Pacing Guide For ELA Curriculum

Grade 8

Topic	Marking Period	Number of Days
Language Domain	Marking period 1-4	16 weeks
Reading Domain	Marking period 1-4	16 weeks
Writing domain	Marking period 1-4	16 weeks
Speaking and Listening Domain	Marking period 1-4	8 weeks

Alpha Public School
ELA Curriculum Map

Grade: 8th Grade

UNIT: Language Domain

Standard: L.SS.8.1	**Content Topic:** Demonstrate command of the system and structure of the English language when writing or speaking.

Standard	**Disciplinary Core Ideas / Essential Statement / Objective**
L.SS.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.SS.8.1.B	Form and use verbs in the active and passive voice
L.SS.8.1.C.	Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
L.SS.8.1.D.	Recognize and correct inappropriate shifts in verb voice and mood
L.SS.8.1.E.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break
L.SS.8.1.F	Use an ellipsis to indicate an omission
L.SS.8.1.G	Recognize spelling conventions

Practices / Skills & Lesson / Learning Activities
Whole Group- ● Create book maps ● Guide spelling, grammar and vocabulary activities ● Mini lessons- ○ Mentor text of memoir: excerpts from : *I Know why the Caged Bird sings, I am a Teacher, a Letter to my Younger Self* ○ Recognize the difference between a concise summary and a thorough response to literature Use guidance such as Book, Head, Heart (Beers and Probst) ● Applying domain specific vocabulary ● Produce a quick write and share in large group ● Identify basic parts of speech Independent Practice ● Journaling as a response tool for reading ● Identify a method of sharing that leads student to attain a level of comfort Small Group ● Participate in discussions ● Produce quick writes and share in small groups

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**

Formative ● Exit Slips ● Writing Conferences ● Class participation in small and whole group discussions ● Quick writing response / share ● Reading / writing response journals Summative ● Written narrative / memoir ● Writing response journals ● Writing conferences Alternative ● Post card project reflecting setting of summer reading ● Wordle activity using adjectives to describe self	Writing samples Vocabulary Units	● *I Know why the Caged Bird sings,* ● *I am a Teacher,* ● *a Letter to my Younger Self* ● Vocabulary Book ● Commonlit.org ● Scholastic Scope magazine ● Youtube video ● Write source ● Vocabulary their way, Pearson ● "A Retrieved Reformation" O. Henry ● A Writer's Notebook, Ralph Fletcher, Mildred D. Taylor ● *Roll of Thunder, Hear My Cry* ● "My Name" by Sandra Cisneros ● *The Red Bandanna*

UNIT: Language Domain

Standard: L.KL.8.2	**Content Topic:** Use knowledge of language and its conventions when writing, speaking, reading or listening

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression
L.KL.8.2.C	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Practices / Skills & Lesson / Learning Activities
Whole Group ● Guide spelling, grammar and vocabulary activities ● Use real world informational texts to recognize and identify informational text features and identify the structure of text ● Mini lessons ○ Mentor texts of informational pieces: excerpts from *Harriet Tubman* by Ann Petry (biography) ○ Recognize the difference between a concise summary and a thorough response to literature ● Political and editorial cartoons offer an opportunity to have students use information and inference in an unique way. Students must use and apply an understanding of symbolism, exaggeration, analogy, labeling and irony to decipher the information and the "author's" purpose ● Use- It's No Laughing Matter (https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/political-cartoon/# ● Cartoons in the Classroom lessons, teacher generated worksheets based on real-world sources (digital and

newspaper cartoons)
- Debates / forced choice

Independent Practice-
- Produce an audience appropriate informative piece using an identified text structure
- Read and evaluate articles using Newsela.com and or commonlit.org
- Conference with individual students to ensure understanding

Small Groups
- Produce an audience appropriate informative piece using an identified text structure, discussing and analyzing informational articles

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative ● Quick Write ● Writing Conferences ● Notebook Check ● Class Discussion ● Teacher Observation ● Exit Slips Summative ● Teacher generated tests and quizzes ● Data obtained through web-based resources (Newsela/ common lit) ● Nonfiction magazine Alternative ● Quizizz ● Constructed Response Items	Writing Samples Constructed response samples	● *Harriet Tubman* by Ann Petry ● Newsela ● commonlit.org ● Scholastic Scope ● Youtube videos ● National geographic articles ● Vocabulary their Way, Pearson ● Vocabulary Workshop, Level C ● The New York Times Machine ● Readwritethinkorg ● It's No Laughing Matter ● Political cartoons ● "Three Cheers for the Nanny State" by Sarah Conly ● "Ban the Ban! / Soda's a Problem" by Sidney Anne Stone ● "Words Do Not Pay" Chief Joseph by Persuasive Speech ● "High Jinks Shoot-Out: role playing games with simulated violence" Guy Martin

UNIT: Language Domain

Standard: L.VL.8.3	**Content Topic:** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 8 reading and content,

	including technical meanings, choosing flexibly from a range of strategies

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.VL.8.3.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
L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone
L.VL.8.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of the word (e.g., precede, recede, secede)
L.VL.8.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its parts of speech
L.VL.8.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

Practices / Skills & Lesson / Learning Activities
● Define context clues as hints within a text that help readers understand the meaning of unfamiliar words ● Provide examples of different context clues (e.g., synonyms, antonyms, definitions, examples) and how they can be used to decipher meaning ● Engage students in guided practice activity where they identify and analyze context clues in sample sentences ● Show examples of common Greek and Latin roots and their meanings (e.g. "pre" meaning before, "se" meaning apart) ● Engage students in an activity where they break down unfamiliar words into their root components to determine meaning ● Provide examples of how different words can evoke different emotions or attitudes in readers ● Have students analyze a passage, focusing on how word choices contribute to the tone of the text ● Demonstrate how to use dictionaries, glossaries, thesauruses to find the pronunciation, precise meaning, or parts of speech of a word ● Guide students through hands on activity where they practice using reference materials to verify word meanings ● Have students work individually or in pairs to identify unfamiliar words, analyze their meanings using the strategies learned, and verify their understandings with reference materials ● Assign a vocabulary building task such as creating flashcards for the unfamiliar words encountered in the selected texts, along with their meanings and examples of usage

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative ● Quick Write ● Writing Conferences ● Notebook Check ● Class Discussion ● Teacher Observation ● Exit Slips	Writing Samples Constructed response samples	● Selected texts appropriate ● Dictionaries (print and digital) ● Thesauruses (print and digital) ● Newsela ● commonlit.org

Summative ● Teacher generated tests and quizzes ● Data obtained through web-based resources (Newsela/ common lit) ● Nonfiction magazine Alternative ● Quizizz ● Constructed Response Items		● Scholastic Scope ● Youtube videos ● National geographic articles ● Vocabulary their Way, Pearson ● Vocabulary Workshop, Level C ● The New York Times Machine ● Readwritethinkorg ● It's No Laughing Matter ● Political cartoons ● "Three Cheers for the Nanny State" by Sarah Conly ● "Ban the Ban! / Soda's a Problem" by Sidney Anne Stone ● "Words Do Not Pay" Chief Joseph by Persuasive Speech ● "High Jinks Shoot-Out: role playing games with simulated violence" Guy Martin

UNIT: Language Domain

Standard: L.VI.8.4	**Content Topic:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context
L.VI.8.4.B	Use the relationship between particular words to better understand each of the words
L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
L.VI.8.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)

Practices / Skills & Lesson / Learning Activities
● Distribute handouts containing excerpts from various texts, each containing examples of different figures of speech. ● Instruct students to identify and annotate the figures of speech present in each excerpt, discussing their meanings and effects on the text.

- Allow groups to share their findings with the class, facilitating a discussion on the interpretation and impact of each figure of speech.
- Provide each student with an index card containing a pair of words with similar denotations but different connotations.
- Instruct students to write a short paragraph using each word in context and discuss how the connotations of each word affect the tone and meaning of the paragraph.
- Encourage students to share their paragraphs with a partner, discussing the nuances of word choice.
- Facilitate a class discussion, highlighting the importance of word choice in conveying tone and meaning.
- Present examples of analogies and allusions from literature or media.
- Discuss with students how these literary devices enhance understanding by drawing connections between different ideas or texts.
- Provide students with prompts to create their own analogies or identify allusions in familiar texts.
- Encourage students to share their creations or findings with the class, discussing the significance of each example.

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative ● Quick Write ● Writing Conferences ● Notebook Check ● Class Discussion ● Teacher Observation ● Exit Slips Summative ● Teacher generated tests and quizzes ● Data obtained through web-based resources (Newsela/ common lit) ● Nonfiction magazine Alternative ● Quizizz ● Constructed Response Items	Writing Samples Constructed response samples	● Selected texts appropriate ● Dictionaries (print and digital) ● Thesauruses (print and digital) ● Newsela ● commonlit.org ● Scholastic Scope ● Youtube videos ● National geographic articles ● Vocabulary their Way, Pearson ● Vocabulary Workshop, Level C ● The New York Times Machine ● Readwritethinkorg ● It's No Laughing Matter ● Political cartoons ● "Three Cheers for the Nanny State" by Sarah Conly ● "Ban the Ban! / Soda's a Problem" by Sidney Anne Stone ● "Words Do Not Pay" Chief Joseph by Persuasive Speech ● "High Jinks Shoot-Out: role playing games with simulated violence" Guy Martin

Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google docs, Sheets, and slides ● 8.2.8.ITH.1- Explain how the development and use of technology influences economic, political, social and cultural issues. ● 8.2.8.ITH.5- Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another	SS-6.1.8.Civics.PI.3.c- Political and civil institutions impact all aspects of people's lives-Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution Science-***MS-PS1-3-*** Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it (PS1.A)-Gather and make sense of information to describe that synthetic materials come from natural resources and impact society Science-***MS-PS1-3-***Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants (PS1.B)-Gather and make sense of information to describe that synthetic materials come from natural resources and impact society

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Additional time for skill mastery ● Check work frequently for understanding ● Computer or electronic device utilization ● Extended time on tests / quizzes ● Modified test and assignment format, length, and content ● Preview of content, concepts and vocabulary ● Reduced / shortened reading / written assignments ● Students working with an assigned partner ● Use open book, study guides, test prototypes ● Goal setting with students ● Mini-workshops to re-teach or extend skills ● Open-ended activities ● Varied supplemental materials ● Allow students to correct errors (looking for understanding) ● Allowing the use of notecards or open-book during testing ● Decreasing the amount of	● Allow students to correct errors (looking for understanding) ● Have peers take notes or provide a copy of teacher's notes ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Using computer word processing spell check and grammar check features	● Group investigations ● Independent research and projects ● Interest groups ● Leveled rubrics ● Multiple intelligence options ● Personal agendas ● Project-based learning

work presented or required		

UNIT: Reading Domain

Standard	Disciplinary Core Ideas / Essential Statement / Objective
RL.CR.8.1	Cite several pieces of textual evidence and make relevant connections to support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
RI.CI.8.2	Determine the central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style
RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure
RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony)
RI.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints
RL.MF.8.6	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation /s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work
RI.MF.8.6	Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually,

	quantitatively) to address a question or solve a problem
RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced
RL.CT.8.8	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical / cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same place
RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

Practices / Skills & Lesson / Learning Activities

Whole Group-

- Create book maps
- Guide spelling, grammar and vocabulary activities
- Create anchor charts as a tool for becoming a member of the reading community
- Apply domain specific vocabulary
- Introduce the process of becoming a lifelong reader through reading incentive program and the role of book choice
- Introduce fiction signposts using excerpts from mentor texts (Notice and Note- Beers and Probst)
- Use real world informational texts to recognize and identify information text features and identify the structure of text
- Utilize note taking strategies to record informational text. Differentiate between essential and nonessential information using a text sample
- Silent and oral reading of dramatic prose
- Mini lesson on researching background information on historical, social, or cultural context of the play
- Analyze the structure of dramatic prose (stage directions, dialogue formatting)
- Generate a venn diagram to plan a compare and contrast essay
- Investigate random bits of text to formulate pre-reading ideas and build curiosity
- Silent, shared and independent reading of the novel and various short stories
- Mini lesson- compare and contrast two arguments and evaluate which author was more successful in supporting their statement of opinion
- Shared reading of renown public address (Dr. Martin Luther King's "I Have a Dream") and create a found poem selecting words and phrases that impacted their reading
- Give one- get one or other pre-reading activity to demonstrate understanding of historical context
- Participate in class discussions about the historical context of the novel- how does the story provide insight into courageous characters?

Independent Practice-

- Journaling as a response tool for reading
- Identify a method of sharing that leads student to attain a level of comfort
- Read and evaluate informational articles using Newsela.com or Commonlit.org
- Conference with individual students to ensure comprehension
- Silent and oral reading of dramatic prose
- Complete a quilt square as a analysis of literary elements, summary and response
- Students provide an objective summary of Frederick Douglass's Narrative. Then analyze how the central idea regarding the evils of slavery is conveyed through supporting ideas and developed over the course of a text
- Students trace the line of argument in Winston Churchill's "Blood, Toil, Tears and Sweat" address to parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence and which are not
- Students will compose a sample of functional text with an intended audience in mind (speech- how to manual,

obituary, eulogy)
Small Groups
- Participate in literature circle discussion, book talk or reading conferences
- Reader's theater
- Investigate the science infused within the reading selection, using print and other media sources
- Discussion of salient points of a given functional text
- Collaborate to generate an infographic
- Create a timeline, delineating traditional literature as represented through time. For example, *The Giver* includes allusions to Jonah and the Whale, the Angel Gabriel. *The Hunger Games* relies on Greek and Roman Mythology.

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impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another	used to identify it (PS1.A)-Gather and make sense of information to describe that synthetic materials come from natural resources and impact society Science-***MS-PS1-3-***Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants (PS1.B)-Gather and make sense of information to describe that synthetic materials come from natural resources and impact society

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
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UNIT: Writing Domain

Standard: W.AW.8.1	**Content Topic:** Write arguments on discipline-specific content (e.g,. Social studies, science, math, technical subjects, English/ Language Arts) to support claims with clear reasons and relevant evidence

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
W.AW.8.1.B	Support claim(s) with logical reasoning and relevant, using relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources
W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
W.AW.8.1.D	Establish and maintain a formal / academic style, approach, and form
W.AW.8.1.E	Provide a conclusion statement or section that follows from and support the argument presented.

Practices / Skills & Lesson / Learning Activities

- Students will be able to research related scientific topics to initiate meaningful classroom discussions and write informative / explanatory texts using relevant content

Whole Group-

- Guide spelling, grammar and vocabulary activities
- Investigate using a variety of print and other media sources
- Compare and contrast two arguments and evaluate which was more successful with their own statement of opinion

Independent-

- Write an informative / explanatory essay using evidence from research
- Students will be able to write arguments to support claims with clear reasons and relevant evidence
- Respond to a statement using research from social / scientific investigations

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative ● Quick Write ● Writing Conferences ● Notebook Check ● Class Discussion ● Teacher Observation ● Exit Slips Summative ● Teacher generated tests and quizzes ● Data obtained through web-based resources (Newsela/ common lit) ● Nonfiction magazine Alternative ● Quizizz	Writing Samples Constructed response samples	● Computer or Ipad with internet ● commonlit.org ● newsela.org ● Scholastic scope magazine ● Youtube videos ● readwritethink.org ● Writing fundamentals ● “What is your Life’s Blueprint?” Martin Luther King Jr. ● *Hunger Games Trilogy* by S. Collins ● *Maze Runner Series* by J. Dashner ● “Steve Jobs’ Stanford

● Constructed Response Items		University Commencement speech"

UNIT: WRITING DOMAIN

Standard: W.IW.8.2	**Content Topic:** Write informative / explanatory texts (including the narration of historical events, scientific procedures /experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structure (e.g., definition, classification, comparison/ contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension
W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
W.IW.8.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts
W.IW.8.2.D	Use precise language and domain / grade-level-specific vocabulary to inform about or explain the topic
W.IW.8.2.E	Establish and maintain a formal style/ academic style, approach and form
W.IW.8.3.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, or multiple paragraphs) that synthesizes the information or explanation presented

Practices / Skills & Lesson / Learning Activities
● Students will be able to research related scientific topics to initiate meaningful classroom discussions and write informative / explanatory texts using relevant content Whole Group- ● Guide spelling, grammar and vocabulary activities ● Investigate using a variety of print and other media sources ● Compare and contrast two arguments and evaluate which was more successful with their own statement of opinion Independent- ● Write an informative / explanatory essay using evidence from research

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative ● Quick Write ● Writing Conferences ● Notebook Check ● Class Discussion	Writing Samples Constructed response samples	● "Three Cheers for the Nanny State" by Sarah Conly ● "Ban the Ban! / Soda's a Problem" by Sidney Anne

● Teacher Observation ● Exit Slips Summative ● Teacher generated tests and quizzes ● Data obtained through web-based resources (Newsela/ common lit) ● Nonfiction magazine Alternative ● Quizizz ● Constructed Response Items		Stone ● "Words Do Not Pay" Chief Joseph ● "High Jinks Shoot Out: Role Playing Games with simulated Violence" Guy Martin ● Scholastic Scope Magazine ● National Geographic Articles ● The New York Times Machine: timesmachine.nytimes.com

UNIT: WRITING DOMAIN

Standard: W.NW.8.3	**Content Topic:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.NW.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing the narrator and / or characters; organize an event sequence that unfolds naturally and logically
W.NW.8.3.B.	Use narrative techniques, such as dialogue, pacing, and description, and reflection, to develop experiences, events, and / or characters
W.NW.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events
W.NW.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
W.NW.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events

Practices / Skills & Lesson / Learning Activities
● Students will be able to research related scientific topics to initiate meaningful classroom discussions and write informative / explanatory texts using relevant content Whole Group- ● Guide spelling, grammar and vocabulary activities ● Provide a prompt and students respond to prompt with a strong conclusion Independent- ● Write an narrative or descriptive story using strong relevant details Small Group- ● Peer share / edit

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials

		(including various texts at each grade level)
Formative ● Quick Write ● Writing Conferences ● Notebook Check ● Class Discussion ● Teacher Observation ● Exit Slips Summative ● Teacher generated tests and quizzes ● Data obtained through web-based resources (Newsela/ common lit) ● Nonfiction magazine Alternative ● Quizizz ● Constructed Response Items	Writing Samples Constructed response samples	● *I Know why the Caged Bird sings,* ● *I am a Teacher,* ● *a Letter to my Younger Self* ● Vocabulary Book ● Commonlit.org ● Scholastic Scope magazine ● Youtube video ● Write source ● Vocabulary their way, Pearson ● "A Retrieved Reformation" O. Henry ● A Writer's Notebook, Ralph Fletcher, Mildred D. Taylor ● *Roll of Thunder, Hear My Cry* ● "My Name" by Sandra Cisneros ● *The Red Bandanna*

UNIT: WRITING DOMAIN

Standard	**Disciplinary Core Ideas / Essential Statement / Objective**
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding and refine final products; focusing on how well purpose and audience have been addressed
W.WR.8.5	Conduct short research projects to answer a a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
W.SE.8.6	Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction, and revision), and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Practices / Skills & Lesson / Learning Activities
● Students will be able to research related scientific topics to initiate meaningful classroom discussions and write informative / explanatory texts using relevant content Whole Group- ● Guide spelling, grammar and vocabulary activities

- Provide a prompt and students respond to prompt with a strong conclusion

Independent-

- Write an narrative or descriptive story using strong relevant details

Small Group-

- Peer share / edit

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Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google docs, Sheets, and slides ● 8.2.8.ITH.1- Explain how the development and use of technology influences economic, political, social and cultural issues. ● 8.2.8.ITH.5- Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another	SS-6.1.8.Civics.PI.3.c- Political and civil institutions impact all aspects of people's lives-Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution Science-***MS-PS1-3-*** Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it (PS1.A)-Gather and make sense of information to describe that synthetic materials come from natural resources and impact society Science-***MS-PS1-3-***Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants (PS1.B)-Gather and make sense of information to describe that synthetic materials come from natural resources and impact society

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Additional time for skill mastery ● Check work frequently for understanding ● Computer or electronic device utilization ● Extended time on tests / quizzes ● Modified test and assignment format, length, and content ● Preview of content, concepts and vocabulary ● Reduced / shortened reading / written assignments ● Students working with an assigned partner ● Use open book, study guides, test prototypes ● Goal setting with students ● Mini-workshops to re-teach or extend skills ● Open-ended activities ● Varied supplemental materials ● Allow students to correct errors (looking for understanding) ● Allowing the use of notecards or open-book during testing ● Decreasing the amount of work presented or required	● Allow students to correct errors (looking for understanding) ● Have peers take notes or provide a copy of teacher's notes ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Using computer word processing spell check and grammar check features	● Group investigations ● Independent research and projects ● Interest groups ● Leveled rubrics ● Multiple intelligence options ● Personal agendas ● Project-based learning

UNIT: SPEAKING AND LISTENING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
SL.PE.8.1.A.	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. 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
SL.PE.8.1.B	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. Follow rules for collegial discussions and decision making, track progress toward specific goals and

	deadlines, and define individual roles as needed.
SL.PE.8.1.C	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. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant observations and ideas
SL.PE.8.1.D	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. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented
SL.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
SL.ES.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation
SL.UM.8.5	Integrate multimedia and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest
SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Practices / Skills & Lesson / Learning Activities
Whole Group- ● Create anchor charts as a tool for becoming a member of the reading / writing community ● Guide spelling, grammar and vocabulary activities Small Group- ● Participate in literature circle discussion, book talks, or reading / writing conferences ● Produce quick writes and share in small circles Independent ● Produce an audience appropriate piece and share with group

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assigned partner ● Use open book, study guides, test prototypes ● Goal setting with students ● Mini-workshops to re-teach or extend skills ● Open-ended activities ● Varied supplemental materials ● Allow students to correct errors (looking for understanding) ● Allowing the use of notecards or open-book during testing ● Decreasing the amount of work presented or required		

For all ELA units:

21st Century Education (NJSLS Standard 9)	**Career Education**
<u>THEMES:</u> Global Awareness Civic Literacy Environmental Literacy Communication Collaboration Media Literacy <u>SKILLS:</u> CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence	-Arts, A/V Technology & Communication -Government and Public Administration -Education and Training