

# ELA Grade 8 Honors

## 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.

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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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.

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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.

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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.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.
- 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.

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:

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.CI.3	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.1	Multiple solutions often exist to solve a problem.	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

### Central Idea/Enduring Understanding:

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

### Essential/Guiding Question:

#### **What attracts us to stories of suspense?**

Why is it important to use background knowledge while reading?

How do I read informational texts and fiction texts differently?

How does identifying the main idea help me as a reader gain meaning from the text?(understand the author's purpose)

How does identifying key details help me as a reader gain meaning from the text?

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Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.

Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.

Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

How do I read with understanding so I am able to analyze and summarize key ideas and details?

How do you interpret various types of texts?

How does the information you are exposed to help to form knowledge and ideas?

How can independently reading deepen my understanding of the world around me?

How does the audience influence the format of your writing?

How does the purpose influence the format of your writing?

Why is it important to produce and develop quality writing?

How can technology be used in written communication?

How does the information gathered and organized through research help to form a written argument?

How does writing for varying periods of time strengthen my writing?

How does writing for various audiences strengthen my writing?

Why does writing for a variety of purposes help me become a better writer?

How does having writing as part of my daily routine strengthen my writing?

How does knowing my purpose and tasks help me determine the amount of time needed for the writing task?

How do you listen?

What impact does listening have?

How do the visual materials send messages?

How do visuals impact our thoughts and actions?

How can technology help us communicate with others?

Why is it important to speak effectively in a range of settings?

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To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

The research process requires the use of a variety of resources to ensure validity. Proficient researchers utilize various media, including Internet sources, to gather information. They also understand that sources can be misleading and therefore need to be carefully analyzed and critiqued for accuracy and reliability. The Internet is a vast world of information that needs to be evaluated for reliable information.

The Internet has both advantages and disadvantages to its use. The Internet should be used in a safe and ethical manner to ensure privacy and safe use.

Intellectual property belongs to the author/developer. Stealing intellectual property, just like stealing anything, is unacceptable and must be avoided.

What is the purpose of applying grammar and mechanics skills?

Why is it important to use correct spelling and punctuation?

Why is it important to understand language functions in different contexts?

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Technology is important, but human thought and purpose drives the impact of technology. A tool is only as good as the person using it.

Technology can have positive or negative impact on both users and those affected by their use.

Technology can be used in a variety of ways for learning and collaboration.

Technology is constantly changing and requires continuous learning of new skills.

Learning is a continuous process throughout life. In a global society, the need to continue to learn is of great importance.

### Content:

Killing Mr. Griffin (independent full-text read)

“The Monkey's Paw” paired text with  
“Button Button” by Richard Matheson  
Theme/ Foreshadowing essay

“Tell-Tale Heart”- Paired text with Black Cat

“Lov’d”

“Rain, Rain Go Away” by Isaac Asimov

Create your own alien-descriptive writing

“The Raven” by Edgar Allan Poe  
“Annabel Lee” by Edgar Allan Poe

Mystery Mini Unit  
“Adventures of the Speckled Band” Arthur Conan Doyle

“The Woman in the Snow” by Patricia McKissack  
“The Girl in the Lavender Dress”

Research Project

Suspense Story (Narrative Writing)

### Skills(Objectives):

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- Explore background information about the use of lucky charms and traditions to make a wish.
- Research using hyperlinks a range of information about the history and practice of making wishes and using lucky charms.
- Learn the definition of theme.
- Practice using concrete strategies for identifying theme.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Complete a close reading of a short story.
- Practice and apply concrete strategies for identifying the story elements and analyzing the theme of a short story.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Learn the definition of Greek and Latin affixes and roots.
- 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.
- Complete a close reading of a passage from literature.
- Practice and apply concrete strategies for analyzing a short story using textual evidence.

Respond to a writing prompt in order to:

- Analyze the prompt and generate information for a suspenseful narrative.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Discuss and demonstrate an understanding of the features of narrative writing.
- Practice and apply concrete strategies for identifying features of narrative writing.
- Discuss and demonstrate an understanding of organizational structure in narrative writing.
- Practice and apply concrete strategies for organizing narrative writing.
- Discuss and demonstrate understanding of narrative writing features.
- Discuss and demonstrate understanding of narrative introductions.
- Practice using concrete strategies for identifying elements of narrative introductions and apply this knowledge to the development of their own narrative introductions.
- Discuss and demonstrate an understanding of narrative techniques and sequencing.
- Practice identifying narrative techniques and sequencing and apply this understanding to an original piece of writing.
- Plan a suspenseful narrative by sequencing events of rising action, climax, and falling action.
- 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.
- Discuss and demonstrate an understanding of the purpose and mechanics of dialogue in narrative writing.
- Practice identifying and writing dialogue in a piece of narrative writing.
- Discuss and demonstrate an understanding of narrative conclusions.
- Practice concrete strategies for identifying elements of narrative conclusions and apply this understanding to an original narrative piece.
- Identify and discuss the features of narrative writing: organization, narrative introductions, narrative techniques and sequencing, descriptive details, dialogue, audience and purpose, and narrative conclusions.
- Draft a narrative essay in response to a prompt.
- Discuss and demonstrate an understanding of the purpose and function of transitions in narrative writing.
- Practice concrete strategies for identifying and using transitions in narrative writing.
- Identify and discuss elements of narrative writing.
- Revise a narrative to improve content and organization.
- Identify editing, proofreading, and publishing skills.
- Edit and proofread text to finalize plot, dialogue, descriptions, and organization, and to eliminate errors in grammar, punctuation, and spelling.
- Use technology to produce and publish writing.



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### Interdisciplinary Connections:

The texts in this unit inform students' understanding of Victorian England, mental illnesses, psychology, and 19th Century American history.

### Stage 2: Assessment Evidence

#### Performance Task(s):

End of Unit 1 Assessment  
Extended Writing Project: Narrative Writing

#### Other Evidence:

Reading Assignments  
Writing Assignments  
Skill Assignments  
Blast Assignments

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

**First Reads:** Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

**Reading Skills:** Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

**Close Reads:** Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

**Writing Skills:** Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."

**Paired Texts:** The students will read a variety of paired text with a novel (poem, essay, short story,

#### Resources:

LGBT and Disabilities Resources:

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

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

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article) to find common themes, make deeper connections with the real world, and find personal interest within the readings.

Teach Like a Champion 2.0 strategies

Kagan strategies

**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

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	<p>Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p> <p>Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.</p> <p>Access Path scaffolds go well beyond</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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		instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.	
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### Unit 2: 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).

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- 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).
- E.

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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.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.
- 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.

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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. 🌱

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.

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**

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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 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.

#### Central Idea/Enduring Understanding:

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

#### Essential/Guiding Question:

**What does our response to conflict say about us?**

Why is it important to use background knowledge while reading?



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Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.

Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.

Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

Effective writing is the result of a multi-stage, reflective process in which the writer must develop,

How do I read informational texts and fiction texts differently?

How does identifying the main idea help me as a reader gain meaning from the text?(understand the author's purpose)

How does identifying key details help me as a reader gain meaning from the text?

How do I read with understanding so I am able to analyze and summarize key ideas and details?

How do you interpret various types of texts?

How does the information you are exposed to help to form knowledge and ideas?

How can independently reading deepen my understanding of the world around me?

How does the audience influence the format of your writing?

How does the purpose influence the format of your writing?

Why is it important to produce and develop quality writing?

How can technology be used in written communication?

How does the information gathered and organized through research help to form a written argument?

How does writing for varying periods of time strengthen my writing?

How does writing for various audiences strengthen my writing?

Why does writing for a variety of purposes help me become a better writer?

How does having writing as part of my daily routine strengthen my writing?

How does knowing my purpose and tasks help me determine the amount of time needed for the writing task?

How do you listen?

What impact does listening have?



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plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

The research process requires the use of a variety of resources to ensure validity. Proficient researchers utilize various media, including Internet sources, to gather information. They also understand that sources can be misleading and therefore need to be

How do the visual materials send messages?

How do visuals impact our thoughts and actions?

How can technology help us communicate with others?

Why is it important to speak effectively in a range of settings?

What is the purpose of applying grammar and mechanics skills?

Why is it important to use correct spelling and punctuation?

Why is it important to understand language functions in different contexts?

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carefully analyzed and critiqued for accuracy and reliability. The Internet is a vast world of information that needs to be evaluated for reliable information.

The Internet has both advantages and disadvantages to its use. The Internet should be used in a safe and ethical manner to ensure privacy and safe use.

Intellectual property belongs to the author/developer. Stealing intellectual property, just like stealing anything, is unacceptable and must be avoided.

Technology is important, but human thought and purpose drives the impact of technology. A tool is only as good as the person using it.

Technology can have positive or negative impact on both users and those affected by their use.

Technology can be used in a variety of ways for learning and collaboration.

Technology is constantly changing and requires continuous learning of new skills.

Learning is a continuous process throughout life. In a global society, the need to continue to learn is of great importance.

### Content:

The Boy in the Striped Pajamas: A Fable (independent full-text read)

World War II Background Knowledge

Small Miracles (Full text)

“Hitler Youth: Growing up in Hitler’s Shadow”

“Parallel Journeys”

Extended Writing Project (LAT): Hitler Youth Essay

[Confessions of a Nazi Youth-Video](#)

*Race*

“Terrible Things: An Allegory of the Holocaust” by: Eve Bunting  
First They Came For by: Martin Niemoller

“The Wave”

Poetry  
Two-voice poem

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### Skills(Objectives):

- Learn the definition of poetic elements.
- Practice using concrete strategies for identifying poetic elements.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Complete a close reading of a work of literature.
- Practice and apply concrete strategies for analyzing poetic elements in a poem.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Learn the definition of author's purpose and author's point of view.
- Practice using concrete strategies for identifying the author's purpose and author's point of view.
- Complete a close reading of an informational text.
- Practice and apply concrete strategies for identifying the author's purpose and author's point of view in Point/Counterpoint texts.
- Complete a close reading of an informational passage.
- Practice and apply concrete strategies for identifying textual evidence and the central or main idea in an informational text.
- Practice and apply concrete strategies for identifying informational text elements and analyzing reasons and evidence in a nonfiction text.
- Complete a close reading of a biographical excerpt.
- Explore background information about conflicts in communities with a focus on the psychology of prejudice and ingroups and outgroups.
- Research using hyperlinks to a range of information about community and conflict.
- Practice and apply concrete strategies for analyzing character and point of view in an excerpt from *The Boy in the Striped Pajamas: A Fable*.
- Practice and apply concrete strategies for identifying and analyzing author's purpose and point of view and media in an excerpt from the "Nobel Prize Acceptance Speech."

Respond to a writing prompt in order to:

- Discuss and demonstrate an understanding of literary analysis as a writing form.
- Practice and apply concrete strategies for identifying features of a literary analysis.
- Discuss and demonstrate understanding of literary analysis writing features.
- Analyze the prompt and generate information for a literary analysis essay.
- Discuss and demonstrate understanding of thesis statements.
- Practice concrete strategies for identifying thesis statements and apply this knowledge to the creation of an original thesis statement for a literary analysis.
- Identify the features of argumentative writing, including the thesis statement, main points, and supporting details.
- Create a roadmap to outline a literary analysis essay in response to a prompt.
- Practice and apply concrete strategies for identifying audience and purpose and for addressing the needs of the audience and achieving the purpose of an original literary analysis.
- Discuss and demonstrate understanding of organization within a literary analysis.
- Practice identifying ways to organize information in argumentative writing and apply this knowledge to developing an organizational structure for an original literary analysis.
- Discuss and demonstrate understanding of supporting details.
- Practice and apply concrete strategies for using supporting details in argumentative writing, such as a literary analysis.
- Discuss and demonstrate understanding of the introduction in argumentative writing, such as a literary analysis.
- Use concrete strategies for identifying features of successful introductions and then apply this knowledge to the creation of an effective literary analysis introduction.
- Discuss and demonstrate understanding of transitions and their function.

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- Practice identifying transitions in explanatory/informative text and analyzing how they clarify the relationship among claims, counterclaims, reasons, and evidence.
- Apply this knowledge of transitions to the revision of a body paragraph for a literary analysis essay.
- Discuss and demonstrate understanding of the conclusion in argumentative writing, such as a literary analysis.
- Identify the features of informative/explanatory writing: introduction, thesis statement, logical organization, supporting details, transitions, conclusion.
- Draft a literary analysis essay in response to a prompt, carefully considering audience and purpose while doing so.
- Use concrete strategies for identifying features of successful conclusions and then apply this knowledge to the creation of an effective literary analysis conclusion.
- Devise a plan for making revisions to a literary analysis essay.
- Revise a literary analysis essay in response to a prompt.
- Discuss and demonstrate understanding of style in a formal essay such as a literary analysis.
- Practice using concrete strategies for identifying and assessing style and apply this knowledge to an evaluation of style in a draft of a literary analysis essay.
- Identify and discuss the purpose and methods of citing sources in a literary analysis.
- Practice citing sources in a literary analysis.

### Interdisciplinary Connections:

The texts in this unit inform students' understanding of government, politics, World War II, British history, psychology, genocide, Nazi Germany, and the Holocaust.

### Stage 2: Assessment Evidence

#### Performance Task(s):

End of Unit 2 Assessment  
Extended Writing Project: Informative/Explanatory Writing

#### Other Evidence:

Reading Assignments  
Writing Assignments  
Skill Assignments  
Blast Assignments

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

**First Reads:** Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

**Reading Skills:** Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the

#### Resources:

LGBT and Disabilities Resources:

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

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

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lesson to respond to two short questions about a different passage of text from the First Read.

**Close Reads:** Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

**Writing Skills:** Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.”

**Paired Texts:** The students will read a variety of paired text with a novel (poem, essay, short story, article) to find common themes, make deeper connections with the real world, and find personal interest within the readings.

Teach Like a Champion 2.0 strategies

Kagan strategies

**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
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	<p>Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p> <p>Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners.</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</p>

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		<p>The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.</p> <p>Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</p>	Allow for translators, dictionaries
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### 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.
- 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.

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- 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.

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.

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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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.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.



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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:

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
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.	An individual's strengths, lifestyle goals, choices, and interests affect employment and

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		income.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <p>Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.</p> <p>Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</p> <p>Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.</p> <p>In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.</p> <p>Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.</p> <p>Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</p> <p>Integrating knowledge and ideas from informational text expands the knowledge base and the</p>		<p><b><u>Essential/Guiding Question:</u></b></p> <p><b>How can life experiences shape our values?</b></p> <p>Why is it important to use background knowledge while reading?</p> <p>How do I read informational texts and fiction texts differently?</p> <p>How does identifying the main idea help me as a reader gain meaning from the text?(understand the author's purpose)</p> <p>How does identifying key details help me as a reader gain meaning from the text?</p> <p>How do I read with understanding so I am able to analyze and summarize key ideas and details?</p> <p>How do you interpret various types of texts?</p> <p>How does the information you are exposed to help to form knowledge and ideas?</p> <p>How can independently reading deepen my understanding of the world around me?</p> <p>How does the audience influence the format of your writing?</p> <p>How does the purpose influence the format of your writing?</p> <p>Why is it important to produce and develop quality writing?</p> <p>How can technology be used in written communication?</p> <p>How does the information gathered and organized through research help to form a written argument?</p> <p>How does writing for varying periods of time strengthen my writing?</p> <p>How does writing for various audiences strengthen my writing?</p> <p>Why does writing for a variety of purposes help me become a better writer?</p>

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perspectives found in text, which empowers the reader to make informed choices in life.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.

Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Language exists within the contexts of audience and purpose. Knowledge of language and skillful

How does having writing as part of my daily routine strengthen my writing?

How does knowing my purpose and tasks help me determine the amount of time needed for the writing task?

How do you listen?

What impact does listening have?

How do the visual materials send messages?

How do visuals impact our thoughts and actions?

How can technology help us communicate with others?

Why is it important to speak effectively in a range of settings?

What is the purpose of applying grammar and mechanics skills?

Why is it important to use correct spelling and punctuation?

Why is it important to understand language functions in different contexts?

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application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

The research process requires the use of a variety of resources to ensure validity. Proficient researchers utilize various media, including Internet sources, to gather information. They also understand that sources can be misleading and therefore need to be carefully analyzed and critiqued for accuracy and reliability. The Internet is a vast world of information that needs to be evaluated for reliable information.

The Internet has both advantages and disadvantages to its use. The Internet should be used in a safe and ethical manner to ensure privacy and safe use.

Intellectual property belongs to the author/developer. Stealing intellectual property, just like stealing anything, is unacceptable and must be avoided.

Technology is important, but human thought and purpose drives the impact of technology. A tool is only as good as the person using it.

Technology can have positive or negative impact on both users and those affected by their use.

Technology can be used in a variety of ways for learning and collaboration.

Technology is constantly changing and requires continuous learning of new skills.

Learning is a continuous process throughout life. In a global society, the need to continue to learn is of great importance.

### Content:

Monster by Walter Dean Myers (independent full-text read)

“Abuela Invents the Zero” by Judith Ortiz/Narrative Writing Task (complete the story)

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I am From poem/Writing Poem

"Mother to Son" by Langston Hughes

"Dance Momma Dance" by Daniel Beatty

"Knock Knock" by Daniel Beatty

"The Rose That Grew from Concrete" by Tupac Shakur

Write Extended metaphor Poem

Long Way Down by Jason Reynolds

"Flowers for Algernon" by Daniel Keyes

Extended Writing Project

### Skills (Objectives):

- Learn the definition of theme.
- Practice using concrete strategies for identifying themes.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Complete a close reading of a short story.
- Practice and apply concrete strategies for identifying themes and analyzing characters in a short story.
- Learn the definition of tone.
- Practice using concrete strategies for identifying tone.
- Complete a close reading of a passage of literature.
- Practice and apply concrete strategies for analyzing tone
- Complete a close reading of a passage of literature.
- Practice and apply concrete strategies for identifying story structure and allusion in "Born Worker."
- Explore background information about tricksters and the lessons they teach.
- Use hyperlinks to research a range of information about tricksters, then and now.
- Explore background information about Malala Yousafzai and how her family shaped who she is.
- Research using hyperlinks to a range of information about Malala and her family.

Respond to a writing prompt in order to:

- Read two passages arguing opposite sides of an issue, make inferences, and analyze text elements, providing textual evidence to support responses.
- Practice using context clues to define vocabulary words.
- Discuss and demonstrate an understanding of argumentative writing.
- Practice and apply concrete strategies for identifying features of argumentative writing.
- Generate information for an argumentative essay.
- Discuss and demonstrate understanding of argumentative writing features.
- Analyze the prompt and generate information for their argumentative essay.
- Discuss and demonstrate understanding of audience, purpose, and style in argumentative writing.
- Practice identifying audience, purpose, and style in persuasive text in order to consider how to address these elements in their own argumentative writing.
- Discuss and demonstrate understanding of how to conduct research and take notes.
- Identify and practice research and note-taking strategies.
- Practice using concrete strategies for identifying reasons and evidence.
- Discuss and demonstrate an understanding of the claim, or thesis statement, in argumentative writing.
- Practice and apply concrete strategies for writing a strong thesis statement.

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- Read an excerpt from a nonfiction book and make inferences and analyze text elements, providing textual evidence to support responses.
- Discuss and demonstrate understanding of organizational structure in argumentative text.
- Practice concrete strategies for identifying organizational structure in argumentative writing and applying such structure to their own writing.
- Discuss and demonstrate understanding of the role that supporting details play in argumentative text.
- Practice using concrete strategies for identifying supporting details in argumentative writing and evaluating information gathered during the research process for an original argumentative essay.
- Discuss and demonstrate understanding of how to organize argumentative writing.
- Plan an argumentative essay by ensuring that reasons are presented in a logical order with organized and adequate supporting details.
- Discuss and demonstrate understanding of introductions and conclusions in argumentative text.
- Practice using concrete strategies for identifying elements of introductions and conclusions in argumentative writing, and apply this knowledge to the development of original introductory and concluding paragraphs for an argumentative essay.
- Discuss and demonstrate understanding of how writers use transition words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Practice identifying transition words, phrases, and clauses and how these are used in argumentative writing.
- Identify the features of argumentative writing: consideration of audience and purpose, research and note-taking, logical organization, introduction, thesis statement, supporting details, transitions, formal style, and conclusion.
- Draft an argumentative essay in response to a prompt.
- Discuss and demonstrate understanding of how to properly cite sources in argumentative texts.
- Practice citing sources in argumentative writing.
- Discuss and demonstrate understanding of elements of a writing style appropriate to an argumentative essay.
- Revise an argumentative text to improve content and organization and to maintain a formal style.
- Discuss and demonstrate understanding of editing, proofreading, and publishing skills.
- Edit and proofread text to finalize information, style, and organization, and to eliminate errors in grammar, punctuation, and spelling.

### Interdisciplinary Connections:

The texts in this unit inform students' understanding of the Harlem Renaissance, Puerto Rican culture, African American history, the Taliban, and Pakistani culture.

### Stage 2: Assessment Evidence

#### Performance Task(s):

End of Unit 3 Assessment  
Extended Writing Project: Argumentative  
Writing/Research Simulation Task

#### Other Evidence:

Reading Assignments  
Writing Assignments  
Skill Assignments  
Blast Assignments

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

**First Reads:** Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

**Reading Skills:** Skill lessons follow First Reads, and apply the Gradual Release of Responsibility

#### Resources:

LGBT and Disabilities Resources:

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

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)

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Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

**Close Reads:** Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

**Writing Skills:** Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."

**Paired Texts:** The students will read a variety of paired text with a novel (poem, essay, short story, article) to find common themes, make deeper connections with the real world, and find personal interest within the readings.

Teach Like a Champion 2.0 strategies

Kagan strategies

- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

**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
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed	Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the	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,

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<p>parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p>	<p>around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.</p>	<p>Access Path, for scaffolded instruction.</p> <p>Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.</p> <p>Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</p>	<p>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"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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# ELA Grade 8 Honors

## Unit 4: The Hero Within

### 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

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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

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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.

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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.

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### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
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.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1)	

### Central Idea/Enduring Understanding:

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

### Essential/Guiding Question:

**How can life experiences shape our values?**

Why is it important to use background knowledge while reading?

How do I read informational texts and fiction texts differently?

How does identifying the main idea help me as a reader gain meaning from the text?(understand the author's purpose)

How does identifying key details help me as a reader gain meaning from the text?

How do I read with understanding so I am able to analyze and summarize key ideas and details?

How do you interpret various types of texts?

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In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.

Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.

Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions,

How does the information you are exposed to help to form knowledge and ideas?

How can independently reading deepen my understanding of the world around me?

How does the audience influence the format of your writing?

How does the purpose influence the format of your writing?

Why is it important to produce and develop quality writing?

How can technology be used in written communication?

How does the information gathered and organized through research help to form a written argument?

How does writing for varying periods of time strengthen my writing?

How does writing for various audiences strengthen my writing?

Why does writing for a variety of purposes help me become a better writer?

How does having writing as part of my daily routine strengthen my writing?

How does knowing my purpose and tasks help me determine the amount of time needed for the writing task?

How do you listen?

What impact does listening have?

How do the visual materials send messages?

How do visuals impact our thoughts and actions?

How can technology help us communicate with others?

Why is it important to speak effectively in a range of settings?

What is the purpose of applying grammar and mechanics skills?

Why is it important to use correct spelling and punctuation?

Why is it important to understand language functions in different contexts?

## ELA Grade 8 Honors

demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

The research process requires the use of a variety of resources to ensure validity. Proficient researchers utilize various media, including Internet sources, to gather information. They also understand that sources can be misleading and therefore need to be carefully analyzed and critiqued for accuracy and reliability. The Internet is a vast world of information that needs to be evaluated for reliable information.

The Internet has both advantages and disadvantages to its use. The Internet should be used in a safe and ethical manner to ensure privacy and safe use.

Intellectual property belongs to the author/developer. Stealing intellectual property, just like stealing anything, is unacceptable and must be avoided.

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Technology is important, but human thought and purpose drives the impact of technology. A tool is only as good as the person using it.

Technology can have positive or negative impact on both users and those affected by their use.

Technology can be used in a variety of ways for learning and collaboration.

Technology is constantly changing and requires continuous learning of new skills.

Learning is a continuous process throughout life. In a global society, the need to continue to learn is of great importance.

### Content:

NJSLA Prep [NJSLA Practice Tests](#)

For Everyone by Jason Reynolds (independent full-text read)

NJSLA for ELA

Research Project

30 Second Speech

Paul Revere's Ride by Henry Wadsworth Longfellow

Richard Cory by: Edward Arlington Robinson

O Captain! My Captain! by: Walt Whitman

Write Narrative Poem

Concrete poem

Ghost Boy By: Jewel Parker Rhodes

### Skills(Objectives):

- Practice using concrete strategies for identifying themes.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Practice and apply concrete strategies for identifying themes and analyzing characters in narrative poetry
- Identify author's tone
- Practice using concrete strategies for identifying tone.
- Complete a close reading of a passage of literature.
- Practice and apply concrete strategies for analyzing tone
- Complete a close reading of a passage of literature.

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- Explore background information about the American Revolution, Civil War, and Black Lives Matter Movement.
- Respond to a writing prompt.
- Practice using context clues to define vocabulary words.
- Discuss and demonstrate the use of MLA in a research paper.
- Practice and apply concrete strategies for identifying features of research writing.
- Generate information for a research paper.
- Discuss and demonstrate understanding of writing a research paper.
- Analyze the prompt and generate information for their research paper.
- Discuss and demonstrate understanding of audience, purpose, and style in research writing.
- Practice identifying audience, purpose, and style in informational text in order to consider how to address these elements in their own research writing.
- Discuss and demonstrate understanding of how to conduct research and take notes.
- Identify and practice research and note-taking strategies.

**Interdisciplinary Connections:** The texts in this unit inform students' understanding of the American Revolution, Civil War, the Civil Rights Movement, and Black Lives Matter Movement.

### Stage 2: Assessment Evidence

#### **Performance Task(s):**

End of Unit 4 Assessment  
Extended Writing Project: Writing Research

#### **Other Evidence:**

Reading Assignments  
Writing Assignments  
Skill Assignments  
Blast Assignments

### Stage 3: Learning Plan

#### **Learning Opportunities/Strategies:**

**First Reads:** Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

**Reading Skills:** Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

#### **Resources:**

LGBT and Disabilities Resources:

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

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)



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**Close Reads:** Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

**Writing Skills:** Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.”

**Paired Texts:** The students will read a variety of paired text with a novel (poem, essay, short story, article) to find common themes, make deeper connections with the real world, and find personal interest within the readings.

Teach Like a Champion 2.0 strategies

Kagan strategies

**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
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	<p>Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p> <p>Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text</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 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,

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		<p>Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.</p> <p>Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</p>	dictionaries
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## Pacing Guide

Content	Resources	Standards
<b>UNIT 1: Suspense (45 Days)</b>		
Relationships, Routines, and Procedures	(3 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.
IXL Initial Diagnostic	IXL (1 day)	RL.CR.8.1. RI.CE.8.1. RL.CI.8.2.
Reading Assessment	Fall MAP (2 day)	RL.IT.8.3. RL.TS.8.4. RL.PP.8.5.
Reading Literature	<u>Killing Mr. Griffin</u> (independent full-text read) (6 days)	RL.MF.8.6. RL.CT.8.8. W.NW.8.3. W.WP.8.4. W.WR.8.5. W.SE.8.6.
Reading Literature	<p>“The Monkey’s Paw” by W.W. Jacobs</p> <p>Blast: Make a Wish</p> <p>Skill: Theme</p> <p>Close Read: The Monkey's Paw</p> <p>“Button Button” by Richard Matheson (5 days)</p>	W.RW.8.7. SL.PE.8.1.A.B.C.D. SL.II.8.2. SL.ES.8.3.
Writing	Theme/ Foreshadowing essay (1 day)	
CFA	CFA (0.5 day)	

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Reading Literature	“Tell-Tale Heart”- Paired text with “The Black Cat” Skill: Greek and Latin Affixes and Roots Close Read: “The Tell-Tale Heart” (4 days)	SL.PI.8.4. SL.UM.8.5. SL.AS.8.6.
Reading Literature	“Lov’d” (1 day)	
Reading Literature	“Rain, Rain Go Away” by Isaac Asimov (1 day)	
Writing	Create your own alien-descriptive writing (3 days)	
CFA	CFA (0.5 day)	
Reading Literature	“The Raven” by Edgar Allan Poe “Annabel Lee” by Edgar Allan Poe (3 days)	
Reading Literature	Mystery Mini Unit “Adventures of the Speckled Band” Arthur Conan Doyle (4 days)	
Reading Literature	“The Woman in the Snow” by Patricia McKissack “The Girl in the Lavender Dress”	
Writing Research	Research Project (4 days)	
Narrative Writing/Writing Process	Suspense Story (Narrative Writing) (4 days)	
End of Unit Assessment (Narrative Writing Task)	<a href="#">Pear Assessment</a> (2 days)	
<b>UNIT 2: The Time of War (45 Days)</b>		
IXL Snapshot	IXL (0.5 day)	L.SS.8.1.A.B.C.D.E.F.G. L.KL.8.2.A.B.C.
Reading Literature	<u>The Boy in the Striped Pajamas: A Fable</u> (independent full-text read) (6 days)	L.VL.8.3.A.B.C.D.E. L.VI.8.4.A.B.C.
Reading Informational Text	World War II Background Knowledge (2.5 days)	RL.CR.8.1. RI.CR.8.1.
Reading Literature	<u>Small Miracles</u> (Full text) (13 days)	RL.CI.8.2. RI.CI.8.2.
CFA	CFA (0.5 day)	RL.IT.8.3. RI.IT.8.3.
Reading Informational Text Informative/Explanatory Writing	“Hitler Youth: Growing up in Hitler’s Shadow” (3 days)	RL.TS.8.4. RI.TS.8.4.
Reading Literature	“Parallel Journeys” (1 day)	RL.PP.8.5. RI.PP.8.5.
Writing Informative/Explanatory	Extended Writing Project (LAT): Hitler Youth Essay (3 days)	RL.MF.8.6. RI.MF.8.6. RI.AA.8.7. RL.CT.8.8.

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Speaking and Listening	<a href="#">Confessions of a Nazi Youth-Video</a> (2 days)	RI.CT.8.8. W.IW.8.2.A.B.C.D.E.F. W.WP.8.4. W.RW.8.7. 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.
Reading Assessment	Winter MAP (2 day)	
CFA	CFA (0.5 day)	
Speaking and Listening	<i>Race</i> (4 days)	
Reading Literature	"Terrible Things: An Allegory of the Holocaust" by: Eve Bunting (1 day) "First They Came For" by: Martin Niemoller (1 day)	
Reading Literature	"The Wave" (2 days)	
Reading Literature	Poetry (1 days) Two-voice poem	
End of Unit Assessment (Literary Analysis Task)	<a href="#">Pear Assessment</a> (2 days)	
<b>UNIT 3: Moral Compass (45 Days)</b>		
IXL Snapshot	IXL (0.5 day)	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. RI.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.AW.8.1.A.B.C.D.E. 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.
Reading Literature	<u>Monster</u> by Walter Dean Myers (independent full-text read) (6 days)	
Reading Literature/Writing Narrative	"Abuela Invents the Zero" by Judith Ortiz/Narrative Writing Task (complete the story) (2 days)	
CFA	CFA (0.5 day)	
Reading Literature	I am From poem/Writing Poem (3 days)	
Reading Literature	"Mother to Son" by Langston Hughes "Dance Momma Dance" by Daniel Beatty "Knock Knock" by Daniel Beatty "The Rose That Grew from Concrete" by Tupac Shakur Write Extended metaphor Poem (7 days)	
Reading Literature	<u>Long Way Down</u> by Jason Reynolds (10 days)	
MAP Reading Assessment	MAP Reading Assessment (2 days)	
CFA	CFA (0.5 day)	
Reading Literature	"Flowers for Algernon" by Daniel Keyes (5.5)	
Argumentative Writing/Research	Extended Writing Project (6 days)	

## ELA Grade 8 Honors

Simulation Task		
End of Unit Assessment/Argumentative Research Simulation Task	<a href="#">Pear Assessment</a> (2 days)	
<b>UNIT 4: The Hero Within (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.
Reading Literature	“For Everyone” by Jason Reynolds (independent full-text read) (3 days)	L.VI.8.4.A.B.C. RL.CR.8.1. RI.CR.8.1. RL.CI.8.2.
NJSLA for ELA	NJSLA for ELA (2 days)	RI.CI.8.2. RL.IT.8.3.
IXL Snapshot	IXL Snapshot (1 day)	RI.IT.8.3. RL.TS.8.4.
Research Writing/Writing Process/Writing Sources	Research Project (12 days) 30 Second Speech (3 days)	RI.TS.8.4. RL.PP.8.5. RI.PP.8.5.
Reading Literature	“Paul Revere’s Ride” by Henry Wadsworth Longfellow “Richard Cory” by: Edward Arlington Robinson “O Captain! My Captain!” by: Walt Whitman Write Narrative Poem (5 days)  Concrete poem (2 days)	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.
Reading Literature	<a href="#">Ghost Boy</a> By: Jewel Parker Rhodes (10 days)	W.RW.8.7. SL.PE.8.1
End of Unit Assessment	<a href="#">Pear Assessment</a> (2 days)	SL.PI.8.4. SL.UM.8.5 SL.AS.8.6