

Califon Public School
English Language Arts Curriculum



Subject: ELA	Grade: 8	Unit #: 1	Pacing: 12 Weeks
Unit Title: Multicultural Fiction & Literary Essays			

OVERVIEW OF UNIT:

In this unit, students will explore another culture from a historical perspective. Students will develop a cultural perspective promoted by understanding of ourselves and others. Learning from history, students will connect how uninformed assumptions can lead to unfair judgments about individuals and groups. Students will develop a logical argument and thesis for literary essays. These essays will center around the thematic elements of literature. Additionally, the students will analyze author's craft. Additionally, they will focus on clear and coherent essay structure and writing in the timed setting.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Assumptions can lead to stereotypes and unfair judgments about individuals and groups. ● Stereotypes, biases, and societal norms have a profound impact on people's behavior; questioning them can have positive/negative repercussions for the individual (or group) ● Argument is a process through which writers present several strong, well-researched, logical arguments to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem. ● Persuasion is an approach through which writers try to convince a reader to take a certain action or adopt a point of 	<ul style="list-style-type: none"> ● How can literature personalize historical events and facilitate understanding of people's lives? ● How can historical/multicultural literature promote empathy and facilitate the understanding of ourselves and others? ● How does our cultural perspective inform/influence our ideas about the "truths" of history? ● How are logical arguments (and persuasive techniques) used in writing to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem?

<p>view using techniques that establish the credibility of the writer and appeal to the emotions and self-interest of the reader.</p> <ul style="list-style-type: none"> ● Argumentative and persuasive writing have common, predictable elements and an organized structure, which support the writer’s claim/thesis. ● Writers often use both logical argument and persuasive techniques in a single piece of writing. ● Effective argumentative writing is dependent upon acknowledging and addressing a reader’s perspective. 	<ul style="list-style-type: none"> ● How does knowledge of an audience shape the writer’s decisions in crafting an argument?
Objectives	
<ul style="list-style-type: none"> ● Students will be able to comprehend how literature can personalize historical events and facilitate understanding of people’s lives ● Students will be able to identify historical/multicultural literature that promote empathy and facilitate the understanding of ourselves and others. 	
Assessment	
<p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Group Discussions ● Independent Reading Journal responses ● Book Club discussions & responses ● Writing conferences (teacher/student) ● Peer conferences ● Word Study activities ● Do Now work ● NewsELA article summary <p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Novel assessment ● Projects <ul style="list-style-type: none"> ○ MOE Graphic novel 	

- o Revolution project

- Published essays
- Published writing
- Novel quizzes
- Word Study quizzes

Benchmark:

- LinkIt Benchmark A

Alternative:

- Walk through gallery

Key Vocabulary

inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose, affix, prefix, and suffix, root, facts, thesis, plagiarism, cite, paraphrase, quote, claim, counterclaim, evidence, analysis

Resources & Materials

Murder on the Orient Express by Agatha Christie

Informational articles on Agatha Christie and the Orient Express

Esperanza Rising by Pam Munoz Ryan

Informational articles on Mexican farm worker camps

Animal Farm by George Orwell

Animal Farm Cheat Sheet

Various novels for independent reading (student choice)

The Literary Essay: Analyzing Craft and Theme by Lucy Calkins

Word Build: A Better Way to Teach Vocabulary by Dynamic Literacy

300 Writing Prompts by Piccadilly (USA) Inc.

Above-Level Novels:

- Animal Farm

On-Level Novels:

- Murder on the Orient Express

Below-Level Novels:

- Esperanza Rising

Technology Infusion

Teacher Technology:

- Google Classroom
- SmartBoard

Student Technology:

- Chromebooks

Activities:

- Students will use chromebooks to access Google Classroom and Google Docs, where they will elaborate within reading journals and collaborate within peers' reading journals.
- Use of chromebooks for reading journals, quizzes and projects

Standard	Standard Description
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Interdisciplinary Integration

Activities:

- Students will be able to create an explanation using evidence from informational text

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>

- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence

Alignment to 21st Century Life Skills

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Standard Description
NJSLSA.W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Standard Description
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP12	Work productively in teams while using cultural global competence.

Standards	
Standard #	Standard Description
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze how the differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as a suspense or humor)
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.
W.8.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the argument presented.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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.
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.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
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. <ul style="list-style-type: none"> ● 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. ● Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ● Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. ● Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
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. <p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>B. Form and use verbs in the active and passive voice.</p>

	<p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p>
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>B. Use an ellipsis to indicate an omission.</p> <p>C. Spell correctly.</p>
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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).</p>
L.8.4	<p>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.</p> <p>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.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>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.</p> <p>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).</p>
L.8.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
L.8.6.	<p>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.</p>

NJSLSA.R 1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Use of text-to-talk apps ● Use of audiobooks ● Use graphic organizers ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize exploratory connections to higher grade concepts ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
English Language Arts Curriculum



Subject: Writing	Grade: 8	Unit #: 2	Pacing: 8-10 weeks
Unit Title: Narrative Writing, Memoirs & Self-Discovery			

OVERVIEW OF UNIT:

In this unit, students will learn the characteristics of memoir. Additionally, the students will explore personal growth through the lens of real-life examples and their own life experiences, and apply the idea of personal growth to a coming-of-age novel. Moreover, they will utilize their narrative writing skills to write journalistic narratives from the third person perspective.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Recognizing, understanding and applying the conventions of standard English can improve communication skills. ● Good writers determine which conventions of language most clearly and effectively communicate their thoughts and ideas to the reader. ● Journalists use narrative techniques to tell their story objectively. ● Literature and art can reflect and bring meaning to the process of self-discovery. ● Coming of age means accepting ambiguity and that there are few clear-cut answers of character or of situation. ● Memoirs help readers learn from someone else's experiences, broaden a reader's perspective, and develop increased empathy for others. 	<ul style="list-style-type: none"> ● How does an individual's command of the English language influence others' perceptions of him or her? ● How can you hook your reader?

Objectives

- Students will be able to hook the reader when writing
- Students will be able to identify how an individual's command of the English language influences others' perceptions of him or her.
- Students will be able to identify how the study of grammar is an integral part of English education.

Assessment**Formative Assessment:**

- Group Discussions
- Independent Reading Journal responses
- Book Club discussions & responses
- Writing conferences (teacher/student)
- Peer conferences
- Word Study activities
- Do Now work
- Memoir maps
- Signpost maps

Summative Assessment:

- Novel assessment
- Projects
 - TKAM Quote project
 - 6 Word memoir
- Published essays
- Published narratives
- Novel quizzes
- Word Study quizzes

Benchmark:

- Baseline
- Link it

Alternative:

- Podcast

Key Vocabulary

affix, prefix, and suffix, root, audience, hook, emotions, visualization, reporting, narrative writing, third person, observation, bias, inference, cite, text evidence, summarize, and supporting details, inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose

Resources & Materials

Investigative Journalism by Lucy Calkins

Word Build: A Better Way to Teach Vocabulary by Dynamic Literacy

300 Writing Prompts by Piccadilly (USA) Inc.

To Kill a Mockingbird by Harper Lee

Informational articles on Harper Lee and other issues involved in the novel

Various memoirs for independent reading (student choice)

Various memoir excerpts - “Eleven” by Sandra Cisneros, “Superman & Me” by Sherman Alexie, etc. (choose based on student interest)

Above-Level Novels:

- To Kill a Mockingbird

On-Level Novels:

- Informational articles on Harper Lee

Below-Level Novels:

- “Eleven”

Technology Infusion

Teacher Technology:

- Google Classroom

- SmartBoard

Student Technology:

- Chromebooks

Activities:

- Chromebooks for writing journals, published writing
- Smart Board activities for grammar and weekly word study work

Standard	Standard Description
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Interdisciplinary Integration

Activities:

- Students will be able to create an explanation using evidence from informational text on the holocaust

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
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NJSLSA.W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence
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Alignment to 21st Century Life Skills

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Standard Description
NJSLSA.W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence

Standards

Standard #	Standard Description
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.10	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.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
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. <ul style="list-style-type: none"> 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.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.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
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. <ul style="list-style-type: none"> 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.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> 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).
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. 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5	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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
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.
NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA. W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> Provide modifications & accommodations as listed in the student’s IEP 	<ul style="list-style-type: none"> Provide text-to-speech Provide graphic organizers 	<ul style="list-style-type: none"> Tiered interventions following RTI framework 	<ul style="list-style-type: none"> Process should be modified: higher order thinking skills,

<ul style="list-style-type: none"> ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Use graphic organizers ● Use of talk-to-text when writing ● Use of audiobooks ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ ● Word study portion of curriculum utilizes <i>Word Build Online</i> to support students. Content is modified based on student ability, allowing students to acquire the language strategies. 	<ul style="list-style-type: none"> ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<p>open-ended thinking, discovery</p> <ul style="list-style-type: none"> ● Utilize exploratory connections to higher grade concepts ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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Califon Public School
English Language Arts Curriculum



Subject: Writing	Grade: 8	Unit #: 3	Pacing: 4 weeks
Unit Title: Narrative Writing, Memoirs & Historical Book Clubs			

OVERVIEW OF UNIT:

In this unit, students will read historical fiction and discuss the accuracy of the history depicted within the novels.. Moreover, they will utilize their narrative writing skills to write journalistic narratives from the third person perspective.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Recognizing, understanding and applying the conventions of standard English can improve communication skills. ● Good writers determine which conventions of language most clearly and effectively communicate their thoughts and ideas to the reader. ● Journalists use narrative techniques to tell their story objectively. ● Historical fiction is based on real events during a specific time period. The authors of historical fiction conduct research to ensure the work stays true to history. 	<ul style="list-style-type: none"> ● How do you report on a scenario objectively? ● How does an author decide which aspects to keep historically accurate?
Objectives	
<ul style="list-style-type: none"> ● Students will be able to determine how the author decides which aspects to keep historically accurate. ● Students will be able to comprehend how to report on a scenario objectively. 	
Assessment	
Formative Assessment:	

- Group Discussions
- Book Club discussions & responses
- Writing conferences (teacher/student)
- Peer conferences
- Word Study activities
- Do Now work

Summative Assessment:

- Novel assessment
- Projects
 - Book Club project
 - 6 Word memoir
- Published essays
- Published narratives
- Novel quizzes
- Word Study quizzes

Benchmark:

- Link it

Alternative:

- Graphic Essay
- One Pager

Key Vocabulary

affix, prefix, and suffix, root, audience, hook, emotions, visualization, reporting, narrative writing, third person, observation, bias, inference, cite, text evidence, summarize, and supporting details, inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose

Resources & Materials

Investigative Journalism by Lucy Calkins

Word Build: A Better Way to Teach Vocabulary by Dynamic Literacy

300 Writing Prompts by Piccadilly (USA) Inc.

Chains by Laurie Halse Anderson

Day of Tears by Julius Lester

Informational texts on slavery

Above-Level Novels:

- Day of Tears

On-Level Novels:

- Chains

Below-Level Novels:

- Informational texts

Technology Infusion

Teacher Technology:

- Google classroom
- SmartBoard

Student Technology:

- Chromebook
-

Activities:

- Students will use chromebooks to access Google classroom and Google Docs, where they will elaborate within reading journals and collaborate within peers' reading journals.

Standard	Standard Description
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

Interdisciplinary Integration	
<p>Activities:</p> <ul style="list-style-type: none"> Students will be able to create an explanation using evidence from informational text <p>Resources:</p> <ul style="list-style-type: none"> Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html Engineering Go For It! - http://egfi-k12.org/ US Department of Education STEM - http://www.ed.gov/stem Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko PBS STEM - http://www.pbs.org/teachers/stem/#content STEM Works - http://stem-works.com/activities What Every Education Should Know About Using Google by Shell Education Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml International Literacy Association Read Write Think - http://www.readwritethink.org/ 	
Standard	Standard Description
NJSLSA.W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence

Alignment to 21 st Century Life Skills	
<p>Activities:</p> <ul style="list-style-type: none"> Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class 	
Standard	Standard Description
NJSLSA.W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence

Careers	
<p>Activities:</p> <ul style="list-style-type: none"> Communicate with reason and understanding 	
Standard	Standard Description

CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

Standards	
Standard #	Standard Description
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RI.8.1	<ul style="list-style-type: none"> ● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	<ul style="list-style-type: none"> ● 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.
RI.8.3	<ul style="list-style-type: none"> ● Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant

	<p>descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
SL.8.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.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.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
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. 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.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
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. 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the

	inferred meaning in context or in a dictionary).
L.8.5	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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
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.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize exploratory connections to higher grade concepts ● Learning environments should be modified:

<ul style="list-style-type: none"> ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Use graphic organizers ● Use of talk-to-text when writing ● Use of audiobooks ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ ● Word study portion of curriculum utilizes <i>Word Build Online</i> to support students. Content is modified based on student ability, allowing students to acquire the language strategies. 	<p>http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<p>student-centered learning, independence, openness, complexity, groups varied</p> <ul style="list-style-type: none"> ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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Califon Public School
English Language Arts Curriculum



Subject: ELA	Grade: 8	Unit #: 4	Pacing: 8-10 weeks
Unit Title: Sonnets, Drama and Research Writing			

OVERVIEW OF UNIT:

In this unit, students will successfully read and summarize the major aspects of Shakespeare’s work. Students will connect the themes within Shakespeare’s plays and their enduring presence throughout literature and life. Additionally, students will begin by writing persuasive, research-based letters. Then, they will research information to report effectively on a topic. They will work to find appropriate sources for their topics/arguments, take notes from those sources and weave information together into a coherent report.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Shakespeare's dramas still speak to modern audiences through the exploration of the human condition and timeless themes. ● Shakespeare's innovative use of language has had a profound and lasting impact on English language and literature. ● Informational/explanatory writing conveys accurate information to increase the reader’s knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. ● Effective informational/explanatory writing uses a variety of techniques (naming, defining, describing, differentiating different types or parts, comparing/contrasting ideas or concepts, citing an anecdote or scenario) to communicate how things work and why things happen. 	<ul style="list-style-type: none"> ● What key elements comprise Shakespearean literature? ● How does acting out Shakespeare’s words contribute to a deeper understanding of his plays? ● Why are we still reading Shakespeare's work today? ● How does a writer convey information clearly and accurately to deepen the reader’s understanding of a topic?

Objectives
<ul style="list-style-type: none"> Students will be able to convey information clearly and accurately to deepen the reader's understanding of a topic
Assessment
<p>Formative Assessment:</p> <ul style="list-style-type: none"> Group Discussions Reading journal responses Book Club discussions & responses Storyboards Writing conferences (teacher/student) Peer conferences Word Study activities Grammar practice/Quick Writes Research note cards, webs and outlines <p>Summative Assessment:</p> <ul style="list-style-type: none"> Quizzes Tests Projects Essays Published Writing Movie/Play Comparison <p>Benchmark:</p> <ul style="list-style-type: none"> Cold write <p>Alternative:</p> <ul style="list-style-type: none"> Prezi
Key Vocabulary
inference, cite, text evidence, theme, supporting detail, and figurative language, sonnet, iambic pentameter, affix, prefix, and suffix, root, facts, thesis, plagiarism, cite, paraphrase, quote, claim, counterclaim, evidence, analysis, in-text citation, MLA formatting
Resources & Materials
<p><i>Romeo and Juliet</i> by William Shakespeare</p> <p><i>The Diary of Anne Frank</i> (play)</p>

Film interpretations of plays (e.g. Zeffirelli's 1968 *Romeo and Juliet*, the 1996 adaptation - *Romeo + Juliet*)

biography.com

Folger Shakespeare Library website

Playingwithplays.com

Shakespeare Kids (University of Texas website)

Shakespeare navigator website: <http://www.shakespeare-navigators.com/>

Position Papers: Research and Argument by Lucy Calkins

Word Build: A Better Way to Teach Vocabulary by Dynamic Literacy

300 Writing Prompts by Piccadilly (USA) Inc.

Glencoe Language Arts Grammar and Language Grade 8

http://www.glencoe.com/sites/common_assets/workbooks/language_arts/grammar_gr8/la_0078205417_01.pdf

Above-Level Novels:

- Romeo and Juliet

On-Level Novels:

- Shakespeare Kids

Below-Level Novels:

- Playing with Plays

Technology Infusion

Teacher Technology:

- Google Classroom
- SmartBoard

Student Technology:

- Chromebooks

Activities:

- Students will use Chromebooks to access Google classroom and Google Docs, where they will elaborate within reading journals and collaborate within peers' reading journals.
- Use of chromebooks for reading journals, quizzes and projects

Standard	Standard Description
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

Interdisciplinary Integration**Activities:**

- Students will be able to create an explanation using evidence from informational text

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence

Alignment to 21st Century Life Skills

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class

Standard	Standard Description
NJSLSA.W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence

Careers

Activities:

- Communicate with reason and understanding

Standard	Standard Description
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP11	Use technology to enhance productivity

Standards

Standard #	Standard Description
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
W.8.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> ● Introduce a topic clearly, previewing what is to follow; ● Organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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.
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.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

	<ul style="list-style-type: none"> ● Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). ● Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
SL.8.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> ● 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. ● Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ● Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. ● Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.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.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.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.4	<p>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.</p> <ul style="list-style-type: none"> ● 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. ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ● Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	<ul style="list-style-type: none"> 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.8.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
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.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks 	<ul style="list-style-type: none"> Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm Adapt a Strategy – Adjusting strategies for ESL 	<ul style="list-style-type: none"> Tiered interventions following RTI framework Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ 	<ul style="list-style-type: none"> Process should be modified: higher order thinking skills, open-ended thinking, discovery Utilize project-based learning for greater depth of knowledge

<ul style="list-style-type: none"> ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<p>students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p>	<ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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Califon Public School
English Language Arts Curriculum



Subject: ELA	Grade: 8	Unit #: 5	Pacing: 8-10 weeks
Unit Title: Memoir Writing/Language			

OVERVIEW OF UNIT:

During this unit, students will experiment with symbolism and metaphor within their writing to write compelling graduation speeches. Additionally, they will conduct short research projects for the Califon Historical Society. Lastly, the students will read and discuss a novel that centers around issues related to high school students. Lastly, the students will conduct another independent reading assignment.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● Memoirs are carefully structured narratives that depict diverse human experiences of real people. ● Time is the main organizational structure of narrative writing. ● A narrative conveys meaning through deliberate use of literary elements and narrative techniques. ● While any life may seem mundane, reflecting on important moments can bring insight into common human experiences. 	<ul style="list-style-type: none"> ● Why do people tell/write their stories? ● How do writers craft engaging, vivid narratives? ● How can we learn from the struggles of a character?
Objectives	
<ul style="list-style-type: none"> ● Students will be able to craft engaging, vivid, narratives ● Student will be able to comprehend the struggles of a character 	
Assessment	
Formative Assessment: <ul style="list-style-type: none"> ● Group Discussions 	

- Independent Reading Journal responses
- Writing conferences (teacher/student)
- Peer conferences
- Word Study activities
- Do Now work
- Signpost maps

Summative Assessment:

- Novel assessment
- Projects
 - TOT project
- Published essays
 - Graduation speeches
 - Dan Handy essays
 - Califon Historical essays
- Novel quizzes
- Word Study quizzes

Benchmark:

- Cold write

Alternative:

- Blog

Key Vocabulary

affix, prefix, and suffix, root, facts, author's purpose, theme, circular closings symbolism/metaphor, inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose

Resources & Materials

Word Build: A Better Way to Teach Vocabulary by Dynamic Literacy

300 Writing Prompts by Piccadilly (USA) Inc.

Tears of a Tiger by Sharon Draper

Various independent reading novels

A Califon Story by the Califon Historical Society

Sample essays from past graduating classes

Above-Level Novels:

- Choice Novels

On-Level Novels:

- Tears of a Tiger

Below-Level Novels:

- A Califon Story

Technology Infusion

Teacher Technology:

- SmartBoard
- Google classroom

Student Technology:

- Chromebooks

Activities:

- Students will use chromebooks to access google classroom and google docs, where they will elaborate within reading journal and collaborate within peers' reading journals

Standard	Standard Description
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

Interdisciplinary Integration	
<p>Activities:</p> <ul style="list-style-type: none"> Students will be able to create an explanation using evidence from informational text <p>Resources:</p> <ul style="list-style-type: none"> Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html Engineering Go For It! - http://egfi-k12.org/ US Department of Education STEM - http://www.ed.gov/stem Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko PBS STEM - http://www.pbs.org/teachers/stem/#content STEM Works - http://stem-works.com/activities What Every Education Should Know About Using Google by Shell Education Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml International Literacy Association Read Write Think - http://www.readwritethink.org/ 	
Standard	Standard Description
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21 st Century Life Skills	
<p>Activities:</p> <ul style="list-style-type: none"> Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class. 	
Standard	Standard Description
NJSLSA.W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence

Careers	
<p>Activities:</p> <ul style="list-style-type: none"> Communicate with reason and understanding 	
Standard	Standard Description

CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP11	Use technology to enhance productivity

Standards	
Standard #	Standard Description
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare the contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

	<ul style="list-style-type: none"> • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)
SL.8.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.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.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>

	<p>B. Form and use verbs in the active and passive voice.</p> <p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p>
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>B. Use an ellipsis to indicate an omission.</p> <p>C. Spell correctly.</p>
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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).</p>
L.8.4	<p>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.</p> <p>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.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>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.</p> <p>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).</p>
L.8.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
NJSLSA. W3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

NJLSA. W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Utilize talk-to-text for writing ● Utilize audiobooks ● Use graphic organizers ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize exploratory connections to higher grade concepts ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm