

Woodland Park School District

Reading Curriculum Grade 8

Curriculum Team

Teacher: Laura Masefield

Consultant: Julie Budzinski-Flores

Supervisor of Language Arts: Elba Alves Castrovinci

Director of Curriculum and Instruction: Carmela Triglia

Eighth Grade Course Description:

Eighth Grade language arts serves as an important bridge between the skills introduced and honed in middle school and the skills needed to be developed and introduced for success in high school. This reading course focuses on creating thoughtful readers. This course emphasizes literary interpretation, information literacy, text structures, and analysis of arguments. Through the study of various literary genres students learn to read closely and critically about the literature. The ultimate goal is to produce life-long readers who can be successful in future endeavors.

Pacing Guide

Content Area: English Language Arts

Grade Level: 8

Launch into Literature and Media	September (2 weeks)
Unit 1: Literary Interpretation	September-October (6 weeks)
Unit 2: Study of Classic Literature	November-December (6 weeks)
Unit 3: Reading as Researchers to Take a Position	January- February (6 weeks)
Unit 4: Cross Genre Book Clubs	February-March (6 weeks)
Unit 5: Read and Write On Demand	April (3-4 weeks)
Unit 6: Dystopian Book Clubs	May-June (6 weeks)

Unit Title: Launch into Literature and Media	Grade Level: 8th Grade	Time Frame: September (2 weeks)
<p>Unit Overview: In this short launch, students review the structures and routines for reading workshop. During this time, students activate prior knowledge and extends understanding of general principles of the middle school ELA curriculum. It also serves as a reinforcement and mastery of sixth and seventh-grade literary units of study. Students will use their summer reading tasks and short stories to activate schema and build a reading culture in the classroom.</p>		
<p>Standards: RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.4 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.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script. RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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. 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. 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.8.4 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.8.6 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.
- 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.8.3** 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.

Technology Standards:

- 8.1.5.D.2** Analyze the resource citations in online materials for proper use.
- 8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

21st Century Skills:

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- 9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Health:

2.2.8.A.1-Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. The students will develop routines during this unit and by doing so, will learn effective communication strategies.

2.2.1.A.3- Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

The students will review, discuss, and become accustomed to the appropriate use of technology.

2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. Students will evaluate how Alfonso and his brother solve their conflicts in the short story, "Broken Chain."

Unit Goals/Enduring Understandings

- Readers increase stamina and independence while reading deeply.
- Readers choose and acquire appropriate strategies to comprehend and develop ideas about text and the world.
- Partners develop higher level ideas and understandings of text.
- Readers take their worldview into consideration when analyzing text.

Essential Questions:

How do sophisticated readers increase their reading strength with independence?

How do readers take a wider view of the content of their reading and media?

Vocabulary and Key Concepts:

stamina, engaged, compare, contrast, alternate, evaluate, plot structure, conflict, character, retell, summarize, connect

Skills:

Conversation

Listening

Independence

Envisioning

Connections

Compare/Contrast

Demonstration of Learning/Assessment:

Summer Reading Task

Teachers College Reading Assessment

Conference Notes

Teacher Created Assessments

Small Group Observations

Mentor Texts:

- "Broken Chain" by Gary Soto

****Please note that the mentor texts are teacher's choice.***

Resources/Materials

- Classroom library of leveled books
- Chart paper/Post-its

- Read-aloud texts (for modeling)
- Sadlier- Vocabulary Workshop
- Units of Study for Teaching Reading 6-8

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Launch into Literature and Media		Grade Level: 8th Grade	Time Frame: September (2 weeks)
Goals	● Suggested Minilessons	Teachers Notes	
Readers increase stamina and independence while reading deeply.	<ul style="list-style-type: none"> ● Readers build stamina by making good book choices based on ability and interest. ● Readers notice when their reading doesn't feel right. We notice if we have drifted away from the text. When this happens, we have a strategy to get ourselves back to reading. We may close our eyes, take a deep breath, stretch and get back to the text. ● Readers understand that when we are part of a community, we need to stay actively engaged. One way we can do this is by reading and discussing our ideas. ● Readers set goals for themselves and their reading. We periodically check in with ourselves to see how we are matching up to our goals. ● Readers pay particular attention to the set-up an author offers in the beginning of the text. We know that the author will give us what need to envision the character(s), setting and potential conflict. We jot about these in our notebooks. 		
Readers choose and acquire appropriate strategies to comprehend and develop ideas about text and the world.	<ul style="list-style-type: none"> ● Readers make sense of their reading by writing their thinking in their notebooks. ● Readers consider the theme(s) of a text when reading and ask, <i>What is the author saying about this?</i> We write longer on these ideas in our notebooks and support them with evidence from the text. ● When considering theme, start by considering broad categories of themes and then get more specific with what the author is really saying (ex. Greed -vs- Greed can take over one's personal life in a destructive way.) We write about this in our notebooks and use evidence from the text. ● Readers gain a greater understanding of text by comparing and contrasting a written story to its media counterpart. We notice that the differences are choices that were made in writing the movie, play or audio. ● Readers consider alternate viewpoints and interpretations of text by evaluating the choices made by the director or actors. We consider why these choices were made and what effect they have on the story. 		
Partners develop higher level ideas and understandings of text.	<ul style="list-style-type: none"> ● One way partners grow their thinking is by discussing their ideas. We stay with one idea and build on or challenge each other's thinking (Pushing our Thinking Anchor Chart) 		

	<ul style="list-style-type: none"> ● Partners actively listen when their partner is presenting an idea. We don't think about our response when our partner is talking as that prevents us from listening. We take a pause to digest what they have said and to plan our response or new idea. ● Partners share their thinking about theme(s), character motivations, perspective and predictions. We support our thinking with evidence from the text. ● One way partners can grow their thinking together is by preparing for partner conversations. We may mark parts of the text we want to discuss and/or write our ideas out in our notebooks. ● Partners refer to specific evidence from the text when sharing ideas. 	
Readers take their worldview into consideration when analyzing text.	<ul style="list-style-type: none"> ● Readers think about experiences that give them insight to the experiences of their characters. Our experiences do not have to be the same, rather the feeling or result may be similar. ● Readers think about experiences that characters in other texts or media have had and consider how the character's reactions and feelings might be the same or different. We consider what motivates each of these characters. ● Readers think about their global knowledge on a macro level and relate on a micro level to the text. 	

Unit Title: Literary Interpretation	Grade Level: 8	Time Frame: September-October (6 weeks)
Unit Overview: Students will use literature to analyze the differences between topic and theme, literary elements, different points of view and elements of characterization. Students will also study how traditional and modern literature relate to one another.		
<p>Standards:</p> <p>RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</p> <p>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.</p> <p>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.</p> <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.8.4 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.8.6 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.8.3 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.

Technology Standards:

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Health:

2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

Students will analyze the impact that the mother's mental illness has on the character of Maleeka in the novel, *The Skin I'm In*.

2.2.8.B.1 Predict social situations that may require the use of decision-making skills. Students will analyze and discuss the decisions that both Maleeka and Charlese make in the novel, *The Skin I'm In*.

2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. Students will evaluate how Alfonso and his brother solve their conflicts in the short story, "Broken Chain."

2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. Students will discuss and evaluate how Maleeka asserted herself during the climax of the novel, *The Skin I'm In*, and how this can apply to their own lives.

Unit Goals/Enduring Understandings

- Readers study literary elements and use them to make meaning.
- Readers use close reading strategies to make meaning. (*Note and Notice* by Kayleen Beers)
- Readers determine theme(s) and cite evidence as support.
- Readers use multiple strategies to determine the meaning of unfamiliar words and concepts.
- Readers use precise language when discussing and writing about text.

Essential Questions:

Why is it important to support ideas with evidence?

How can literary elements help us to better comprehend the text at hand?

What strategies can be used to determine unknown words?

Vocabulary and Key Concepts:

literary elements, internal conflict, external forces, suspense, foreshadowing, external pressures, theme, point of view, traditional and modern literature, topic, evidence, cite, empathy, bias

<p>Skills:</p> <ul style="list-style-type: none"> • Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary • Use word solving strategies, background knowledge, graphics, text context, and readers' tools to solve words, including content specific and technical words • Engage in critical thinking across a writer's body of works on the same content and discuss findings or produce literary elements 	<p>Demonstration of Learning/Assessment:</p> <p>Baseline Reading Assessment TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p>
<p>Mentor Texts:</p> <p>The Skin I'm In- novel https://www.adl.org/media/6860/download (Resources to use to connect during Week of Respect and School Violence Awareness) "Mrs. Flowers"- short story "The Landlady"- short story Poems: "Valentine for a Ernest Man," "I, Too," various Maya Angelou Songs: "Who You Are," "Man in the Mirror," song from Disney's Mulan Nonfiction: NewsELA, TeenInk.com, Readworks.org, Commonlit.org</p> <p><i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i></p> <p>Resources/Materials</p> <ul style="list-style-type: none"> • Classroom library of leveled books • Character book bins • Chart paper/Post-its • Read-aloud texts (for modeling) • Reading logs/bookmarks • Reading notebooks • Note and Notice by Kayleen Beers • Sadlier- Vocabulary Workshop • Units of Study for Teaching Reading 6-8 	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Literary Interpretation		Grade Level: 8	Time Frame: September-October (6 weeks)
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		
Readers study literary elements and use them to make meaning.	<ul style="list-style-type: none"> Readers notice how the setting impacts the mood of a story by noticing details about the setting. We might ask, <i>why did the author make this choice in setting?</i> Readers notice how specific passages in a text reveal a character's traits by noting details that the author includes when introducing the character. <ul style="list-style-type: none"> We consider the setting We consider how the character dresses We consider how the character talks We consider what the character holds dear We consider the things the character does or says We consider what the character want or need We consider who the character has relationships with We consider how the character is treated by others. <p>We jot these ideas in our notebook.</p> Readers notice a character's internal conflict. <ul style="list-style-type: none"> We think about what the character is struggling with. When we consider internal conflict, we often think about what is getting in the way of what they want or need. We can think about what has set them on their journey and by noting the details about those conflicts in order to determine how those conflicts impact the choices a character makes. <p>We jot these ideas in our notebook and share these ideas with partners.</p> Readers pay attention to conflict. We may ask, <i>what external forces caused this conflict? Is this an internal conflict?</i> We use evidence from the text to support our thinking. Readers pay attention to the climax of the story by noticing turning points for the character. We notice if they have to make a decision, if the setting changes, if the character realizes something or the external pressures change. Readers notice when the author creates suspense. We may notice places where we ask questions or want to know more. We jot these questions down and make predictions. We include evidence from the text. <ul style="list-style-type: none"> Readers notice foreshadowing and make predictions. It may be that the 		

	author includes a flashback or leaves a question unanswered. We may notice that there are details that the current text is not dependent on. We consider why the author included these and make predictions. We support our thinking with evidence from the text.	
Readers use close reading strategies to make meaning. (Note and Notice by Kayleen Beers)	<ul style="list-style-type: none"> • Readers determine the general meaning of a text by asking themselves, <i>What is going on and how do I know?</i> We do this in order to determine the general meaning of text. • Readers notice details about the author's use of language by asking themselves, <i>How do the author's choices help me understand or appreciate something I didn't notice the first time?</i> • Readers notice a sharp contrast between what we would expect and the character does. We notice when behavior doesn't match previous behavior or patterns. We reflect, <i>Why would the character act or feel this way?</i> • Readers notice when a character realizes something that shifts his actions or understanding of herself, others, or the world. They may say <ul style="list-style-type: none"> ○ "Suddenly I understood..." ○ "It came to me that..." ○ "The realization that..." ○ "In an instant I knew..." We ask, <i>How might this realization affect the plot/character's journey?</i> • Readers notice when characters raise a question that may reveal their inner struggles. They may say <ul style="list-style-type: none"> ○ "What could I possibly do..." ○ "I couldn't imagine how I could..." ○ "How could I ever understand why..." We reflect, <i>What does this question make me wonder about? What does this reveal about the character's journey?</i> • Readers of literature notice when a character is given advice or insight from a wiser, perhaps older, character. This is usually written in where the characters are alone or off by themselves. The wiser character's advice/insight generally helps with a problem or decision. We reflect, <i>What's the life lesson and how might it affect the character?</i> • Readers of literature notice situations, scenes, words or phrasing that recur over a portion of the novel. We reflect, <i>Why might the author bring this up repeatedly?</i> <ul style="list-style-type: none"> • Readers of literature notice when a character has a memory or recollection that interrupts the forward progress of the story. We reflect, <i>Why</i> 	

	<i>might this memory be important?</i>	
Readers determine theme(s) and cite evidence as support.	<ul style="list-style-type: none"> • Readers notice the passages in the text that allow the reader to make connections between the text and others like it. We consider theme(s) in both text and how it is a comment on the human condition. • Readers judge what characters do to be right or wrong and think about what that can teach us. We note the details from the text that supports their thinking. <p>Readers notice the lesson(s) that the author is teaching with the text. They distinguish between the small world of the story and the big world lesson. The big world lesson may hold the theme. We support our theme claim with evidence from the text and “big world”.</p>	
Readers use multiple strategies to determine the meaning of unfamiliar words and concepts.	<ul style="list-style-type: none"> • Readers notice and use directive context clues by reading the words around a word or phrase to determine meaning. We reread with our new understanding in mind. • Readers notice and use general context clues by reading on in a selection to get the “gist” of unfamiliar words or concepts. We reread with our new understanding in mind. • Readers make decisions when context is non-directive that is when nothing around the word or concept helps with understanding. We then make decisions on going outside the text for meaning. We reread with our new understanding in mind. • Readers know that context for unfamiliar words or vocabulary might be misdirected, that is the context may lead to a misunderstanding of an unfamiliar word or phrase. As we reread and read on, we notice if the understanding that we formed is erroneous. We then make decisions about going outside of the text for meaning. We reread with our new understanding in mind. 	
Readers use precise language when discussing and writing about text.	<ul style="list-style-type: none"> • Readers use academic vocabulary when discussing and writing about literature. We are sure to use the language that others discussing literature know. • Readers use precise, domain specific, language when discussing or writing about text. We use the same vocabulary and wording for concepts that the author used. We are sure that we are using the same language as other readers of the text. 	

Unit Title: Study of Classic Literature	Grade Level: 8	Time Frame: November-December (6 weeks)
Unit Overview: Throughout this unit students will identify themes presented within their classic novel. Students will be able to identify what makes their novel a “classic” and analyze how different literary elements contribute to the author’s message.		
<p>Standards:</p> <p>RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</p> <p>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.</p> <p>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.</p> <p style="padding-left: 40px;">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.</p> <p style="padding-left: 40px;">B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>		

- 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.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.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.

- 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).

Technology Standards:

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.1.A.1 Demonstrate knowledge of a real world problem using digital tools.

21st Century Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Social Studies:

6.2.12.D.3- Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. Students will conduct a Charles Dickens webquest and, using the information gathered, will draw conclusions about why Dickens chose particular traits for his characters, etc.

Health:

2.4.8.A.1- Predict how changes within a family can impact family members

Students will evaluate how the loss of a family member (Tiny Tim, Fan-Scrooge's sister) or distancing oneself from family (Scrooge) can impact family members.

Unit Goals/Enduring Understandings

- Readers study literary elements in the classics.
- Readers use close reading strategies to comprehend complex text. (Note and Notice,)
- Readers study the character's journey in classic literature. (Joseph Campbell's Hero's Journey)
- Readers understand and explore how classic literature connects to the human experience.

<p>Essential Questions:</p> <p>How does reading classic literature help readers become more well-rounded individuals in today society?</p> <p>How does classic literature differ from modern literature in terms of themes?</p>	<p>Vocabulary and Key Concepts:</p> <p>classic, historical context, allusion, author study, literary elements, emotional response, stereotypes, historical trends, internal/external conflict, point of view/perspective and development, influence, annotate</p>
<p>Skills:</p> <p>Notice the way writers use regional dialect and analyze how it adds to the authenticity of the text or characters</p> <p>Analyze and evaluate author's use of characters, events, and settings within or across selections</p> <p>Make connections between the social and moral issues of today and those presented in classic literature</p>	<p>Demonstration of Learning/Assessment:</p> <p>Text annotations and/or gallery walk of groups' annotations</p> <p>TC Reading Assessments</p> <p>Conference Notes</p> <p>Teacher Created Assessments</p> <p>Small Group Observations</p> <p>Charles Dickens Webquest</p>
<p>Mentor Texts:</p> <ul style="list-style-type: none"> • <i>Anchor text: Christmas Carol</i>- Globe Adapted Reader • Student Choice from Globe Adapted Readers • Poems: "O, Captain," "Casey at Bat" • Nonfiction: Langston Hughes biography • "The Gift of the Magi," O. Henry • "The Treasure of Lemon Brown," Walter Dean Myers • "Do Experiences or Material Goods Make Us Happier?" from ScienceDaily • "The Eighth Tuesday We Talk About Money" from Tuesdays with Morrie, Mitch Albom • "Charles Dickens: Six Things He Gave the Modern World" from BBC News • Live drama or filmed version of A Christmas Carol (example) <p>Resources/Materials</p> <ul style="list-style-type: none"> • Chart paper/Post-its • Read-aloud texts (for modeling) • Joseph Campbell's Hero's Journey • Sadlier- Vocabulary Workshop • Christmas Carol Unit Plan <p>https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/ela-grade-7---christmas-carol-1-0-unit.pdf?sfvrsn=2</p> <ul style="list-style-type: none"> • Units of Study for Teaching Reading 6-8 	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Study of Classic Literature		Grade Level: 8	Time Frame: November-December (6 weeks)
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		
Readers study literary elements in the classics.	<ul style="list-style-type: none"> • Readers use all they know about literary elements (use anchor chart from Unit 1) to gain a deeper understanding of the classics. • Readers understand that the classics have stood the test of time and literary critics. We read them doing the literary work that we would bring to any novel. We also read them like they are a treasure. We read each line and chapter thinking, <i>What about this novel makes it a classic?</i> We might write our thinking in our notebooks to share with a partner or club. • Readers understand that themes found in classic literature tend to call upon our basic emotional responses and readers record their emotional responses in their notebooks. Readers notice patterns in themes and categorize these themes. Readers ask, “What is the author’s message about life?” by looking for clues to figure out themes. • Readers notice and jot about setting by asking, “What does the setting reveal about the characters or conflict?” • Readers will better understand the character’s conflict by quickly researching the time period. • Readers will gain a deeper understanding of the time period by going outside of the book, asking such questions as: Is this time period noted for certain stereotypes? How were different races and classes treated? What were traditional gender roles? How did the different classes live? What were the customs of this time? • Readers return to their text with their new understandings and ask, How has this author written within or broken the norms of the time? What does this say about the characters, conflict, and theme? • Readers will solve for unfamiliar words or phrases by using context clues or other resources. • Readers notice when the author chooses figurative language by pausing to consider the author’s choice. Readers will note in their notebooks some of the 		

	<p>language choices the author has made.</p> <ul style="list-style-type: none"> • Readers anticipate a traditional plot line by noticing the character's behavior and pause at the stages of plot development to consider the plot. • Readers notice symbols such as objects, characters, figures, sounds, or colors and ask, How is the symbol representing the author's message about life? Readers will write long in their notebook pushing our thinking about theme. • Readers are aware of such effects as suspense or humor by noting the differences in the points of view of the characters and the audience or reader. • Readers evaluate the choices made by the director or actors by viewing and analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text to script. 	
Readers use close reading strategies to comprehend complex text. (Note and Notice,)	<ul style="list-style-type: none"> • Readers notice a sharp contrast between what we would expect and what the character does. We notice when behavior doesn't match previous behaviors or patterns. • Readers notice when a character realizes something that shifts in his actions or understanding of herself, other, or the world. They may say: Suddenly I understood, It came to me that, The realization that, and In an instant I knew. • Readers notice when characters raise a questions that may reveal their inner struggles. What does this reveal about the character's journey? • Readers notice when a character is given advice or insight from a wiser, perhaps older character. This helps with a problem or decision. • Readers notice how events, images, words or phrases that recur over a portion of the novel. 	
Readers study the character's journey in classic literature. (Joseph Campbell's Hero's Journey)	<ul style="list-style-type: none"> • Readers notice and consider if a character is static or dynamic, noting places in the text where characters have faced a challenge and examine what effect this has on them. • Readers pay attention to the author's details by noting details about the character's traits, actions, and thoughts. Readers will ask, What is the author telling me about this character? What can I learn from the author's choices in details? • Readers know that characters want or need something and consider the obstacles the character faces and struggles they have. Readers realize the character's motivation by considering that characters say and do things for a reason. 	

	<ul style="list-style-type: none"> ● Readers understand the important relationships a character has by noting how much time a character spends with other characters. ● Readers understand that a character's surrounding environment impacts a character throughout their journey. ● Readers consider that as a character faces changes or turning points arise different emotions will come up. Readers will note these emotions and changes in their notebooks. 	
Readers understand and explore how classic literature connects to the human experience.	<ul style="list-style-type: none"> ● Readers of classical literature know that the theme is often why the classics have stood the test of time. They are universal across time and place. Readers track patterns of themes that we uncover. We might track ideas about <ul style="list-style-type: none"> ○ love ○ hate ○ death ○ life ○ faith ○ justice ○ tolerance and our response to those ideas. ● Readers look for clues to figure out themes. We ask, <i>What is the author's message about life?</i> We consider common theme categories. <ul style="list-style-type: none"> ○ Struggle with the inner self ○ The innocence of childhood ○ The strength and beauty of nature ○ Evils of money and greed ○ Good vs evil ○ Evils of racism ● Readers pay close attention to internal and external conflict. We might ask, <i>What is the author saying through this conflict about life?</i> We are sure to jot these ideas in our notebooks to share with our partner or club. ● Readers consider how they can share their new learning and understandings with the world. We might start by asking, <i>Who could also benefit from what I have learned? What is the best way to share?</i> 	

Unit Title: Informational Reading as Researchers to take a Position	Grade Level: 8	Time Frame: January-February (6 weeks)
<p>Unit Overview: Students will analyze and debate over a variety of topics to sharpen their skills in researching, discussion, and argumentative skills. This ties back to the theme of truth because it helps students confront the search for truth and the defense of truth against an opponent. It also allows students the chance to debate a subjective question that doesn't necessarily have a right and wrong answer in order to demonstrate the complexity of truths in today's world.</p>		
<p>Standards:</p> <p>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.</p> <p>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.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>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.</p> <p>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.</p> <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.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.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.

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).

Technology Standards:

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. Telecollaborative project, blog, school web)

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content

8.1.8.D.4 Assess the credibility and accuracy of digital content

21st Century Skills:

CRP4 Communicate clearly and effectively and with reason.

CRP7 Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Use technology to enhance productivity.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. Students will research independently chosen topics in order to write their argumentative essays.

Health: 2.2.8.B.1 Predict social situations that may require the use of decision-making skills. Students will use the information they read and incorporate it into their daily lives, knowing that gathering information about any topic/issue that arises in their personal life can help them make educated decisions.

Unit Goals/Enduring Understandings

- Researchers narrow their topic and find relevant sources for information.
- Readers independently research big ideas and gather relevant key details from varying sources.
- Readers identify author bias or point of view.
- Readers develop a position on controversial topics and use it to focus the research.

Essential Questions:

How do you know what makes a source a valid source?

Why is important to understand the author's point of view?

In what ways can you defend a stance you take on a stance?

Vocabulary and Key Concepts:

stance, argument, debate, position, fact, opinion, opponent ,
point of view, valid source, research, bias, controversial, focus

Debate vocabulary resource:

<http://crl.u-paris2.fr/polelangues/documents/ang/Eco/L2-DebateVocab.pdf>

<p>Skills:</p> <ul style="list-style-type: none"> • Monitor understanding closely, searching for information within and outside the text when needed. • Analyze how the writer has combined language, illustrations, and layout as a unified whole to set the mood and convey meaning • Draw conclusions from information • Find evidence to support an argument • Compare and contrast multiple points of view • Analyze how two or more authors writing about the same topic shape the presentations of key information by emphasizing different evidence or advancing different interpretations of facts 	<p>Demonstration of Learning/Assessment:</p> <p>Student text annotations Debate TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations</p>
<p>Mentor Texts:</p> <p>“The Birth of a Legend” - nonfiction article in Holt Reader “Loch Ness” - BBC article “Before You Drink That” - nonfiction article Independently chosen and researched nonfiction articles based on their individual topics Resources include: Scholastic Junior, NewsELA, TeenInk.com, Readworks.org, Commonlit.org</p> <p><i>*Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i></p> <p>Resources/Materials</p> <ul style="list-style-type: none"> • Classroom library of leveled books • Character book bins • Chart paper/Post-its • Read-aloud texts (for modeling) • Reading logs/bookmarks • Reading notebooks • Sadlier- Vocabulary Workshop • Units of Study for Teaching Reading 6-8 	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Informational Reading as Researchers Take a Position		Grade Level: 8	Time Frame: January- February (6 weeks)
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
Researchers narrow their topic and find relevant sources for information.	<ul style="list-style-type: none"> • Researchers often begin with a collection of resources around a topic. We can preview our materials and make a plan for our research. We are sure to bring all we know about jotting to develop thinking, planning what to read first and developing guiding questions. • Researchers allow their findings to take them in new directions or deeper into new ideas. Often this takes us to other texts, articles, museum websites, documentaries, interviews and such. We are sure to note where we gather our information from so that we can give credit in our writing. • Researchers are sure to stay objective. We suspend judgement while jotting important information, thoughts and ideas the author is teaching. • Researchers compare information and ideas that we gather across text and begin to develop our own point of view. • Researchers jot to think. That is, we don't just jot information, rather we think deeply about the bigger ideas the information implies. We might: <ul style="list-style-type: none"> ○ Jot interesting, surprising, contradicting, and/or important information ○ Put the information into our own words ○ Push our thinking with thinking prompts (This makes me think... This could be because... This makes me realize...) ○ We then can compare to how our thinking matches up with that of the author. We can jot long about the comparison • When researchers encounter conflicting information, we need to evaluate which source is most valid and trustworthy. We may use this as a starting point for further research. We can look for another source that we trust. • Researchers are sure that their research contains both primary and secondary sources and we compare them. We think about what each source is teaching us. We can gain new insights by comparing these sources. 		

	<ul style="list-style-type: none"> • Researchers take a step back from their research and evaluate their plan. We narrow our research to both the ideas that interest us and have available information. 	
Readers independently research big ideas and gather relevant key details from varying sources while identifying author's point of view or bias.	<ul style="list-style-type: none"> • Researchers use various sources by using the library and the internet in order to research big ideas. • Researchers analyze in details specific paragraphs by identifying key passages in order to gather relevant details. • One way that researchers consider sources is to notice when the author evokes emotions. We might ask, <i>What is the author trying to make me feel about this topic?</i> We might consider the use of images, stories, connotation of word choice. We then can think about the facts behind these emotions to be sure the information is valid and to understand the ideas more deeply. • Researchers consider the big ideas that we are learning about a subject. We are sure to note the supporting details. We look across our sources for support of the big ideas. • Researchers continue to compare information gathered from multiple sources on the same subject, constantly questioning when we see inconsistencies and when we see the same information presented in different ways. We can then question, <i>Why did this author present the information in this way? What did they leave out? How do they want me to feel about this idea or subject?</i> Writing out our thinking can help with this work. • Researchers take note of the structures that authors choose to present information. We consider why these choices were made. This can include the way documentaries present information. 	
Researchers deepen their understanding of their research by discussing and sharing it with others.	<ul style="list-style-type: none"> • Researchers that become experts share their information. We can give our listener(s) a quick background on our researching journey (why we are interested, our initial thinking, where we started...). When sharing our research with others, we often start with big ideas and then add the supporting details. We can use boxes and bullets format to prepare for this talk. Listeners may take notes and ask questions. 	

	<ul style="list-style-type: none"> • Researcher quote directly and give credit to our sources. We might also use illustrations or video clips to aid in our listener's understanding of the information presented. • Readers can develop their thinking by sharing mini-speeches. One reader takes a stand on the issue and uses a variety of resources to support their thinking. Others listen, jot, and afterward respond with their own thinking and resources. • Readers can develop their thinking on a topic by following a debate protocol including developing a claim, defending that claim, listening to the other side to develop a counterclaim. Researchers allow this process to develop and change their stance on the topic, not just defend to be “right”. 	
--	---	--

Unit Title: Cross Genre Book Clubs - Historical Readings	Grade Level: 8	Time Frame: February-March (6 weeks)
<p>Unit Overview: In this unit, middle-school students read historical fiction to gain an understanding of an important period in history. Understanding the beliefs and motivations of people from the past helps students make sense of historical events and the circumstances leading up to these events. Students also have the opportunity to work together through online research and book discussion groups and mentor text discussions to analyze different historical perspectives.</p>		
<p>Standards:</p> <p>RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>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.</p>		

- RI.8.5** Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.6** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- 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.
- 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.
- RI.8.9** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that 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 grade level text-complexity or above, with scaffolding as needed.
- 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.
- 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.8.3** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.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.
- 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).

Technology Standards:

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.1.A.1 Demonstrate knowledge of a real world problem using digital tools.

21st Century Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Health: 2.2.8.B.1 Predict social situations that may require the use of decision-making skills. Students will evaluate the choices Anne made in dealing with the other occupants of the Secret Annex (play “Diary of Anne Frank”).

2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. Students will evaluate how Otto Frank assists Anne in overcoming conflict and “building her own character.”

2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. Students will understand the importance of standing up for one’s personal beliefs via the various World War II texts read throughout the unit.

Social Studies:

6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. Students will read various perspectives from the Holocaust and compare their experiences.

Unit Goals/Enduring Understandings

- Readers collaboratively manage their book clubs.
- Readers build background information about the period of study.
- Reader study patterns of tolerance and justice through their reading and club discussions.
- Readers and clubs grow theories through reading closely, asking and researching questions, and club discussions.
- Readers understand how author’s choices develop the reader’s overall understanding of text.
- Readers use precise domain specific vocabulary when discussing and writing about text.

Essential Questions:

How can working with someone else increase our level of understanding?
What does reading closely mean?

Vocabulary and Key Concepts:

collaborate, theory, justice, tolerance, evaluate, textual evidence, time period setting, tone, symbolism, conflict

Skills:

Use other sources of information to check the authenticity of a text when questions arise
Notice and discuss the meaning of symbolism when used by a writer to create texts
Build meaning and develop abstract concepts across a large number of varied texts

Demonstration of Learning/Assessment:

Text annotations and/or gallery walk
TC Reading Assessments
Conference Notes
Teacher Created Assessments
Small Group Observations

Identify significant events and tell how they are related to the problem of the story or solution	
---	--

Mentor Texts: **Please note that the mentor texts are teacher's choice. These are suggestions if you need them.*

- "The Diary of Anne Frank" - play
- "A Tragedy Revealed" - nonfiction magazine article
- "From the Diary of a Young Girl" - excerpt from diary
- "Walking with Living Feet" - memoir
- "Camp Harmony" –autobiography excerpt
- Night- memoir
- "In Response to Executive Order 9066" -poem
- Various collected poems pertaining to Holocaust/World War II
- Songs- "Zombie" and "War Child" - The Cranberries

Resources/Materials

- Classroom library of leveled books
- Character book bins
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks
- Sadlier- Vocabulary Workshop
- Units of Study for Teaching Reading 6-8

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Cross Genre Book Clubs		Grade Level: 8	Time Frame: February – March (6 weeks)
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
Readers collaboratively manage their book clubs.	<ul style="list-style-type: none"> Readers establish book club norms by creating rules in order to manage their book clubs. Readers establish a reading schedule by creating a calendar of pages to be read in order to manage their book clubs. 		
Readers build background information about the period of study.	<ul style="list-style-type: none"> Reader acquire new information by maintaining a KWL chart in order to track the information learned about the period of study. 		
Reader study patterns of tolerance and justice through their reading and club discussions.	<ul style="list-style-type: none"> Readers notice passages that support tolerance/justice by creating a t-chart in order to build theories. 		
Readers and clubs grow theories through reading closely, asking and researching questions, and club discussions.	<ul style="list-style-type: none"> Readers ask questions before and as they read by considering what they want to know more about in order to recognize patterns. 		
Readers understand how author's choices develop the reader's overall understanding of text.	<ul style="list-style-type: none"> Readers recognize that when characters face struggles their solutions are complicated so by analyzing they are complicated so by analyzing their internal conflicts they are able to gain a deeper understanding of the text. Readers notice that the struggle of an individual often connects with the struggle of a group by noting key passages in order to gain a deeper understanding of the text. 		
Readers use precise domain specific vocabulary when discussing and writing about text.	<ul style="list-style-type: none"> Readers study the domain specific vocabulary by recording this vocabulary in their readers notebooks in order to gain a deeper understanding of the vocabulary and concepts. Readers notice how domain specific vocabulary is used in a mentor text and across texts. Readers use domain specific vocabulary in conversation. 		

Unit Title: Read and Write On Demand	Grade: 8	Time Frame: March- April (3-4 weeks)
Unit Overview: In order to have students read, think about, and write about complex texts, students will engage in a reading/writing/short text literacy unit to prepare students for the format and experience of test taking. In this unit, the emphasis is on helping students realize and remember all they know, while familiarizing students with how to transfer this knowledge to a more time-specific, formal setting. Students will also continue to build their reading and writing stamina and volume.		
<p>NJSLS:</p> <p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. Craft and Structure</p> <p>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.</p> <p>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.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. Integration of Knowledge and Ideas</p> <p>RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</p> <p>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.</p> <p>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.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Craft and Structure</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p>		

- 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.
- W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 A. Apply grade 8 Reading standards 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”). B. Apply grade 8 Reading standards 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”).
- 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.
- L.8.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Technology Standards:

- 8.1.8.1.A.1** Demonstrate knowledge of a real world problem using digital tools.
- 8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.2.8.A.1** Research a product that was designed for a specific demand and identify how the product has changed to meet new demands.
- 8.2.8.B.1** Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
- 8.2.8.B.2** Identify the desired and undesired consequences from the use of a product or system.

CRP and Standard 9:

- CRP2.** Apply appropriate academic and technical skills.
- CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Use technology to enhance productivity.
- 9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

- Technology**
- 8.2.8.A.1** Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
 - 8.2.8.B.1** Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
 - 8.2.8.B.2** Identify the desired and undesired consequences from the use of a product or system.

https://parcc-assessment.org/content/uploads/released_materials/06/grade08_RST_itemset_01.16.pdf

Students will research the topic of sound and the invention of the phonograph. Students will read “The Incredible Talking Machine,” “History of the Phonograph,” and the article “Psst...Hey, You.” Students will gather information and answer questions about sounds and the invention to write an essay.

Other articles to support technology research:
<https://www.smithsonianmag.com/arts-culture/phonograph-changed-music-forever-180957677/>
<https://www.historyhit.com/1877-thomas-edison-invents-phonograph/>

Social Studies 6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

https://parcc-assessment.org/wp-content/uploads/2018/01/ELAResultItems/EOY-Mixed-Fields_FINAL.pdf
Students read a poem “Fields of Flashing Light” and a passage to learn about the “Dust Bowl,” experienced in the central part of the United States during the 1930s when dry conditions caused large clouds of dust to form.

Unit Goals/Enduring Understandings:

- Readers remember & use known strategies when they read narrative and non-narrative texts passages.
- Readers will use close reading strategies to refer to text and answer two part, multiple choice questions.
- Readers/writers answer open ended questions with a topic sentence and citing text evidence.
- Readers/writers refer back to the text as much as needed to help them feel successful.
- Readers/writers persevere and maintain their reading stamina.
- Readers/writers work with partners to reflect, celebrate, and strengthen their skills together.

Essential Questions:

- How do readers use reading strategies to read and answer questions across texts on demand?
- How do good readers gather information efficiently?

Skills:

- Synthesizing and Analysis
- Close reading and citing textual evidence
- Compare and Contrast
- Questioning and predicting
- Testing skills
- Integrating two or more passages to draw conclusions
- Recognizing text structure to skim effectively

Academic Vocabulary: *determine, recount, explain, build on, refer, ask, answer locate, main idea, supporting details, distinguish, describe, stanza, line, central message/idea, theme, literal, nonliteral, figurative language (simile, metaphor, onomatopoeia, personification, alliteration), cite, evaluate, assess, develop, identify, describe, summarize, infer, compare, contrast, examine, analyze, story, text, explicit, infer, demonstrate, claim, back/forward arrow, review button,*

	<p><i>pointer tool, notepad, answer eliminator, text highlight, line reader, zoom/magnification, scrollbar, drag and drop</i></p> <p>Format for Responses: <i>adventure, autobiography, biography, book review, brochures, character sketches, descriptions, diaries, speeches, endings, essays, explanations, fables, fantasy stories, fiction, reports, humorous, magazine articles, letters, pamphlets, news articles, sequels, reviews</i></p>
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> ● Teacher Created Assessments ● Conferring notes ● Reading responses ● Practice assessments 	<p>Resources:</p> <ul style="list-style-type: none"> ● Websites like: Edulastic, Readworks, and Reading A-Z are also helpful resources ● NJSLA Practice https://nj.mypearsonsupport.com/practice-tests/ ● Shared Reading/Read Alouds: an assortment of short texts, both print and digital are ideal ● Text sets with test questions ● Chart paper and post-its

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit 6: Read and Write On Demand		Grade Level: 8	Time Frame: April-May (3-4 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
Students will use strategies to read and answer narrative and non-narrative texts/test passages.	<ul style="list-style-type: none"> Readers distinguish between narrative and non-narrative texts: <ul style="list-style-type: none"> Read to see if there are characters doing things. If so, it's narrative. Read to see if the piece is teaching the reader something. If so, it's non-narrative. Readers will read with particular thoughts in mind in each part of the text. <ul style="list-style-type: none"> After deciding if the passage is narrative or non-narrative, divide the passage into beginning, middle, and end. Use the "Work of Readers" charts from previous units to guide thinking. Readers prepare to read the texts in each section of the test. <ul style="list-style-type: none"> Read the title of the first text, determine if it is narrative/non-narrative and determine the topic. Read the titles of the subsequent passages and determine what the topics have in common. Read the writing prompts that are coming at the end of the section and ask, "What will I think about as I read through these tasks (and watch videos in RST)?" Readers manage their time during a test. <ul style="list-style-type: none"> Prepare for the passage by reading the question before reading the passage, and ask "What do I expect to think about in this passage?" After pre-reading the questions, mark key words while reading the passage. When answering questions, skip questions that seem difficult and return to them later. Pre-read the passage and mark key words that are noticed in the margin. Readers understand what Part A of each question is asking them to think about: <ul style="list-style-type: none"> Create "flipped questions" by restating, using the words from the question in a different order to make a statement. Look for text citation and reread that part of the text with a "flipped question" type of answer. Look for bold words in the question and reread, looking for that word, and deciding on the best definition. Readers understand what Part B of each question is asking them to think about: 		

	<ul style="list-style-type: none"> ○ State, “I know that (answer from part A) is true because the author said, (answer from Part B).” ○ Choose the best of the right answers by saying, “This choice is better because...” ● Readers reflect on strategies with partners: <ul style="list-style-type: none"> ○ Discuss the use of the B-M-E charts. ○ Discuss and rate student writing samples. ○ Name a question that seemed easy or difficult to answer and talk about why. ○ Share thinking in solving problems/citing evidence. 	
Students will answer open ended questions with a topic sentence and text evidence.	<ul style="list-style-type: none"> ● Readers answer literary analysis prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Elaborate on constructed response using “essay stretcher” words. This means; this makes me think; This is important because; etc). ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. ● Readers answer narrative task prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Integrate thought, action, dialogue, setting, and other narrative elements. ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. ● Readers write thorough prompts constructed responses: <ul style="list-style-type: none"> ○ Identify the question being asked, and open with a flipped question and an answer to the question. ○ Chunk the prompt into parts, and makes sure students are addressing each part in the body of the writing. ○ Make a plan with bullets on planning paper. ○ Check to make sure that each part of the prompts is addressed I the writing with detail and text evidence and/or narrative elements. 	

Students will use test taking strategies to manage themselves during a test.	<ul style="list-style-type: none"> • Readers use the text of the questions and choices to answer as carefully as possible: <ul style="list-style-type: none"> ○ Read every word from the question carefully and think about it. ○ Read every word from every choice carefully and think about it. • Readers write thorough essays in response to the research simulation task: <ul style="list-style-type: none"> ○ Take notes on relevant information while viewing the video. ○ Reread notes once the video is complete and ask yourself, “What do I expect the next text to be about?” ○ Read the next text with the lens of expectations based on the video. ○ Take notes on the texts. • Readers will read chapter books with stamina and volume. <ul style="list-style-type: none"> ○ Read chapter books with increasing amounts of time. • Students will refer to the scoring rubric when monitoring their progress/checking their work. 	
--	---	--

Reading and Writing Across Complex Texts (Structures)

Mini lesson	10 minutes model a testing strategy
Test Prep Activity	15-20 minutes- students work on a sample passage and questions (Partner and/or independent while teacher confers)
Small group instruction	15 minutes- students read just right books, while teacher pulls small groups to target weaknesses
Teaching Share	5 minutes- teacher shares something that was noticed while students are working
Shared Reading	10-15 minutes, three days per week
Closure	5-10 Review, Discuss, Share

For every 3-4 test prep days, you should have one practice test day using the following resources:

- <https://nj.mypearsonsupport.com/practice-tests/>
- Released sample testing items

Unit Title: Dystopian Book Clubs	Grade Level: 8th Grade	Time Frame: May- June (6 weeks)
<p>Unit Overview: Dystopian literature is a fascinating exploration of futuristic worlds in which a 'perfected' society becomes disastrous. Students learn to talk more deeply about their reading and push themselves to read with greater volume, studying complexity, symbolism and allusions. During the unit, readers will develop skills in reading more complex fiction texts: analyzing symbolism, deepening character analysis, understanding story arcs, reading critically with questions in mind. Meanwhile, they will build on their work with reading notebooks, strengthening their ability to transfer their skills from one context to another, and supporting their increasing independence as readers and thinkers.</p>		
<p>NJSLS:</p> <p>R.L. 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.</p> <p>R.L. 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.</p> <p>R.L. 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.</p> <p>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 a specific word choice on meaning and tone.</p> <p>R.L. 8.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)</p> <p>R.L. 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”).</p> <p>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.</p> <p>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.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 8 Reading standards 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”). B. Apply grade 8 Reading standards 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”).</p> <p>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.</p> <p>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.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		

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.

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

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.

Technology Standards:

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee

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.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Students will read one of the following short dystopian stories: *“All Summer in a Day”* by Ray Bradbury, *“Ponies”* by Kij Johnson, *“The Lottery”* by Shirley Jackson, and/or *“Harrison Bergeron”* by Kurt Vonnegut. An interdisciplinary connection will connect and compare dystopian elements in the novel’s setting and our society in a reflective piece of writing. The elements studied connect with one or more of the following:

Science

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Social Studies

6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

Health

2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Unit Goals/Enduring Understandings <ul style="list-style-type: none"> • Readers contextualize dystopian literature by understanding the genre of science fiction. • Readers analyze literary traditions. • Readers deepen thematic analysis through symbols, allusions, and allegory • Readers make sense of strange worlds and consider their relationship to historical or contemporary societies. 	
Essential Questions: <ul style="list-style-type: none"> • How does noticing some traditional literary techniques, themes and archetypes that I see playing out in the stories I have read help strengthen my understanding of those stories? • What are ways I can look at themes that live in each of the texts that I read? • How will students deconstruct symbols, allusions, and allegory and understand allusion to connect to theme? • How can I use strategies from reading other genres in order to make sense of imaginary, often complicated worlds? • In what ways does my understanding of these worlds affect underlying ideas the text is highlighting—ideas that might also offer insights or critiques of my own world? 	Vocabulary and Key Concepts: character, society, complexity, symbolism, allusions, allegory, story arcs, utopia, dystopia, science fiction, setting, protagonist, plot, theme, tone, mood, fantasy, archetypes, synthesize, theory, author’s craft moves <i>As you prepare to teach this new unit in reading workshop, there are a few tips you might find helpful:</i> <ul style="list-style-type: none"> • <i>Organize your library to highlight favorite dystopian</i> • <i>Plan anchor texts and responses</i> • <i>Collect short video clips to be used for whole class and/or small group work</i> • <i>Prepare to set up clubs and literary centers</i>
Skills: <ul style="list-style-type: none"> • Analyze tone and mood • Author’s message and craft moves • Symbolism • Allusions • Allegory • Archetypes • Drawing conclusions • Thematic analysis and development across texts 	Demonstration of Learning/Assessment: Text annotations Small Group Observations Teachers College Reading Assessment Conference Notes Teacher Created Assessments Book Trailer Project Dystopia Essay

Mentor Texts:

Welcome to the Monkey House (Anchor read aloud text from Units of Study)

"Ponies" by Kij Johnson (<http://www.tor.com/2010/11/17/ponies/>) as a possible alternative anchor text

"The Lottery" by Shirley Jackson

"Harrison Bergeron" by Kurt Vonnegut

First chapter of The Hunger Games or Divergent and the film clip

Other suggested popular dystopian novels for book club include:

Fahrenheit 451

Uglies

The Maze Runner

The Hunger Games

The Giver

Among the Hidden

Divergent

Resources/Materials

- Classroom library of leveled books
- Chart paper/Post-its
- Reading notebooks
- Sadlier- Vocabulary Workshop
- Units of Study for Teaching Reading 6-8, Dystopian Book Clubs Unit

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play