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 🌱

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

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

### Writing Domain

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

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

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

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

### [Speaking and Listening Domain](#)

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

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

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

SL.UM.8.5. [Speaking and Listening.Use Media.8.5](#). Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.AS.8.6. [Speaking and Listening.Adapt Speech.8.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Integration of Climate Change:**

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

[Climate Change Example: Students may evaluate claims and evidence of factors that have caused climate change over the past century.](#) 🌱

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

[Climate Change Example: Students may gather relevant, credible evidence to construct an argument related to increases in human population and per-capita consumption of scarce natural resources, caused by climate change, and their impact on Earth's systems.](#) 🌱

### [Career Readiness, Life Literacies and Key Skills](#)

Standard	Performance Expectations	Core Ideas
9.4.8.GCA.1: (e.g., 1.5.8.C1a).	Model how to navigate cultural differences with sensitivity and respect	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive

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9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	and positive interaction.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
<b>Central Idea/Enduring Understanding:</b> Research is a powerful tool for discovering information, forming new insights, and sharing knowledge with others. Through the research process, we learn to ask meaningful questions, evaluate sources, and communicate our findings clearly and confidently. In this unit, students develop skills in critical thinking, organization, and presentation, understanding that effective research involves not only gathering facts but also interpreting and sharing ideas in ways that inform and inspire others. By preparing for the NJSLA, practicing public speaking, and exploring texts like <i>For Everyone</i> , students gain the confidence and skills to convey their ideas with clarity, purpose, and impact.		<b>Essential/Guiding Question:</b> How can research help us better understand the world, and what skills do we need to effectively communicate our ideas to others?
<b>Content:</b>  NJSLA Prep  <a href="#">NJSLA Practice Tests</a>		<b>Skills(Objectives):</b> <ul style="list-style-type: none"> <li>Produce clear, organized writing that effectively conveys ideas and information to a specific audience and purpose, using proper structure and style.</li> </ul>



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<p>Research Project</p> <p>30 Second Speech</p> <p><i>For Everyone</i> by Jason Reynolds</p>	<ul style="list-style-type: none"> <li>• Develop and strengthen their writing through the revision process by receiving feedback, refining ideas, and clarifying structure to enhance their final work.</li> <li>• Use technology, including the Internet, to produce, edit, and publish writing that effectively communicates ideas, ensuring correct citations and source integration.</li> <li>• Conduct research using various credible sources, synthesizing information to address a specific question or topic, and presenting findings in an organized, clear manner.</li> <li>• Actively engage in collaborative discussions, respecting diverse perspectives, and build on ideas expressed by others through questions, responses, and the sharing of insights.</li> <li>• Evaluate and analyze a speaker's arguments, distinguishing between well-supported claims and those lacking evidence, and recognizing any instances of faulty reasoning.</li> <li>• Present information, findings, and supporting evidence in a coherent and structured format, utilizing appropriate pacing, volume, and visuals to engage the audience effectively.</li> </ul>
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### Interdisciplinary Connections:

Students will analyze surveys or research data, discussing how mathematical interpretation of data adds credibility to research and strengthens persuasive presentations.

Students will develop speaking and presentation skills by focusing on the structure and delivery of their "30 Second Speech." Students will practice verbal and nonverbal techniques to enhance clarity, engagement, and confidence in presenting information.

Students will strengthen their digital literacy by learning how to evaluate online sources for credibility and bias. Introduce search strategies for academic databases, websites, and digital libraries to locate reliable, diverse sources.

### Stage 2: Assessment Evidence

#### Performance Task(s):

Research Project  
End of Unit Assessment

#### Other Evidence:

CFAs

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

Do Now  
Cold Call  
Turn-and-Talk  
Think-Pair-Share  
Jigsaw  
Corners  
Gallery Walk  
Text Annotation  
Group Discussions

#### Resources:

[StudySync](#)  
[Pear Assessment](#)  
[IXL](#)

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)



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<p>Conferencing</p> <p>Socratic Seminar</p> <p>Think Alouds</p> <p>Small Group Instruction</p> <p>Accountable Talk</p> <p>Close Read</p> <p>Modeling</p> <p>Student Goal Setting</p> <p>Exit Ticket</p>	<ul style="list-style-type: none"> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
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**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

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>IXL</p> <p>Small Group Instruction</p> <p>Stations</p> <p>Student Choice</p>	<p>IXL</p> <p>Small Group Instruction</p> <p>Stations</p> <p>Student Choice</p>	<p>IXL</p> <p>Small Group Instruction</p> <p>Stations</p> <p>Student Choice</p> <p>Graphic Organizers</p> <p>Sentence Frames</p> <p>Fill-in the Blank</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> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

## Pacing Guide

Content	Resources	Standards
<b>UNIT 1: Suspense (45 Days)</b> <a href="#">Unit 1 Suspense</a>		
Relationships, Routines, and Procedures	(5 days)	L.SS.8.1.A.B.C.D.E.F.G. L.KL.8.2.A.B.C. L.VL.8.3.A.B.C.D.E.
IXL Initial Diagnostic	<a href="#">IXL</a> (1 day)	L.VI.8.4.A.B.C. RL.CR.8.1.
Reading Assessment	Fall MAP (2 day)	RL.CI.8.2. RL.IT.8.3.

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<p>Reading Literature</p> <ul style="list-style-type: none"> <li>• Annotating</li> <li>• Dialogue</li> <li>• Conflict</li> <li>• Sensory Details</li> <li>• Foreshadowing</li> <li>• Inferences</li> <li>• Plot structure</li> </ul>	<p><a href="#">Rain, Rain Go Away by Isaac Asimov</a> (4 Days)</p>	<p>RL.TS.8.4. RL.PP.8.5. RL.MF.8.6. RL.CT.8.8. W.NW.8.3. W.WP.8.4. SL.PE.8.1.A.B.C.D. SL.II.8.2. SL.ES.8.3. SL.PI.8.4. SL.UM.8.5. SL.AS.8.6.</p>
<p>ICE</p>	<p>ICE (1 Day)</p>	
<p>Narrative Writing</p> <ul style="list-style-type: none"> <li>• (sentence structure)</li> <li>• Descriptive details</li> <li>• Sensory language</li> <li>• dialogue</li> <li>• narrator</li> <li>• event sequence</li> </ul>	<p>Create your own alien-descriptive writing (3 days)</p>	
<p>CFA</p>	<p><a href="#">Pear Assessment</a> CFA (0.5 day)</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Story Elements</li> </ul>	<p><a href="#">StudySync</a>: <i>The Monkey's Paw</i> by W.W. Jacobs <a href="#">Button Button</a> by Richard Matheson (5 days)</p>	
<p>Research</p>	<p>Poe (2 day)</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Textual Evidence</li> <li>• Inferences</li> <li>• How text evidence reveals aspects of the narrator's character and actions</li> <li>• Types of Narrators</li> </ul>	<p><a href="#">StudySync</a>: "Tell-Tale Heart" by Edgar Allan Poe SpongeBob Squeaky Boots (4 days)</p>	
<p>CFA</p>	<p><a href="#">Pear Assessment</a> CFA (0.5 day)</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Textual Evidence</li> <li>• Inferences</li> <li>• How text evidence reveals aspects of the narrator's character and actions</li> </ul>	<p>"The Raven" by Edgar Allan Poe <a href="#">The Simpsons The Raven</a> (2 days)  <i>The Woman in the Snow</i> by Patricia McKissack <i>The Girl in the Lavender Dress</i> (3 days)</p>	
<p>Writing Process/Narrative Writing</p> <ul style="list-style-type: none"> <li>• dialogue</li> <li>• context</li> <li>• point of view</li> <li>• narrator</li> </ul>	<p>Suspense Story (10 days)</p>	

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<ul style="list-style-type: none"> <li>• event sequence</li> <li>• dialogue, pacing, description, reflections</li> <li>• develop experiences, events and characters</li> <li>• transition words, phrases, and clauses</li> <li>• precise words and phrases</li> <li>• relevant descriptive details</li> <li>• sensory language</li> <li>• conclusion</li> </ul>		
End of Unit Assessment (Narrative Writing Task)	<a href="#">Pear Assessment</a> (2 days)	
<b>UNIT 2: In Time of War (45 Days)</b>		
IXL Snapshot	<a href="#">IXL</a> (0.5 day)	L.SS.8.1.A.B.C.D.E.F.G. L.KL.8.2.A.B.C.
Reading Informational Text Speaking and Listening	World War II Background Knowledge (7.5 days) <a href="#">I Am Still Here Video</a> <a href="#">I'm Still Here Doc</a> (1 day)	L.VL.8.3.A.B.C.D.E. L.VI.8.4.A.B.C. RL.CR.8.1. RI.CR.8.1. RL.CI.8.2. RI.CI.8.2.
Reading Literature	<i>Small Miracles</i> (Full text) or <i>Boy in the Striped Pajamas</i> (Full text) (11 days)	RL.IT.8.3. RI.IT.8.3. RL.TS.8.4.
Reading Literature <ul style="list-style-type: none"> <li>• Fable</li> <li>• Point of View</li> <li>• Character</li> </ul>	<a href="#">StudySync</a> : <i>The Boy in the Striped Pajamas: A Fable</i> (2 days)	RI.TS.8.4. RL.PP.8.5. RI.PP.8.5. RL.MF.8.6. RI.MF.8.6.
CFA	<a href="#">Pear Assessment</a> CFA (0.5 day)	RI.AA.8.7. RL.CT.8.8.
Reading Informational Text <ul style="list-style-type: none"> <li>• Informational Text Elements</li> <li>• Reasons and Evidence</li> <li>• Central Ideas</li> </ul>	<a href="#">StudySync</a> : <i>Hitler Youth: Growing up in Hitler's Shadow</i> (1 day)	RI.CT.8.8. W.AW.8.1.A.B.C.D.E. W.WP.8.4. W.WR.8.5. W.SE.8.6.
Reading Informational Text <ul style="list-style-type: none"> <li>• Informational Text Elements</li> <li>• Key ideas</li> <li>• Propaganda, euphemisms, and misuse of language</li> </ul>	<a href="#">StudySync</a> : <i>Parallel Journeys</i> (1 day)	W.RW.8.7. SL.PE.8.1.A.B.C.D. SL.II.8.2. SL.ES.8.3. SL.PI.8.4.
Argumentative Writing (RST) <ul style="list-style-type: none"> <li>• Introduce claims</li> <li>• organize reason and evidence</li> <li>• support claims</li> <li>• create cohesion and clarify the relationships between claim(s), counterclaims, reasons and</li> </ul>	Extended Writing Project (Argumentative/RST): (7 days)  <a href="#">Confessions of a Nazi Youth-Video</a> (2 days)	SL.UM.8.5. SL.AS.8.6.

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<ul style="list-style-type: none"> <li>evidence</li> <li>Formal/academic style</li> <li>Concluding statement or section</li> </ul> <p>Documentary</p> <ul style="list-style-type: none"> <li>Evidence and claims</li> <li>Point of view</li> <li>Propaganda</li> </ul> <p>Reading Assessment</p> <p>CFA</p> <p>Informative/Explanatory Writing/Research Simulation Task (RST)</p>	<p>Winter MAP (2 day)</p> <p><a href="#">Pear Assessment</a> CFA (0.5 day)</p> <p><a href="#">Pear Assessment</a> (2 days)</p>	
<b>UNIT 3: Moral Compass (45 Days)</b>		
<p>IXL Snapshot</p> <p>Reading Literature/Writing Narrative</p> <ul style="list-style-type: none"> <li>Theme</li> <li>Character</li> </ul> <p>Reading Literature</p> <ul style="list-style-type: none"> <li>Central or main idea</li> </ul> <p>CFA</p> <p>Reading Literature</p> <ul style="list-style-type: none"> <li>Story structure</li> <li>Allusion</li> </ul> <p>Writing</p> <p>Reading Literature</p> <ul style="list-style-type: none"> <li>Tone</li> <li>Word choice</li> <li>Figurative Language</li> </ul> <p>Reading Literature</p> <p>MAP Reading Assessment</p> <p>CFA</p> <p>Writing Informative/Explanatory Literary Analysis Task (LAT)</p> <ul style="list-style-type: none"> <li>Introduce a topic</li> </ul>	<p><a href="#">IXL</a> (0.5 day)</p> <p><a href="#">StudySync</a>: <i>Abuela Invents the Zero</i> by Judith Ortiz/Narrative Writing Task (complete the story)(3 days)</p> <p><a href="#">StudySync</a>: <i>Essay: A Celebration of Grandfathers</i> (2 days)</p> <p><a href="#">Pear Assessment</a>CFA (0.5 day)</p> <p><a href="#">StudySync</a>: <i>Born Worker</i> by Gary Soto (2 days)</p> <p>I am From poem/Writing Poem (3 days)</p> <p><a href="#">StudySync</a>: <i>Mother to Son</i> by Langston Hughes <i>Dance Momma Dance</i> by Daniel Beatty <i>Knock Knock</i> by Daniel Beatty <i>The Rose That Grew from Concrete</i> by Tupac Shakur (4 days)</p> <p><i>Long Way Down</i> by Jason Reynolds (15 days)</p> <p>MAP Reading Assessment (2 days)</p> <p><a href="#">Pear Assessment</a> CFA (0.5 day)</p> <p>Extended Writing Project (LAT) (10 days)</p>	<p>L.SS.8.1.A.B.C.D.E.F.G. L.KL.8.2.A.B.C. L.VL.8.3.A.B.C.D.E. L.VI.8.4.A.B.C. RL.CR.8.1. RL.CI.8.2. RL.IT.8.3. RL.TS.8.4. RL.PP.8.5. RL.MF.8.6. RL.CT.8.8. W.IW.8.2.A.B.C.D.E.F. W.WP.8.4. SL.PE.8.1.A.B.C.D. SL.II.8.2. SL.ES.8.3. SL.PI.8.4. SL.UM.8.5. SL.AS.8.6.</p>

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<ul style="list-style-type: none"> <li>Organize ideas, concepts, and information using text structures and features</li> <li>Develop a topic</li> <li>Transitions</li> <li>Formal/academic style</li> <li>Concluding statement or section</li> </ul>		
End of Unit Assessment/Literary Analysis Task (LAT)	<a href="#">Pear Assessment</a> (2 days)	
<b>UNIT 4: Research (45 days)</b>		
NJSLA Prep	NJSLA Prep <a href="#">NJSLA Practice Tests</a> (5 days)	L.SS.8.1.A.B.C.D.E.F.G. L.KL.8.2.A.B.C. L.VL.8.3.A.B.C.D.E. L.VI.8.4.A.B.C.
NJSLA for ELA	NJSLA for ELA (2 days)	RL.CR.8.1. RI.CR.8.1. RL.CI.8.2. RI.CI.8.2. RL.IT.8.3. RI.IT.8.3. RL.TS.8.4. RI.TS.8.4. RL.PP.8.5. RI.PP.8.5. RL.MF.8.6. RI.MF.8.6. RI.AA.8.7. RL.CT.8.8. RI.CT.8.8. W.WP.8.4. W.WR.8.5. W.SE.8.6. W.RW.8.7.
IXL Snapshot	<a href="#">IXL</a> Snapshot (1 day)	SL.PE.8.1 SL.PI.8.4. SL.UM.8.5 SL.AS.8.6
Reading <ul style="list-style-type: none"> <li>Summary</li> </ul>	Biography- Independent Reading	
Research Writing/Writing Process/Writing Sources <ul style="list-style-type: none"> <li>Topic</li> <li>Formal Style</li> <li>Works Cited</li> <li>MLA Format</li> <li>Transitions</li> <li>Cite Evidence</li> </ul>	Career-based research paper project (29 days)	
Speaking and Listening <ul style="list-style-type: none"> <li>Collaborative discussion</li> <li>Pose questions</li> <li>Present claims and findings</li> <li>Integrate multimedia and visual intro presentations</li> </ul>	Project Presentation	
End of Unit Assessment	<a href="#">Pear Assessment</a> (2 days)	
Reading Literature	<i>For Every One</i> by Jason Reynolds (3 days)	