

Clinton-Glen Gardner School District



Curriculum Management System

Language Arts

Grades 8

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 2015
Revised: Revised June 17, 2020**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

ADMINISTRATION

Dr. Seth Cohen, Superintendent/Principal
Mrs. Bernadette Wang, Business Administrator
Mrs. Jacqueline Turner, Assistant Principal/Curriculum Coordinator
Dr. Jenine Kastner, Director of Special Services

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers' Names: **Jessica Latanzio-Crespo**
 Barbara Shaffer

Clinton-Glen Gardner School District

Mission

The Clinton-Glen Gardner School District, a community who values traditions, nurtures and cultivates each child to be a compassionate, curious, and creative thinker entrusted and empowered to build and lead the future

Philosophy

As a means of achieving College and Career Readiness, the English Language Arts Curriculum must define a vision of what it means to be a literate person in the twenty-first century. The skills and understanding that students must demonstrate have wide applicability outside the classroom. Students must undertake close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform critical reading necessary to pick carefully through the staggering amount of information available today digitally and in print. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Students must demonstrate the cogent reasoning and use of evidence that is essential to deliberation and responsible citizenship. In short, students must develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

A Balanced Literacy Program is the means through which this can be accomplished. Such an instructional approach engages students in meaningful and purposeful reading and writing experiences on a regular basis. These experiences are intended to honor the various stages and vast ranges in diversity of literacy development present in every classroom.

The English Language Arts curriculum fosters students who:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Develop understanding of other perspectives and cultures

<p style="text-align: center;">New Jersey State Department of Education New Jersey Learning Standards</p>

The ELA Standards were revised in by the NJDOE 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Our Language Arts curriculum was thoughtfully revised in summer of 2017 to reflect the changes made by the New Jersey Department of Education with regard to the adoption of the New Jersey Student Learning Standards. The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The mission of the Language Arts Literacy Program in the Clinton-Glen Gardner Public School is two-fold. First, we wish to instill in our students through literary and expository texts the ability to process, question, understand, and sympathize with various forms of the human condition. By being fluent readers, our students will think critically about the universal themes that together make up the culture of an age including our own. The second part of our mission is to immerse students in the process of writing for a variety of goals and audiences, so that they have an appropriate and powerful outlet of expression. Through the use of interactive and engaging activities, the Clinton-Glen Gardner School District has created a cohesive program that allows our students to make a seamless transition from the elementary grades to the secondary level within the framework of Reader's and Writer's Workshop. Students of all grade levels work on authentic tasks that require a synthesis of skills across different disciplines. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners. The standards below are overarching and represent the goals for the academic year:

- RL.8.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- RI.8.10-By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
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- W.8.4-Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- W.8.10-Write routinely over extended time frames (time for research, reflection, metacognition/self reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.8.6-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.8.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.8.2-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.8.2.c-Spell correctly.
- L.8.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4-Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Balanced Literacy Approach Definition of Components

READING

Read Aloud

Read Aloud is a planned instructional strategy that involves the teacher reading to the whole class or small groups of students each day for a specified period of time. The teacher initiates discussion before the reading to activate prior knowledge and/or build background, and prompts students to make meaningful predictions. The teacher reads the selection as a whole. Discussion follows the reading, with attention given to aesthetic responses to literature, direct instruction of strategies that help develop reading comprehension, or the craft of writing (e.g., effective lead sentences, beginning/middle/end, using descriptive language). Favorite texts, selected for special features, can be reread many times.

Shared Reading

Shared Reading is a planned instructional strategy that involves a teacher/expert reader introducing and reading an enlarged text, small selection, or a short passage, that each student can see (big book, overhead/SMART Board projection, charts). Text is selected in order to demonstrate a specific strategy and provides each student the opportunity to participate and behave like a reader. It creates a body of known texts that can be used for rereading, independent reading, as well as a resource for writing and word/vocabulary study. As with a Read Aloud, Shared Reading involves children in an enjoyable reading experience.

Guided Reading (Grades K-4)

Guided Reading is a planned instructional strategy in which the teacher works with a small group of children who are at a similar stage of reading development. The teacher selects and introduces a new text and supports the students' reading of the whole text (nonfiction, fiction, literary magazines, newspapers, science/social studies selected chapters/passages) by themselves, making teaching points during or after the reading. Unlike Read Aloud and Shared Reading, Guided Reading provides the opportunity for teachers to teach and students to apply demonstrated strategies independently.

Word Work

Word Work is a component of Guided Reading that may be pre-planned in some instances (in preparation to handle the text) or may be a result of the teacher's observations of student's reading during the Guided Reading lesson. This is a structured opportunity for students to learn more about the way words work in isolation. This experience should immediately be followed up with the chance to apply the learning in continuous text as a means to further generalize the learning.

Literature Circles/Book Club Discussions (Grades 5-8)

Literature Circles/Book Club Discussions are implemented in the classroom to help students develop a deeper appreciation and understanding of literary texts. During discussions students have the opportunity to share their personal responses about a piece of literature. When used as an instructional strategy, the teacher must be presented as a member and facilitator of the Literature Circle/Book Club Discussion group. The students and teacher will collaborate on assigned reading and meeting times and engage in in-depth discussions about the portion of the text read.

Independent Reading

Independent Reading is an instructional strategy that involves supporting and guiding students as they read independently. Teachers help student choose books at their independent reading level through book talks and mini-lessons. For example, teachers may guide students to choose a book in a particular genre, or teachers may use independent reading as a vehicle to analyze authors' writing styles. The goals of independent reading are the following:

- to increase the time students read
- to give students the opportunity to practice reading and use reading comprehension strategies
- to enable students to manage and keep records of their reading

Independent Reading is assessed through reading response journals and teacher/student conferences. Small group instruction and book discussion groups may also be incorporated into this component.

WRITING

Modeled Writing

Modeled Writing is a planned instructional strategy that involves the teacher modeling the writing process to the whole class or small groups of students. Modeled Writing is a useful component of any writing workshop. It can be used as a mini-lesson to teach a specific skill or strategy. In this component the teacher controls the entire writing process while the students observe.

Shared Writing

Shared Writing is a planned instructional strategy in which the teacher models and demonstrates the process of putting children's ideas into written language. The teacher guides children to compose messages and acts as their scribe. The message is reread many times. Teachers may use a combination of shared writing for children and interactive writing.

Interactive Writing

Interactive Writing is an instructional strategy that can be done in large or small groups. It is the writing of a large-print piece, which can be a list, chart, book page or another form of writing. There is a high level of teacher support. All children participate in composing and constructing various aspects of the writing. The teacher models and demonstrates the writing process but also involves individual children. The teacher selects letters, words, or other writing actions (capitalization, punctuation, etc.) for individual children to do; the pen or marker is then shared. The piece of writing is read many times by the group during the process (to provide insight into the thought process that occurs during writing).

Guided Writing

Guided Writing is the heart of the early writing program. It occurs after students have had the opportunity to see writing demonstrated and in shared contexts. It has students responding and thinking about their processes of composing text. This type of writing may occur in small groups, whole class, or one-to-one in writing workshop. Through conferences, the teacher is a facilitator who helps students discover what they want to say and how they want to say it. Guided Writing uses demonstrations (mini-lessons) in selecting topics, drafting, revising, etc. It empowers students to write and helps develop their ownership of the writing process.

Independent Writing

Independent Writing is an instructional strategy that involves supporting and guiding students as they write independently. The student independently composes and writes using known words and constructs the spelling of unknown words. Students know how to use the resources in the room (print rich environment, word wall, dictionaries, thesaurus) to help construct, revise, and edit their writing piece.

Word Study

Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic

(meaning) linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing.

Vocabulary

Vocabulary instruction occurs in two basic forms: receptive (vocabulary students understand when they hear) and expressive (vocabulary students use in speaking and writing). In addition, vocabulary knowledge supports students' abilities in listening and reading comprehension. Vocabulary instruction assists in building students' understanding of a wide range of words, giving them quick, fluent access to their meaning and usage.

Grade 8
English Language Arts

Scope and Sequence

Quarter I September through December
(approximately 60 Days)

Writing Focus

Argumentative: Character Analysis, Essay
Informative/Explanatory: Essay, Summary

Reading Focus

Literature: Realistic Fiction
Informational Text:

Standards

LA.SL.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.

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

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

LA.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

LA.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.W.8.7 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.

LA.W.8.8 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.

LA.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LA.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LA.W.8.10 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.

Differentiation/Accommodations/Modifications

Special Education: Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

For Gifted: Encourage risk taking in creating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

At Risk: Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discuss and refine/update strategies or refer student to RTI Committee

ELL: Meet with Mrs. Olczak to discuss specific accommodations based on student progress and placement on WIDA testing.

***Please review appendix for extensive list of strategies for each subgroup.**

Assessment

District Benchmark: Link It

Formative Assessment: Discussion, Teacher observation during Teacher conferences,

Summative Assessment: End of Chapter quiz, End of Chapter quiz, Essays, Responses to Open-Ended Questions

Alternative Assessment: PBA based on student interest, literacy center activities, Writers' Workshop Center Activities

Various opportunities during Reading and Writing Workshop individual and small group conferences for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Core instructional and Supplemental Materials

Magazine articles

Classroom Library

News articles

On line articles

Extended Biography Texts:

My Life in Dog Years by Gary Paulsen

Knots in My Yo-Yo String by Jerry Spinelli

EBSCOhost

<http://search.epnet.com>

Facts on File

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Anchor Charts

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Growing Readers, by Kathy Collins

Lessons in Comprehension, Frank Serafini

Guided Reading, Fountas and Pinnell

Easy Grammar series

Sadler-Oxford Vocabulary series

Easy Grammar

Purdue OWL site

Lessons That Change Writers, Nancie Atwell

Commas by Randy Larson

Hot Fudge Monday by Randy Larson

www.fcrr.org

www.teacherspayteachers.com

www.havefunteaching.com

<http://tc.readingandwritingproject.com/>

http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html

<http://www.wrsd.net/literacy/launch.cfm>

<http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf>

<http://www.readingrockets.org/article/3479/>

<http://www.readinglady.com/mosaic/tools/Schema%20handout%20by%20Deb%20Smith.pdf>

www.havefunteaching.com

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http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html

Interdisciplinary Connections

Students will be interacting with non-fiction texts in science, social studies and other disciplinary topics. Various disciplines will be explored through group texts and individual leveled, choice texts.

Mentor texts and personal choice texts make interdisciplinary connections in math, science, social studies, technology and the arts. For example, Civics, Government and Human Rights: Human and Civil Rights Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

• 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. • 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good. • 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. • 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. • 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. • 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation

21st Century Skills (The ones that apply for this unit are in bold)

1. **Creativity & Innovation**
2. Critical Thinking & Problem Solving
3. Communication & Collaboration
4. **Media Literacy**
5. Information Literacy
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. **Civic Literacy**
4. Health Literacy
5. Environmental Literacy

Career Ready Practices and Career Education & Career Exploration

Students learn about different careers through role playing different aspects of Reader's and Writer's Workshop: Publisher, Writer, Editor, and through role playing and acting out the careers of different characters in their fictional texts and non-fiction articles.

CRP.K-12.CRP2 Apply appropriate academic and technical skills.

CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP4 Communicate clearly and effectively and with reason.

CRP.K-12.CRP11 Use technology to enhance productivity.

CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.

CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP7 Employ valid and reliable research strategies.

CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.

CRP6 Demonstrate creativity and innovation.

CRP12 Work productively in teams while using cultural global comp

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

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

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Technology Infusion: Students are able to understand and use technology systems

TECH.8.1.8.D.CS2

Demonstrate personal responsibility for lifelong learning.

TECH.8.1.8 Educational

Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.8.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.8.D.5

Understand appropriate uses for social media and the negative consequences of misuse.

TECH.8.1.8.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.8.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Students will interact with the SmartBoards, Chromebooks, and Document Camera, and all aspects of Google Classroom including Google Meet.

Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, and daily interaction with SMART Boards, CDs, DVDs, webinars, video streaming, and podcasting, Utilize programs on the iPad. Watch and interact with letter sound videos.

Observe and engage with SchoolTube videos. Use of books on tape and listening center. Use of Shutterfly, Share Site. Creation and publication of class created books.

Holocaust Commission Mandate and Amistad Mandate

Selections from *Amistad Commission Literacy Components Amistad Web Based Curriculum Resources*

<http://www.njamistadcurriculum.net/>

New Jersey Commission on Holocaust Mandate: Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL Lesson Title: **Jewish Partisan Resistance to Nazi Oppression: Surviving! This lesson tells the story of 5 people who struggled to survive the holocaust. all of which have resisted and persevered to overcome many obstacles in their journey of life that brought each of them to the Southern New Jersey area.** (See Appendix).

The NJDOE recognizes that healthy students are better learners. The department supports school health policies and practices that address the physical, social, and emotional needs of students. Recognizing that education cannot achieve this alone, the department works with other state agencies to support the implementation of statutes and regulations designed to promote student and staff wellness.

<https://www.state.nj.us/education/students/safety/health/>

<https://www.glaad.org/resources>

History, Social Studies, Science and Technical Subjects Grades 6-8 & Anchor Standards

Range of Reading and Level of Text Complexity

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Note: 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. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Quarter II December through March
(Approximately 60 days)

Writing Focus

Argumentative: Literary Analysis

Informative/Explanatory: Essay

Narrative: Memoir

Reading Focus

Literature: Short Story

Informational Text: Memoir, Historical Nonfiction

Standards

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

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

LA.L.8.3.A Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

LA.W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

LA.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

LA.L.8.1.B Form and use verbs in the active and passive voice.

LA.W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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

LA.L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

LA.W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

LA.L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.

LA.L.8.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

LA.W.8.1.D Establish and maintain a formal style.

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

LA.W.8.7 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.

LA.L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LA.L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

LA.W.8.8 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.

LA.L.8.2.B Use an ellipsis to indicate an omission.

LA.L.8.2.C Spell correctly.

Differentiation/Accommodations/Modifications

Special Education: Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

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<http://www.wrsd.net/literacy/launch.cfm>

<http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf>

<http://www.readingrockets.org/article/3479/>

<http://www.readinglady.com/mosaic/tools/Schema%20handout%20by%20Deb%20Smith.pdf>

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http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html

Interdisciplinary Connections

Students will be interacting with non-fiction texts in science, social studies and other disciplinary topics. Various disciplines will be explored through group texts and individual leveled, choice texts.

Mentor texts and personal choice texts make interdisciplinary connections in math, science, social studies, technology and the arts. For example, Civics, Government and Human Rights: Human and Civil Rights Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

• 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. • 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good. • 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. • 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. • 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. • 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation

21st Century Themes (The ones that apply for this unit are in bold)

1. **Global Awareness**
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

Career Ready Practices and Career Education & Career Exploration

Students learn about different careers through role playing different aspects of Reader's and Writer's Workshop: Publisher, Writer, Editor, and through role playing and acting out the careers of different characters in their fictional texts and non-fiction articles.

CRP.K-12.CRP2 Apply appropriate academic and technical skills.

CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP4 Communicate clearly and effectively and with reason.

CRP.K-12.CRP11 Use technology to enhance productivity.

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CRP.K-12.CRP7 Employ valid and reliable research strategies.

CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.

CRP6 Demonstrate creativity and innovation.

CRP12 Work productively in teams while using cultural global comp

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

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

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Technology Infusion: Students are able to understand and use technology systems

TECH.8.1.8.D.CS2

Demonstrate personal responsibility for lifelong learning.

TECH.8.1.8 Educational

Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.8.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.8.D.5

Understand appropriate uses for social media and the negative consequences of misuse.

TECH.8.1.8.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.8.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Students will interact with the SmartBoards, Chromebooks, and Document Camera, and all aspects of Google Classroom including Google Meet.

Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, and daily interaction with SMART Boards, CDs, DVDs, webinars, video streaming, and podcasting, Utilize programs on the iPad. Watch and interact with letter sound videos.

Observe and engage with SchoolTube videos. Use of books on tape and listening center. Use of Shutterfly, Share Site. Creation and publication of class created books.

Holocaust Commission Mandate and Amistad Mandate

Selections from *Amistad Commission Literacy Components Amistad Web Based Curriculum Resources*

<http://www.njamistadcurriculum.net/>

New Jersey Commission on Holocaust Mandate: Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL Lesson **Title: Jewish Partisan Resistance to Nazi Oppression: Surviving! This lesson tells the story of 5 people who struggled to survive the holocaust. all of which have resisted and persevered to overcome many obstacles in their journey of life that brought each of them to the Southern New Jersey area.**(See Appendix).

The NJDOE recognizes that healthy students are better learners. The department supports school health policies and practices that address the physical, social, and emotional needs of students. Recognizing that education cannot achieve this alone, the department works with other state agencies to support the implementation of statutes and regulations designed to promote student and staff wellness.

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History, Social Studies, Science and Technical Subjects Grades 6-8 & Anchor Standards

Range of Reading and Level of Text Complexity

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Note: 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. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Quarter III March through June

(Approximately 60 days)

Writing Focus

Argumentative: Character Analysis (protagonist transformation)

Informative/Explanatory: Research Report

Reading Focus

Literature: Science Fiction

Informational Text: Cultural/Political Nonfiction

Standards

LA.RL.8.10

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

LA.RI.8.1

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

LA.RI.8.2

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

LA.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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

LA.RI.8.5

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

LA.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

LA.W.8.10

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.

LA.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing

flexibly from a range of strategies.

LA.RI.8.10

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

LA.SL.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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***Please review appendix for extensive list of strategies for each subgroup.**

Assessment

District Benchmark: Link It

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Purdue OWL site

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Commas by Randy Larson

Hot Fudge Monday by Randy Larson

www.fcrr.org

www.teacherspayteachers.com

www.havefunteaching.com

<http://tc.readingandwritingproject.com/>

http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html

<http://www.wrsd.net/literacy/launch.cfm>

<http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf>

<http://www.readingrockets.org/article/3479/>

<http://www.readinglady.com/mosaic/tools/Schema%20handout%20by%20Deb%20Smith.pdf>

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Quarter III continued March through June

(Approximately 60 days)

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Argumentative: Response Essay (from quote/excerpt)

Narrative: Poetry, Personal Narrative

Reading Focus

Literature: Drama, Poetry

Informational Text: Biography

Standards

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2. Critical Thinking & Problem Solving
3. Communication & Collaboration
- 4. Media Literacy**
5. Information Literacy
6. Information, Communication & Technology

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Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Students will interact with the SmartBoards, Chromebooks, and Document Camera, and all aspects of Google Classroom including Google Meet.

Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, and daily interaction with SMART Boards, CDs, DVDs, webinars, video streaming, and podcasting, Utilize programs on the iPad. Watch and interact with letter sound videos.

Observe and engage with SchoolTube videos. Use of books on tape and listening center. Use of Shutterfly, Share Site. Creation and publication of class created books.

Holocaust Commission Mandate and Amistad Mandate

Selections from *Amistad Commission Literacy Components Amistad Web Based Curriculum Resources*

<http://www.njamistadcurriculum.net/>

New Jersey Commission on Holocaust Mandate: Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL Lesson **Title: Jewish Partisan Resistance to Nazi Oppression: Surviving! This lesson tells the story of 5 people who struggled to survive the holocaust. all of which have resisted and persevered to overcome many obstacles in their journey of life that brought each of them to the Southern New Jersey area.**(See Appendix).

The NJDOE recognizes that healthy students are better learners. The department supports school health policies and practices that address the physical, social, and emotional needs of students. Recognizing that education cannot achieve this alone, the department works with other state agencies to support the implementation of statutes and regulations designed to promote student and staff wellness.

<https://www.state.nj.us/education/students/safety/health/>

<https://www.glaad.org/resources>

History, Social Studies, Science and Technical Subjects Grades 6-8 & Anchor Standards

Range of Reading and Level of Text Complexity

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Note: 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. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

